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Veille de l'IREDU

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Acquisition de compétences

Adinda, D., Gettliffe, N., & Mohib, N. (2024). **Educational hackathon: preparing students for collaborative competency**. *Educational Studies*, 1-19. https://doi.org/10.1080/03055698.2024.2369868
Collaboration is an essential skill for future education professionals because they will encounter challenges that will require collectively innovative solutions. Thus, this research evaluates the impact of a three-month class hackathon (a one-day event and three post-hackathon workshops) on the collaborative competencies of students of education. Further, the study examines the relationship between the development of collaborative competency and the innovative performance of the student teams (N = 18) that participated in the hackathon. Participating undergraduate students (N = 72) were required to fill out self-reports on five dimensions underlying their collaborative competency, and coaches conducted various observations during the hackathon. The results demonstrate that students' collaborative competency developed significantly during the entire course period. However, the findings also reveal that some student teams regressed during the hackathon day and overall course period. This study does not reveal any relationship between the students' perception of collaboration and their innovation ability.

Alexandre, M., Sylvain, L., & Raymond, D. (2024). **Référentialisation des compétences enseignantes : analyse des savoirs de l'agir professionnel en vue de la reconnaissance et la validation des acquis de l'expérience et des compétences**. *Revue hybride de l'éducation*, *8*(3), 1-25. https://doi.org/10.1522/rhe.v8i3.1493
Cet article rend compte d'un processus de référentialisation des savoirs de l'agir professionnel en situation. L'analyse du sens de l'action permet de saisir les situations critiques qui orientent le développement des compétences (Mayen et Métral, 2008). Fondé sur la conceptualisation de l'activité professionnelle, l'examen du Référentiel de compétences professionnelles. Profession enseignante (Gouvernement du Québec, 2020) a permis de traduire les processus internes requis en réponse aux situations de la pratique éducative ainsi que les traits essentiels des compétences. Les résultats révèlent l'interdépendance de quatre schèmes organisateurs de l'activité enseignante : l'apprentissage, l'environnement, la collectivité (collaboration) et le développement professionnel continu.

Ali, A. D. (2024). **Exploring language assessment literacy: A case of perceived needs of two stakeholder groups in Egypt**. *International Journal of Training and Development*, *28*(3), 335-361. https://doi.org/10.1111/ijtd.12328
Stakeholders in exam-driven countries are responsible for developing test-related tasks to assess the quality of English as a Foreign Language (EFL) teaching and learning. Hence, the language assessment literacy (LAL) of different stakeholders has to be investigated. This mixed-methods study explored the required LAL competencies among two groups of Egyptian EFL supervisors and teachers and examined the impact of participants' demographic profiles on choosing LAL competencies. The groups prioritized their needs for assessment in language pedagogy. While supervisors were highly demanded to develop and administer language assessments, teachers were highly interested in developing their skills at assessment scoring and rating. Teachers' selection of LAL competencies was influenced by age, educational degree and professional training; whereas supervisors' LAL was impacted by experience and educational degree. The

findings of interviews shed light on participants' perceived needs for LAL knowledge and skills, the challenges of achieving LAL, and ways for improvement.

Araújo-Oliveira, A., Amamo, S., & Vivegnis, I. (2024). **Les stages en enseignement aujourd'hui : enjeux, défis et pistes de solutions**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 5-6. https://doi.org/10.7202/1111354ar
Les stages en enseignement, sous leurs différentes modalités, sont essentiels au processus de développement professionnel et occupent une place centrale dans la formation initiale à l'enseignement. Ils offrent aux futur(e)s professionnel(le)s l'opportunité de faire dialoguer les savoirs d'ordre théorique acquis dans le cadre d'activités pédagogiques à l'université avec la réalité du terrain, de développer leurs compétences professionnelles et de construire leur identité enseignante, tout en permettant aux institutions universitaires d'attester de la préparation des futur(e)s enseignant(e)s aux différentes activités et situations de la profession enseignante. Cependant, l'entreprise des stages est souvent sujette à des défis importants. Outre les difficultés de coordination et de collaboration entre les institutions (universités, écoles, centres de formation, etc.) et entre les membres de la triade, il convient de souligner les obstacles liés au recrutement et à la formation des personnes formatrices. De plus, l'articulation entr e la théorie et la pratique, l'accompagnement et l'évaluation dans des contextes particuliers tels que le stage en emploi, ainsi que la charge, la variété et la pertinence des tâches confiées et demandées aux stagiaires soulèvent des débats. Il est donc crucial d'identifier les enjeux et les défis associés aux stages en enseignement, tant pour les institutions de formation et les personnes formatrices que pour les stagiaires, et réfléchir à des pistes de solution afin d'optimiser la contribution des stages au développement professionnel des futur(e)s enseignant(e)s. La préparation de la relève enseignante en dépend, tout comme la qualité de l'enseignement offert aux élèves et, ultimement, leur réussite scolaire. Ce dossier propose ainsi de réfléchir aux enjeux et aux défis sous-jacents aux stages dans la formation initiale à l'enseignement et entend proposer des idées novatrices pour les surmonter.

Araújo-Oliveira, A., Amamou, S., & Barroso da Costa, C. (2024). **Les stages de formation initiale à l'enseignement : points de vue des futurs enseignants du primaire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 18-22. https://doi.org/10.7202/1111357ar
L'article explore les points de vue des futurs enseignants du primaire sur leurs expériences de stage dans le cadre de la formation initiale à l'enseignement. Par l'intermédiaire des entretiens de groupe réalisés avec des étudiants en quatrième année du baccalauréat en éducation préscolaire et en enseignement primaire d'une université francophone québécoise, les résultats mettent en lumière l'importance cruciale des stages pour le développement des compétences professionnelles et la construction de l'dentité enseignante. Cependant, malgré ces contributions positives, les participants soulignent les aspects sombres des stages, notamment l'impact financier, les sacrifices personnels, les répercussions sur la vie sociale et familiale, et les implications sur la santé physique et mentale. En guise de conclusion, l'article soulève la question de la souffrance inhérente à la formation pratique et les revendications des étudiants face aux conditions de réalisation des stages, tout en suggérant la nécessité d'une réflexion approfondie sur les conditions de travail des stagiaires et la recherche de solutions pour minimiser les aspects négatifs des stages.

Arthars, N., Markauskaite, L., & Goodyear, P. (2024). **Constructing shared understanding of complex interdisciplinary problems: Epistemic games in interdisciplinary teamwork**. *Journal of the Learning Sciences*, *33*(2), 405-442. https://doi.org/10.1080/10508406.2024.2341390
Constructing shared understanding of complex interdisciplinary problems is one of the most challenging aspects of interdisciplinary teamwork. How this process unfolds is under-researched, making it esoteric and difficult to scaffold. This paper aims to provide an articulated and nuanced account of what is involved in student teams' construction of shared understanding of complex interdisciplinary problems. The study combines the theoretical lens of epistemic games with an ecological analytical perspective. Drawing on the analysis of ethnographic cases, it explores how four graduate student teams construct shared understanding of complex problems during interdisciplinary projects. Construction of shared understanding is a multifaceted and dynamic process that extends over the entire problem-solving activity. It relies on epistemic moves that explicate and juxtapose different perspectives and connect abstract ideas with knowledge grounded in students' experiences and contexts. The pursuits students engage in, when creating shared understanding, reveal epistemic differences related to formulation of the interdisciplinary problem and what constitutes trustworthy knowledge. The paper contributes to the literature on the nature of students' construction of shared understanding of complex interdisciplinary problems revealing critical recurrent moves. It also extends earlier conceptualizations of epistemic games as primarily discourse games and demonstrates that they are profoundly multimodal and distributed.

Barreau, L. (2024). **Valoriser la richesse des parcours**. *Revue hybride de l'éducation*, *8*(3), 1-11. https://doi.org/10.1522/rhe.v8i3.1726
Une employée de l'Université du Québec à Montréal (UQAM) témoigne de la pertinence de la reconnaissance des acquis et des compétences (RAC). Elle explique l'importance de la RAC pour les personnes qui ont des expériences de travail valables et veulent faire reconnaître ce savoir par l'obtention d'un diplôme malgré l'impact de cette décision sur leur vie. Elle nous montre qu'il ne s'agit pas seulement de technicalités et de gestion de dossier, mais surtout d'une opportunité, tant pour les personnes étudiantes que pour l'université, dans un processus conjoint.

Beaupré, P., & Caron, J. (2024). ***Des récits pédagogiques illustrés pour l'enseignement à une diversité d'élèves: Une approche innovante visant le développement de compétences professionnelles***. Consulté à l'adresse https://www.editionsjfd.com/en/shop/des-recits-pedagogiques-illustres-pour-lenseignement-a-une-diversite-deleves-11804
Le personnel ayant à répondre aux grands besoins éducatifs de certains jeunes qui vivent des situations complexes, souvent méconnues ou difficiles à comprendre, peut se sentir démuni et isolé. Ces jeunes ont particulièrement besoin de personnes-ressources provenant de plusieurs milieux (éducation, communautaire, santé et services sociaux, emploi). Les compétences professionnelles requises pour intervenir auprès de jeunes en situation complexe, notamment celles relatives à la collaboration, se développent plus aisément lorsqu'elles sont contextualisées. C'est ce qui a poussé une équipe composée de Pauline Beaupré, Josianne Caron, Sylvain Letscher, Edith Jolicoeur, Julie Beaulieu (de l'Université du Québec à Rimouski) et Camille Gauthier-Boudreault (de l'Université du Québec à Trois-Rivières) à utiliser les récits authentiques et les images pour enrichir la

formation à l'enseignement auprès d'une diversité d'élèves. De cette collaboration est né le codéveloppement de neuf récits pédagogiques issus d'entrevues avec des jeunes et illustrés par Luca Jalbert de Cabro*Productions. S'adressant à toute personne qui participe à l'éducation de jeunes vivant des situations complexes et qui les accompagne, les récits pédagogiques illustrés abordent différents parcours de vie et des transitions. Sans cacher des écueils à l'inclusion scolaire et sociale, ils mettent en relief des pistes d'action pour soutenir, en collaboration, les jeunes et leur entourage.

Béchard, N., Gouin, J.-A., & Desbiens, V. (2024). **Le déploiement d'un dossier professionnel interactif : mieux évaluer la mobilisation des compétences professionnelles en stage**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 64-70. https://doi.org/10.7202/1111366ar
À l'automne 2023, nous avons mis en oeuvre un nouveau dispositif (le dossier professionnel interactif) permettant aux stagiaires en enseignement secondaire de mieux témoigner de leur développement professionnel. Dans cet article, nous abordons les raisons qui justifient la pertinence d'un tel dispositif, nous expliquons son fonctionnement général et nous présentons l'appréciation qu'en font des stagiaires et des superviseur•es de stage après une session d'expérimentation. Les résultats obtenus à l'aide d'un questionnaire mettent en lumière les forces, mais également les défis que pose ce type de modalités d'évaluation. En nous appuyant sur ces constats, nous proposons quelques pistes de réflexion et d'amélioration.

Belisle, R. (2024). **Parcours en reconnaissance d'acquis extrascolaires au 1er cycle universitaire : des enjeux de justice sociale**. *Revue hybride de l'éducation*, *8*(3), 1-26. https://doi.org/10.1522/rhe.v8i3.1469
Cet article propose une synthèse des résultats de recherches de divers pays tirés de travaux empiriques sur les parcours en reconnaissance des acquis dans des dispositifs au 1er cycle universitaire et vise à attirer l'attention sur des enjeux de justice sociale. On y constate que la reconnaissance des acquis contribue à l'obtention d'un diplôme de 1er cycle. Cependant, les défis restent importants pour que ce type de dispositifs serve à la fois les besoins sociaux et l'émancipation des personnes, tout particulièrement les besoins et aspirations de personnes ayant un rapport non traditionnel aux études et qui privilégient souvent l'apprentissage dans l'action ou avec des pairs.

Blandin, B., Fernagu, S., Buisine, S., & Viazzi, C. (2024). ***Bibliographie complète issue de la revue de littérature - Annexe à l'article « Distinguer les "Soft-Skills" d'autres construits » - Revue Savoirs***. Consulté à l'adresse https://shs.hal.science/halshs-04678048
L'article auquel se document est annexé a été accepté par la revue Savoirs et sera publié dans la rubrique Enjeux théoriques. L'article de la revue Savoirs propose un lien sur ce document annexe.

Boucé, S., Eteve, Y., Garnero, M., Philibert, L., & Rogie, H. (2024). **Espagnol en fin de collège : une stabilité des résultats à l'oral comme à l'écrit**. *Note d'Information*, (24.39), 1-4. Consulté à l'adresse https://www.education.gouv.fr/espagnol-en-fin-de-college-une-stabilite-des-resultats-l-oral-comme-l-ecrit-415358
Dans le cadre du cycle des évaluations disciplinaires réalisées sur échantillon (Cedre), le niveau des acquis des élèves en espagnol est mesuré en fin de collège.

Bush, T. (2024). **School leadership and student outcomes: What do we know?** *Educational Management Administration & Leadership*, *52*(5), 1017-1019. https://doi.org/10.1177/17411432241271559

Café pédagogique. (2024, septembre 9). **Illettrisme en France : une situation qui s'améliore, même si…**. Consulté 11 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/09/illettrisme-en-france-une-situation-qui-sameliore-meme-si/
Du 8 au 15 septembre 2024 se tiennent les Journées Nationales d'Action contre l'Illettrisme (JNAI) initiées par l'Agence nationale de lutte contre l'illettrisme.

Camirand, C. (2024). **Un parcours de développement de la RAC universitaire**. *Revue hybride de l'éducation*, *8*(3), 1-12. https://doi.org/10.1522/rhe.v8i3.1757
Ce récit de pratique présente l'évolution de la reconnaissance des acquis et des compétences (RAC) à l'Université du Québec à Trois-Rivières (UQTR), par une conseillère spécialiste de la question qui porte ce dossier depuis une dizaine d'années. Celle-ci présente, à travers une mise en contexte de la situation de la RAC dans son établissement, quatre réalisations importantes contribuant à l'évolution de ce domaine. Enfin, elle apporte une réflexion sur les apports et les prospectives pour continuer la progression de la RAC au bénéfice des acteurs impliqués dans ce processus.

Cortessis, S., Hämmerli, C., & Salzmann, P. (2024). **Reconnaissance des acquis d'expérience en formation professionnelle supérieure suisse : entre profession et université, entre pratique et théorie, entre formel et informel**. *Revue hybride de l'éducation*, *8*(3), 1-22. https://doi.org/10.1522/rhe.v8i3.1512
Les bases juridiques de la prise en compte des acquis existent en Suisse, mais leur mise en pratique n'est pas établie dans l'ensemble du système éducatif, au niveau tertiaire. Dans la formation professionnelle supérieure, les écoles bénéficient d'une grande marge de manœuvre, contribuant au manque de transparence en matière de prise en compte des acquis. Une étude par entretiens questionnaires et analyse documentaire permet d'analyser la prescription concernant la prise en compte des acquis dans les écoles supérieures, leur mise en œuvre concrète et leur justification. Les résultats permettent d'émettre des recommandations à destination des acteurs de la formation continue.

Cukier, W., Mo, G. Y., Karajovic, S., Borova, B., & Nagpal, R. (2024). **Combler l'écart de compétences entre les nouveaux arrivants et l'industrie : preuves provenant du projet d'innovation de la main-d'oeuvre et de l'inclusion**. *Revue hybride de l'éducation*, *8*(3), 1-31. https://doi.org/10.1522/rhe.v8i3.1470
Les nouveaux arrivants au Canada font face à divers obstacles à leur intégration économique, allant du manque de familiarité avec l'anglais ou le français et la culture canadienne aux réglementations restrictives concernant les titres de compétences étrangers. Ces obstacles se manifestent par des écarts de compétences entre les nouveaux arrivants et l'industrie, pour laquelle les compétences des nouveaux arrivants ne correspondent pas à ce que recherchent les employeurs. Cet article examine la littérature sur les écarts de compétences au Canada, mettant en évidence le besoin de programmes et de services visant à soutenir les nouveaux arrivants dans leur approche avec ces obstacles et à combler l'écart de compétences. Ensuite, l'article présente une argumentation en faveur du développement des compétences entrepreneuriales en tant que voie alternative à l'intégration économique pour les nouveaux arrivants. Enfin,

trois programmes de développement des compétences sont analysés, démontrant l'efficacité potentielle de telles interventions pour aider les nouveaux arrivants à surmonter les obstacles à l'intégration économique.

Cuny, C., Ottaviani, F., & Picard, H. (2024). **(De)constructing knowledge in higher education**. *PROSPECTS*, *54*(2), 419-426. https://doi.org/10.1007/s11125-024-09681-0
This article discusses the criticisms made of business schools and higher education institutions regarding their teaching practices and their responsibility in economic crises. Neoliberal ideology and a consumerist approach to education have created a utilitarian relationship with knowledge, in which education is seen as an investment that must be profitable. While alternative forms of learning exist, which emphasize the teacher's role in supporting students' capacities for change, and integrate solidarity, ethics, and empathy into the learning process, reflection on participatory classrooms raises questions about their utilitarian scope. Participative pedagogies may be relevant for developing behavioural competencies that aid employability. However, participatory classrooms often reproduce certain dynamics of domination in terms of gender and sociocultural background. Students sometimes find it difficult to adopt alternative models of organization and individual practice. They are reluctant to explore unconventional ideas or contemplative practices because they feel obliged to conform to the behaviour expressed by their group. The power of imagination is vital to free oneself from conformity and cynicism, and mindfulness practices may be beneficial in this regard. It is also essential that students recognize the difference between an opinion and a well-argued knowledge base, and that embodied knowledge is deconstructed with them to collectively rebuild new knowledge.

Delisle, M. (2024). **La reconnaissance des acquis et des compétences en formation professionnelle, un modèle pour l'évaluation des apprentissages expérientiels**. *Revue hybride de l'éducation*, *8*(3), 1-13. https://doi.org/10.1522/rhe.v8i3.1729
La reconnaissance des acquis et des compétences en formation professionnelle (RAC-FP) permet l'évaluation des acquis développés de manière expérientielle. C'est à travers huit conditions de reconnaissance types que ces compétences peuvent être reconnues. Les universités pourraient s'inspirer de ces conditions de reconnaissance ainsi que des étapes de la démarche de la RAC-FP afin d'augmenter l'accessibilité aux crédits universitaires pour les personnes qui ont de l'expérience et des compétences pertinentes.

Dickert, J. L., & Li, J. (2024). **Illuminating the Post-Graduation Impact of Undergraduate Participation in High-Impact Practices Using Propensity Score Analysis with Structural Equation Modeling**. *Research in Higher Education*, *65*(5), 943-964. https://doi.org/10.1007/s11162-023-09767-2
As colleges and universities grapple with uncertainty around current and future enrollment as well as increasingly vocal questions about the value of postsecondary education, it is critically important that institutions ascertain and invest in the elements of campus learning and engagement that add value to the undergraduate experience. This study examines the relationship between cumulative participation in high-impact practices (HIPs) and the perceived importance of postsecondary experience in preparation for adult life using the Educational Longitudinal Study of 2002 (ELS) dataset. Employing a methodology proposed and tested by Leite et al. (Struct Equ Model Multidiscip J 26(3):448–469, 2019. https://doi.org/10.1080/10705511.2018.1522591), this

analysis incorporated the ability to account for self-selection into HIPs using propensity score (PS) analysis with a multiple-group structural equation model (SEM) design to examine differences between students who participated in two or more HIPs and those who did not (n = 3105). Results offered evidence of benefit to participation in two or more HIP experiences with positive and statistically significant differences in the perceived importance of postsecondary education in preparation for adult life across the analytic sample with doubly robust estimation techniques. Interaction effects for female students, students from low SES backgrounds, and students who are members of minoritized racial/ethnic populations were also identified. The findings offered evidence of post-graduation impact of cumulative participation in HIPs that can inform program development and student decision-making as well as the future use of analytic techniques such as PS analysis, doubly robust estimation, and sensitivity analysis to enhance measurement precision.

Duraiappah, A. (2024). **Education for flourishing: A social contract for foundational competencies**. *Theory and Research in Education*, *22*(2), 158-163. https://doi.org/10.1177/14778785241258652
This essay is a commentary on Curren et al., 'Finding consensus on well-being in education'. It acknowledges a growing international consensus that presents educational systems need to change and argues the case for consensus on flourishing as the overall purpose of education can be strengthened by drawing on economists' work on well-being with respect to the inclusive wealth of nations. It emphasizes the need for tangible and measurable indicators that educators can use when implementing Curren et al.'s recommendations and outlines the International Science and Evidence based Education assessment's suggestion of a 'whole brain' approach to education for flourishing.

El Euch, S. (2024). **La posture du corps professoral à l'égard de l'implantation d'une nouvelle politique de reconnaissance des acquis des compétences (RAC) et de l'expérience (RAE) pour les programmes de formation à l'enseignement**. *Revue hybride de l'éducation*, *8*(3), 1-23. https://doi.org/10.1522/rhe.v8i3.1474
La posture du corps professoral à l'égard des reconnaissances d'acquis de compétences (RAC) et d'expérience (RAE) pour les programmes de formation à l'enseignement est floue. Une étude a été effectuée pour décrire cette posture et rendre compte des facteurs explicatifs. Les résultats obtenus auprès de quelque 175 membres du corps professoral œuvrant en formation à l'enseignement dans les Facultés ou Départements des sciences de l'éducation au Québec révèlent une réticence à adhérer à la RAC/RAE pour la formation à l'enseignement malgré un accord avec le principe de RAC/RAE. Les facteurs influençant l'acceptation ou la résistance à la RAC/RAE ont été explorés à travers un questionnaire et sont présentés dans cet article.

Eteve, Y., Garnero, M., Laflaquière, D., Philibert, L., & Rogie, H. (2024). **Anglais en fin d'école et de collège : une hausse du niveau des élèves en compréhension de l'oral en 2022**. *Note d'Information*, (24.37), 1-4. Consulté à l'adresse https://www.education.gouv.fr/anglais-en-fin-d-ecole-et-de-college-une-hausse-du-niveau-des-eleves-en-comprehension-de-l-oral-en-415355
Dans le cadre du cycle des évaluations disciplinaires réalisées sur échantillon (Cedre), le niveau des acquis en anglais des élèves est mesuré en fin d'école primaire et de collège.

Eteve, Y., Garnero, M., Lozachmeur, F., & Philibert, L. (2024). **Allemand en fin d'école et de collège : une baisse significative du niveau des élèves en 2022**. *Note d'Information*, (24.38), 1-4. Consulté à l'adresse https://www.education.gouv.fr/allemand-en-fin-d-ecole-et-de-college-une-baisse-significative-du-niveau-des-eleves-en-2022-415357
Dans le cadre du cycle des évaluations disciplinaires réalisées sur échantillon (Cedre), le niveau des acquis en allemand des élèves est mesuré en fin d'école primaire et de collège.

Faillet, V. (2023). ***Le travail scolaire lycéen hors de la classe : une analyse de pratiques au croisement des cultures scolaires et juvéniles*** (Phdthesis, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-04684832
Le travail scolaire lycéen hors de la classe est un sujet peu documenté par la recherche et les travaux existants sont surtout orientés sur le travail « pour l'institution », ce qu'est censé faire l'élève et jamais sur le travail « pour soi », ce que fait l'élève réellement. Nous proposons dans cette recherche d'explorer ce travail « pour soi » d'une part, en caractérisant les pratiques lycéennes relatives au travail scolaire hors de la classe et d'autre part, en questionnant les articulations possibles entre cultures juvéniles et cultures scolaires dans le cadre de ces pratiques car la question culturelle nous apparaît comme essentielle dans ce travail. Notre approche méthodologique est inspirée de l'ethnographie et notre terrain est multi-situé entre « conversations courantes » avec des lycéens, recherches de traces numériques en ligne et entretiens. Nos résultats montrent que les lycéens peuvent mobiliser les forums Internet pour poser des questions scolaires et que ces questions et les réponses obtenues constituent des ressources pour d'autres. Mais les lycéens peuvent également recourir aux vidéos YouTube comme compléments de leurs cours académiques. De plus, si Google est utilisé comme « moteur de recherche » pour accéder aux forums Internet et aux vidéos YouTube, il peut être également utilisé comme « moteur de réponse ». Enfin, le recours aux pairs lycéens apparaît comme un élément substantiel de ce travail scolaire lycéen hors de la classe. Un écosystème entre espace culturel scolaire et espace culturel juvénile se dessine alors et nous en proposons une schématisation. C'est au sein de cet écosystème que les pratiques propres à chaque culture peuvent s'articuler et s'hybrider.

Forget-Dubois, N. (2024). **Diversifier les stages de formation en enseignement pour répondre aux besoins différenciés des futures enseignantes et des futurs enseignants : le point de vue du Conseil supérieur de l'éducation**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 28-33. https://doi.org/10.7202/1111359ar
Le Conseil supérieur de l'éducation a analysé la concordance entre les besoins de formation en enseignement et les voies de formation existantes, incluant les stages et la formation pratique. Il a démontré que trois grands groupes de personnes aspirent à l'enseignement au Québec : celles qui en font leur premier choix de carrière, celles qui en font un second choix de carrière et celles qui ont reçu une formation hors du Canada. Les stages qui leur sont offerts à l'heure actuelle augmentent les risques de précarité financière, ne permettent pas la reconnaissance des acquis et des compétences des personnes en reconversion de carrière et n'offrent pas systématiquement un accompagnement adéquat aux personnes formées hors du Canada. Dans son plus récent rapport, le Conseil émet plusieurs recommandations pour améliorer la correspondance entre les besoins de formation pratique en enseignement et les voies de formation.

Gallegos, S., & García, J. L. (2024). **Childcare and parenting in the production of early life skills**. *Economics of Education Review*, *101*, 102557. https://doi.org/10.1016/j.econedurev.2024.102557
We use data from a randomized early childhood education program to estimate the production technology of early life skills. Estimates indicate that, for more disadvantaged children, parental investment is a more effective input for producing skills than childcare. The reverse is true for the more advantaged. The program increases childcare for all children; it increases parental investment for the more disadvantaged. Therefore, our results indicate that programs stimulating parental investment promote mobility across the distribution of early life skills. We thus micro-found recent studies showing that successful early childhood education programs foster parental investment on top of offering high-quality childcare.

Galvez, G., Killilea, D. W., Berry, S., Narayanaswami, V., & Fung, E. B. (2024). **Increasing STEM Skills, Knowledge and Interest Among Diverse Students: Results from an Intensive Summer Research Program at the University of California, San Francisco**. *Innovative Higher Education*, *49*(4), 645-664. https://doi.org/10.1007/s10755-024-09701-z
This study evaluates the effectiveness of the UCSF Summer Student Research Program (SSRP) in enhancing research-related skills, academic outcomes, and post-baccalaureate aspirations of underrepresented minority (URM) and non-URM undergraduate students in biomedical sciences and STEM fields. The SSRP, spanning 9 weeks, provides immersive research experiences, structured mentorship, trainings, seminars, and STEM education. Pre- and post-program survey data from eight cohorts (N = 315) were analyzed using paired-sample t-tests, MANOVA, and content analysis. Results demonstrate significant gains in critical thinking skills, research abilities, science identity, applied science skills, and readiness for a research career. Notably, participants exhibited improvements in understanding the research process, scientific thinking, science writing, and problem-solving. URM and non-URM students experienced similar gains, highlighting the program's inclusivity. The SSRP also positively influenced students' postgraduate aspirations. Some participants expressed heightened interest in pursuing Master of Arts, Ph.D., and M.D. degrees, indicating increased clarity and motivation towards advanced education and research careers. Furthermore, 87% of participants expressed a high likelihood of engaging in future research endeavors, underscoring the program's sustained impact on research interest. This study underscores the transformative potential of a well-structured, intensive summer research program in significantly enhancing academic outcomes for URM and non-URM students alike. These findings align with the persistence framework, emphasizing the importance of early research experiences, active learning, and learning communities in fostering student success. The SSRP's effectiveness in improving research skills and post-baccalaureate aspirations suggests its potential in diversifying the STEM fields, biomedical sciences and health-related professions.

Gilbert, M.-C., & Dufour, F. (2024). **Enjeux du stage en situation d'emploi en formation initiale à l'enseignement en adaptation scolaire et sociale**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 13-17. https://doi.org/10.7202/1111356ar
Le nombre de stagiaires en formation initiale à l'enseignement (FIE) effectuant un stage en situation d'emploi à la dernière année de leur formation pratique s'est accru au

Québec. Les offres de réaliser un stage dans ce contexte se sont multipliées pour pallier la pénurie du personnel enseignant. Ainsi, les attentes exprimées par les milieux scolaires à l'égard des stagiaires sont élevées pour remédier à cette situation de pénurie. Or, si certaines personnes stagiaires souhaitent se faire offrir un contrat avant la fin de leur formation, et un poste éventuel, d'autres hésitent à accepter. Possibilité d'insertion professionnelle à la fin de la FIE, le stage en situation d'emploi comporte plusieurs zones d'ombre à cet égard. Ce texte porte un regard sur les principaux enjeux, actuels et futurs, liés au stage en situation d'emploi en FIE en adaptation scolaire et sociale. De plus, des voies prometteuses sont soumises au lectorat concernant l'accompagnement de ces stages réalisés auprès d'une diversité d'élèves présentant des besoins particuliers.

Girard, N., Cardona, A., & Fiorelli, C. (2024). **Learning how to develop a research question throughout the PhD process: training challenges, objectives, and scaffolds drawn from doctoral programs for students and their supervisors**. *Higher Education*. https://doi.org/10.1007/s10734-024-01258-2
With the higher education reform putting forward the professionalization of doctoral students, doctoral education has been strongly focused on generic transferable skills to ensure employability. However, doctoral training should not forget core skills of research and especially the ability to formulate research questions, which are the key to original research and difficult to develop at the same time. Learning how to develop a research question is traditionally seen as a one-to-one learning process and an informal daily transmission between a novice and a senior researcher. The objective of this paper is to offer a framework to design doctoral programs aimed at supporting the process of development of research questions for doctoral candidates guided by their supervisors. We base our proposal on two doctoral training programs designed with a pedagogical strategy based on dialogs with peers, whether they be students, supervisors, or trainers from a diversity of scientific backgrounds. The resulting framework combines three learning challenges faced by doctoral students and their supervisors when developing their research question, as well as training objectives corresponding to what they should learn and that are illustrated by the scaffolds we have used in our training programs. Finally, we discuss the conditions and originality of our pedagogical strategy based on the acquisition of argumentation skills, taking both the subjective dimensions of PhD work and the added value of interactions with a diversity and heterogeneity of peers into account.

Giraudeau-Barthet, H. (2024). **Journée défense et citoyenneté 2023**. *Note d'Information*, (24.32), 1-4. https://doi.org/10.48464/ni-24-32
En 2023, 11,8 % des jeunes participant à la Journée défense et citoyenneté (JDC) rencontrent des difficultés dans le domaine de la lecture. La moitié d'entre eux peuvent être considérés en situation d'illettrisme. Par ailleurs, 78,6 % sont des lecteurs efficaces, tandis que moins de 10 % des jeunes ont une maîtrise fragile de la lecture. Les performances en lecture progressent avec le niveau d'études. Les jeunes sortis du système éducatif rencontrent plus fréquemment des difficultés. Les performances sont globalement plus élevées chez les filles que chez les garçons. Les jeunes des DROM sont particulièrement concernés par les difficultés de lecture. C'est dans la moitié nord de l'Hexagone que les difficultés de lecture sont les plus fréquentes.

Godde, E., Bosse, M.-L., & Bailly, G. (2024). **A reading karaoke to improve reading rate, reading prosody and comprehension**. *31st Annual Conference Society for the Scientific*

Study of Reading (SSSR 2024). Présenté à Copenhague, Denmark. Consulté à l'adresse https://hal.science/hal-04664520
Several training programs have been shown to significantly improve abilities in reading rate, prosody, and comprehension. Among them are repeated reading focusing on prosody (Calet et al., 2017), choral reading with an expert model (Chard, 2002), and visual cueing of syntactic boundaries (Levasseur, 2008). In this study, we used a reading karaoke app based on these three principles. Pupils synchronized their reading with the audio of an expert model and the highlighting of syntactic groups in the text. We tested the impact of a three-week training with the karaoke on reading rate, reading prosody, and syntactic consciousness. 97 pupils from grades 3 and 4 participated in this study. Over three weeks, the experimental group (N=53) attended 10 sessions, based on the repeated reading of three texts with the karaoke, while the control group (N=44) stayed with their teachers, business as usual. We pre- and post-tested their reading rate and prosody on the trained texts and a new text, as well as syntactic consciousness. We controlled for vocabulary, oral comprehension, and non-verbal reasoning. We used multiple multilevel linear regressions to test the effect of the training. Our model showed an effect of the karaoke on reading rate and reading prosody, specifically expressivity and phrasing. We found these positive effects on the trained text and on the new text. We also demonstrated a positive effect of the training on syntactic consciousness. The results obtained with only a short period of use are encouraging for planning long-term programs using the karaoke.

Goldhammer, F., Kroehne, U., Hahnel, C., Naumann, J., & De Boeck, P. (2024). **Does Timed Testing Affect the Interpretation of Efficiency Scores?—A GLMM Analysis of Reading Components**. *Journal of Educational Measurement*, *61*(3), 349-377. https://doi.org/10.1111/jedm.12393
The efficiency of cognitive component skills is typically assessed with speeded performance tests. Interpreting only effective ability or effective speed as efficiency may be challenging because of the within-person dependency between both variables (speed-ability tradeoff, SAT). The present study measures efficiency as effective ability conditional on speed by controlling speed experimentally. Item-level time limits control the stimulus presentation time and the time window for responding (timed condition). The overall goal was to examine the construct validity of effective ability scores obtained from untimed and timed condition by comparing the effects of theory-based item properties on item difficulty. If such effects exist, the scores reflect how well the test-takers were able to cope with the theory-based requirements. A German subsample from PISA 2012 completed two reading component skills tasks (i.e., word recognition and semantic integration) with and without item-level time limits. Overall, the included linguistic item properties showed stronger effects on item difficulty in the timed than the untimed condition. In the semantic integration task, item properties explained the time required in the untimed condition. The results suggest that effective ability scores in the timed condition better reflect how well test-takers were able to cope with the theoretically relevant task demands.

Hora, M. T., & Lee, C. (2024). **Does Industry Experience Influence Transferable Skills Instruction? Implications for Faculty Development and Culture Theory**. *Innovative Higher Education*, *49*(4), 799-820. https://doi.org/10.1007/s10755-023-09692-3
A major focus of innovation in higher education today is to improve faculty teaching, especially their focus on students' career readiness and acquisition of workplace-

relevant communication and teamwork competencies (i.e., transferable skills). Some contend that such instruction is best achieved through hiring faculty with prior work experience in industry, where the "culture" is preferable to academia where practical skills and career guidance are undervalued. However, little research exists on the topic and in this study we draw on person-centered views of culture to conceptualize industry experience as a form of cultural knowledge (i.e., cultural scripts) that can travel with a person (or not) over time and space. Using a mixed methods design where we gathered survey (n = 1,140) and interview (n = 89) data from STEMM faculty, we used thematic and HLM techniques to explore the relationships among industry experience, various situational factors, and transferable skills instruction. Results show that while most had industry experience (76.2%), transferable skills are rarely emphasized, a variety of individual (e.g., race) and institutional (e.g., discipline) factors are associated with transferable skills instruction, and that industry experience provides both generalized and specific cultural scripts for career- and skills-oriented teaching. We conclude that instead of promoting skills-focused instructional innovations via hiring policies that assume the value of one institutional culture over another, it is more useful and respectful (to faculty) to teach industry-based cultural knowledge via faculty development programming in a way similar to work-integrated learning (WIL) and communication in the disciplines (CID) initiatives.

Jacob, E., Tremblay, M.-M., Pellerin, G., Paul, V., Couture, C., Gauthier, D., … Bacon, L. (2024). **Reconnaissance des acquis d'expérience pour les étudiants inuit et des Premières Nations inscrits dans un programme de formation en enseignement**. *Revue hybride de l'éducation*, *8*(3), 1-16. https://doi.org/10.1522/rhe.v8i3.1754
Cet article brosse un portrait de ce qui se fait en reconnaissance des acquis (RAC) en contexte autochtone au sein de deux universités, soit l'Université du Québec à Chicoutimi et l'Université du Québec en Abitibi-Témiscamingue. Il identifie aussi les potentialités et les obstacles envisagés pour mettre en place un modèle qui permettrait d'optimiser ce processus. En s'appuyant sur la recherche autochtone et la recherche collaborative, des rencontres ont eu lieu avec des professeurs, des professionnels ainsi que des partenaires et étudiants autochtones afin de relever les savoirs d'expérience de ces étudiants autochtones qui pourraient faire l'objet d'une démarche de RAC. La reconnaissance des compétences développées lors d'activités professionnelles extra formations et liées à la formation, la sécurisation culturelle, la valorisation et la reconnaissance des aspects personnels et communautaires d'une enseignante non légalement qualifiée doivent être pris en considération lorsqu'un processus de RAC est envisagé.

Jacobs, M., Gfeller, C., & Bauer, S. (2023). **Développer des compétences professionnelles à visée inclusive par l'accompagnement des étudiant-es dans la mise en œuvre d'un projet en lien avec les compétences psychosociales en classe de stage**. *L'éducation en débats : analyse comparée*, *13*(1), 7-25. https://doi.org/10.51186/journals/ed.2023.13-1.e1213
The canton of Vaud is witnessing a gradual transformation of its educational system, related to principles of school inclusion, both from the point of view of teaching and the training of future school professionals. As students are also in the practicum inside classrooms, they see the change of pedagogical practices and become privileged actors in this process. This qualitative survey was carried out with students in the practicum and novice teachers who attended a module (in 2021 or 2022) related to equitable and

inclusive classroom management. The aim of the study was to understand how their practicum enhanced their professional competences in the areas of inclusive schooling. We highlight three analytical perspectives to examine this corpus of comprehensive interviews: 1) explicit teaching of life skills to promote inclusion and group cohesion, 2) the encounter of various obstacles during the teacher education and in the classroom to fulfill their teacher's role and 3) support during the practicum and when entering the profession to facilitate the implementation of inclusive professional competences.

Jasińska, K. K., Nematova, S., Brice, H., & Yang, X. (2024). **Neural Activation during Phonological Processing in Primary-School Children with Limited Reading Experience: Insights from Rural Côte d'Ivoire**. *Mind, Brain, and Education*, *18*(3), 307-322. https://doi.org/10.1111/mbe.12411
Phonological awareness (PA) is an important predictor and outcome of reading. Yet, little is known about the reciprocal relation between PA and reading across development without consistent reading experience (e.g., as a result of limited access to quality education and late enrolment in school). We tested the hypothesis that variable reading experience in childhood influences neural activation in regions involved in language and reading processing—left frontal and temporoparietal cortex. Sixty-nine primary-school children (Mage = 10.4) from rural low-literacy communities in Côte d'Ivoire completed a PA task while undergoing functional near-infrared spectroscopy neuroimaging (fNIRS) neuroimaging and a reading battery. We observed differences in left inferior frontal and bilateral temporoparietal activation for younger versus older children with similar reading skills, suggesting neural activations for phonological processing depends on the age when children have reading experience. Without consistent access to quality education, children may miss out on reciprocal interactions between phonological processing and reading shaping language processing in the brain.

Jondeau, C. (2024). ***La formalisation conjointe de micro-savoirs professionnels en actes en Economie Sociale Familiale : Apports combinés de l'entretien d'explicitation et de l'analyse conversationnelle dans l'étude d'entretiens d'accompagnement social*** (Phdthesis, Normandie Université). Consulté à l'adresse https://theses.hal.science/tel-04680228
Cette thèse porte sur les pratiques d'entretien d'accompagnement social de Conseillères en Économie Sociale Familiale (CESF), identifiées comme source de métaconnaissances sur les savoirs professionnels construits et mobilisés dans l'action professionnelle. Conduite dans le cadre d'une recherche collaborative avec les praticiennes, elle a permis (1) le recueil d'un premier corpus d'auto-enregistrements sonores de leurs pratiques de conseil socio-économique auprès d'individus et de familles ayant des difficultés financières, complété par (2) le recueil d'un second corpus d'enregistrements audiovisuels de sessions de co-analyse associant, dans le cadre d'un dispositif d'autoconfrontation, accompagnée à distance, aux traces de leur activité d'entretien (Theureau, 2010), les professionnelles elles-mêmes, un analyste conversationnel (co-directeur de thèse) et une intervieweuse en explicitation (doctorante). Cette co-recherche praticienne a généré des co-descriptions détaillées des pratiques de ces professionnelles et de leurs savoirs-en-acte.La conception d'un tel dispositif théorico-méthodologique s'est révélé heuristique et a permis de mettre en visibilité les savoirs incorporés dans les pratiques par les professionnelles. C'est un défi tant du point de vue scientifique que du point de vue des professionnelles embarquées.Les

deux cadres théoriques mobilisés sont l'ethnométhodologie et la phénoménologie via l'analyse de conversation (AC), paradigme d'investigation issu de l'ethnométhodologie (Sidnell et Stivers, 2013), et les entretiens d'explicitation (EdE), situés dans une approche psychophénoménologique développée par Vermersch (2012).La mobilisation combinée de ces deux approches a permis d'enrichir les sessions de co-analyse basées sur l'autoconfrontation aux entretiens enregistrés, générant des descriptions détaillées de la trame des interactions directement observable dans les enregistrements et des explicitations des expériences subjectives des professionnelles (non directement accessibles à partir des seuls enregistrements de leur activité) (Mouchet et al., 2011). Les personnes accompagnées ont également été associées, quand elles l'ont accepté, à des sessions de co-analyse basées sur l'autoconfrontation aux entretiens enregistrés. La thèse présente et discute principalement les savoirs professionnels qui émergent des co-analyses des entretiens d'accompagnement. Elle aborde également l'analyse du dispositif et de ce qu'il produit, sur les plans de l'autoformation (autoconfrontation), de l'interformation (alloconfrontation) et de la coproduction de métaconnaissances sur les savoirs professionnels du champ d'activité étudié : le Conseil en Économie Sociale Familiale.

Kali, Y. (2024). **An ecological paradigm of interdisciplinary learning: Implications for design**. *Journal of the Learning Sciences*, *33*(2), 450-464. https://doi.org/10.1080/10508406.2024.2354152
In this commentary, I offer my insights from the Special Issue—Beyond disciplinary engagement: researching the ecologies of interdisciplinary learning—which, in my view, reframes interdisciplinarity. In contrast to the cognitivist paradigm—where research is largely concerned with learning processes that lead to an individual's cognitive interdisciplinary learning outcome—in the ecological paradigm research is primarily concerned with the interdisciplinary learning processes that occur within groups. To address a concern regarding the usefulness of design principles in this framing, I use an approach for extending the applicability of design principles by augmenting them with designers' dilemmas and solutions in various contexts. Three main dilemmas are discussed: (1) How to ensure students have access to disciplinary knowledge and epistemic resources, as they embark on the interdisciplinary work? (2) How to support the fine-grained socio-material-cultural processes involved in interdisciplinary learning between diverse learners, levels and/or disciplinary expertise? (3) How to build on, but also push the boundaries of existing infrastructures to develop new routines, social networks, physical and digital infrastructures to accommodate interdisciplinary learning from K-12 through higher education? A synthesis of the studies' array of solutions is proposed as a preliminary roadmap for the design of ecologically-oriented interdisciplinary learning environments.

Kolm, A., Merriënboer, J. J. G. van, Frambach, J., Vanherle, K., & de Nooijer, J. (2024). **Towards a Framework of International Online Collaboration Competencies – A Consensus Study**. *Journal of Studies in International Education*, *28*(3), 458-481. https://doi.org/10.1177/10283153231187140
International Online Collaboration Competencies (IOCCs) are considered essential for global virtual teams, yet no consensus exists on what experts consider as IOCCs and which competencies are involved. To develop a framework to support higher education in designing learning tasks and evaluation instruments for the acquisition of IOCCs, a three-round consensus study was conducted among a purposive sample of academic

and field experts in international online collaboration. The final IOCCs framework includes a definition of IOC and 34 IOCCs within six competency domains: (1) information and communication technology, (2) international and intercultural, (3) communication and language, (4) collaboration, (5) management and organization, and (6) domain-specific. The framework may be a benchmark for program development for Internationalization of the Curriculum (IoC), evaluation, and continuous professional development. Further research is needed to evaluate how this IOCCs framework can be integrated into higher education settings to teach and evaluate IOCCs.

Kuhfeld, M., Soland, J., Register, B., & McEachin, A. (2024). **Testing an Explanation for Summer Learning Loss: Differential Examinee Effort Between Spring and Fall**. *Educational Evaluation and Policy Analysis*, *46*(3), 581-590. https://doi.org/10.3102/01623737231165027
Summer learning loss is a perennial concern for educators and parents alike. However, researchers have recently questioned whether summer learning loss is just a statistical artifact driven by how achievement is measured across the school year. In this study, we empirically investigated a plausible critique of summer learning loss research, namely that students do not put forth their best effort on the fall test compared with the spring test. While we cannot conclude based on our findings that students do in fact lose ground during the summer, we did not find evidence that seasonal differences in test effort are a main driver of summer learning patterns estimated with MAP Growth assessments.

Lafortune, J., Pugatch, T., Tessada, J., & Ubfal, D. (2024). **Can gamified online training make high school students more entrepreneurial? Experimental evidence from Rwanda**. *Economics of Education Review*, *101*, 102559. https://doi.org/10.1016/j.econedurev.2024.102559
We study the short-run effects of a gamified online entrepreneurship training offered to high school students in Rwanda during the COVID-19 pandemic. Using a randomized controlled trial, we estimate sizeable effects of the 6-week training on entrepreneurial activity. One month after the training, participants in schools offered the training were much more likely to own a business than participants in control schools. The training induced students to participate more actively in their school's business club, to undertake more business-oriented actions, to improve their business practices, and to interact more with other youth and family members about their business ideas. We hypothesize that the training motivated treated students to sustain their business activities during the COVID-19 crisis.

Laurin, D. (2024). **Quelques propos recueillis lors d'un entretien sur la reconnaissance des acquis à l'université**. *Revue hybride de l'éducation*, *8*(3), 1-12. https://doi.org/10.1522/rhe.v8i3.1730
Le Bureau de coopération interuniversitaire (BCI) a été mandaté en 2018 par le ministère de l'Enseignement supérieur (MES) afin de collaborer avec les universités pour l'avancement du dossier de la reconnaissance des acquis (RA) universitaire au Québec. Daniel Laurin, conseiller-expert en reconnaissance et en validation des acquis (RVA) au BCI, a été interviewé par Jean Pascal Lafrance en mars 2023 dans le cadre de la préparation de ce numéro spécial sur la reconnaissance et la validation des acquis expérientiels (RVAE) à l'université.

Lee, H., & Lee, J. H. (2024). **Extending the Simple View of Reading in Second and Foreign Language Learning: A Meta-Analytic Structural Equation Modeling Approach**. *Review of Educational Research*, *94*(4), 467-500. https://doi.org/10.3102/00346543231186605
This study used a meta-analytic structural equation modeling approach to build extended versions of the simple view of reading (SVR) model in second and foreign language (SFL) learning contexts (i.e., SVR-SFL). Based on the correlation coefficients derived from primary studies, we replicated and integrated two previous extended meta-analytic SVR models, that is, Quinn and Wagner's (2018) model with an English-speaking population with a cognitive factor and Peng et al.'s (2021) model with Chinese-speaking readers with metalinguistic skills. A total of 180 independent samples (N = 36,235) obtained from 152 empirical studies in SFL contexts were included in our meta-analytic structural equation model. The results revealed that the collected data successfully replicated H. Lee et al.'s (2022) SVR model in SL contexts (SV2R) in terms of overall model fit and moderation effects; in addition, the results confirmed that the data fit well with the extended SVR-SFL models.

Lepire, C. (2024). **Cadre de référence réflexif pour élaborer, implanter et évaluer un dispositif de reconnaissance d'acquis et de compétences : l'apport d'ordres professionnels québécois**. *Revue hybride de l'éducation*, *8*(3), 1-22. https://doi.org/10.1522/rhe.v8i3.1491
À l'ère d'une pénurie de main-d'œuvre dans le réseau de l'éducation québécois, l'insertion professionnelle des personnes enseignantes non légalement qualifiées (PENLQ), grandissant en nombre, préoccupe. Dans ce contexte, un projet a vu le jour, ciblant notamment le rehaussement des qualifications de l'effectif enseignant par l'élaboration d'un modèle de reconnaissance des expériences et des acquis destiné aux PENLQ. Cet article présentera les étapes d'une démarche documentaire et conceptuelle menant à l'aboutissement de la proposition générique d'un Cadre de référence réflexif pour élaborer, implanter et évaluer un dispositif de reconnaissance d'acquis et de compétences, phase préliminaire d'une éventuelle modélisation.

Lewis, L. W. (2024). **Envisioning knowledge exchange in a gift economy**. *PROSPECTS*, *54*(2), 433-439. https://doi.org/10.1007/s11125-023-09662-9
Key to a new contract for education is understanding that knowledge is not scarce, it is not a commodity, and it does not belong in a market economy. Instead, knowledge exchange is gift exchange, and education, when not thwarted or constricted, demonstrates its abundance. The abundance of knowledge operates in ways similar to the abundance of nature, as described by the ecologist Robin Wall Kimmerer in her essay "The serviceberry: An economy of abundance". We can therefore draw productive parallels between education and the new agroecology, which recognizes the intertwining nature and importance of the diversity of life and the gifts that come from the synergy of that diversity. Just as monoculture farming gives way to holistic farming, monoculture learning must also give way to a paradigm shift. Helping us envision this shift are arguments made in a court case in the US brought by the Department of Justice against 23 universities, including those in the Ivy League (US v Brown, 1992 and 1993). Through ideas expressed in court in defense of admissions practices, we can see how the cooperation necessary for a new education paradigm might be constructed. This essay invites us to more fully envision this new paradigm by focusing on the key shift that happens when knowledge exchange is understood to be gift exchange.

Li, Y., & Ho, E. S.-C. (2024). **What does PISA Tell Us about the Paradoxes of Students' Well-Being and their Academic Competencies in Mainland China?** *Child Indicators Research*, *17*(4), 1443-1469. https://doi.org/10.1007/s12187-024-10146-1
Recent research has shown a growing interest in understanding the relationship between students' well-being and their academic achievement. However, many studies have narrowly focused on the linear relationship and hedonic well-being, such as life satisfaction and positive affect, leading to ambiguous results regarding the association between well-being and academic performance. Concerns persist about potential trade-offs between well-being and academic success, particularly with Chinese students often perceived as sacrificing well-being for academic excellence. This study adopts a broader perspective, considering both hedonic (measured by life satisfaction and positive affect) and eudemonic well-being (measured by meaning in life) to investigate the well-being of students from mainland China. Additionally, it examines the linear and curvilinear relationship between these well-being indicators and two academic competencies: reading performance and reading self-concept. Utilizing data from 12,058 mainland Chinese students (47.9% girls) who participated in PISA 2018, the findings reveal that mainland Chinese students exhibit lower levels of life satisfaction but higher levels of positive affect and meaning in life compared to the OECD countries' average. Results from multi-level modelling and the Johnson-Neyman technique suggest no simple and convincing trade-offs between students' well-being and academic competencies. While the relationships between two hedonic well-being indicators and reading performance are inverted U-shaped, the relationship between eudemonic well-being and reading performance is U-shaped. Additionally, all three well-being indicators show predominantly positive associations with reading self-concept. These results underscore the importance of considering the multi-faceted nature of student well-being and challenge assumptions regarding trade-offs between well-being and academic competencies.

Lin, L., Zhou, D., Hu, X., Wang, J., & Wang, Y. (2024). **Multiple Factors Drive the Development of Scientific Thinking in Urban Primary School Students of China: FsQCA Analysis Based on the Ecological Systems Theory**. *Education and Urban Society*, *56*(7), 906-927. https://doi.org/10.1177/00131245241229666
With the introduction and implementation of core literacy, scientific thinking (ST) has become an essential goal and key dimension of science teaching. At present, there is no agreement on how to cultivate students' ST. This study took 238 sixth grade students from a public primary school in urban China as research sample, built a theoretical model of scientific thinking development based on the theory of the Bronfenbrenner' ecological systems theory, and used multiple data to explore and analyze the impact path of ST development of primary school students using the fuzzy sets of qualitative comparative analysis method (fsQCA). The development of urban primary school students' ST is the result of multiple factors at the level of individual drive, family environment, school teaching, and social resources. The result of data analysis showed that the influence path of ST development of urban primary school students driven by multiple factors includes three paths: parent participation leading, scientific practice leading, and home-school-community integration. We have interpreted the influence mechanism of each path in detail and put forward the enlightenment for science education policy and practice.

López-Fuentes, A. V., & Fernández-Fernández, R. (2024). **Analysing the potential of Disney-Pixar films for educating young children in inclusive values**. *International Journal of Inclusive Education*, *28*(8), 1616-1633. https://doi.org/10.1080/13603116.2021.2008532
The use of films in the classroom is not new, as they promote critical thinking and reflection (Prats, Lluis. 2005. Cine para Educar. Barcelona: Belacqua). However, their role in promoting inclusive values with young learners remains relatively unexplored. Films have been considered a powerful pedagogical tool that helps students be in contact with the Other, creating new feelings of understanding and emotional attachment (Saito, Haito. 2010. "Actor-Network Theory of Cosmopolitan Education." Sociological Theory 29 (2), 124–149). In the present work, the pedagogical potential of three Disney-Pixar films is explored to educate young learners in inclusive values related to difference and diversity. To do this, the authors perform a formal analysis using eight key elements linked to inclusive education and the Spanish curriculum for infant education. Results show that these elements are present, with a higher predominance of portraying different races or ethnicities, and the display of border transgressions, demonstrating they may enhance young learners' learning of inclusive values in the classroom.

Lucy, M., & Gouaïch, K. (2023). **Les compétences interculturelles dans la formation des enseignants : une réponse polyphonique à la diversité culturelle**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 144-165. https://doi.org/10.26443/mje/rsem.v58i1.10178
This article presents ethnosociological research in educational sciences analyzed from an interdisciplinary and collaborative perspective. The didactics of diversity is discussed with observations and analyses of teaching interculturality in a plural context. Based on observations and analyses, this study questions the notion of intercultural competencies and proposes avenues for teacher training. These aim to support teachers and trainers in the implementation of participatory and innovative pedagogies. The objective is to accompany teachers on current issues in education and on the management of difficult situations in schools. Cultural diversity is both a scientific and ethical issue for higher education and research.

Lugnier, M., Turin Bartier, M., Costantini, N., Desprez, J.-M., Jellab, A., La Marne, P., & Marsollier, C. (2024). **Les compétences psychosociales en lycée professionnel**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3985* (p. 80) [Report]. Consulté à l'adresse IGÉSR (Inspection générale de l'éducation, du sport et de la recherche) website: https://www.education.gouv.fr/media/195949/download
La transformation de la voie professionnelle initiée en 2018 a mis un accent particulier sur le développement des compétences psychosociales chez les élèves. La connaissance de soi, la capacité à travailler en équipe, la gestion du stress ou encore la résolution de problèmes occupent en effet une place centrale pour favoriser l'insertion professionnelle. Le rapport précise ce que recouvrent les compétences psychosociales afin d'identifier les conditions nécessaires à leur renforcement à grande échelle. Il s'agit de dépasser non seulement la polysémie du terme, mais aussi la focalisation dont ces compétences font aujourd'hui l'objet, pour interroger ce que pourrait être leur contribution effective au processus de professionnalisation des élèves. Le rapport propose un plan d'actions coordonnées concernant l'ensemble des acteurs à partir de quatorze recommandations accompagnées de six conditions de mise en œuvre.

Malo, A., & Monfette, O. (2023). **Entre principes théoriques et usages des outils d'évaluation des compétences professionnelles en stage Prise en compte du point de vue de stagiaires et de formateurs**. *e-JIREF*, *9*(3), 96-118. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/216
La parution de la deuxième édition du référentiel québécois des compétences professionnelles en enseignement invite notamment à faire le point sur les pratiques évaluatives en place depuis 20 ans, et à se questionner sur l'écart qu'il peut exister entre les intentions poursuivies et les moyens retenus lors de la conception d'outils d'évaluation des compétences des stagiaires et leur usage. Pour ce faire, les réponses à une consultation réalisée auprès de stagiaires et de formateurs ont été analysées de manière quantitative et qualitative à la lumière de trois dimensions de l'évaluation des compétences professionnelles. Les résultats quantitatifs permettent de constater que les utilisateurs sont globalement satisfaits des outils d'évaluation des compétences professionnelles en stage en enseignement. L'analyse qualitative des réponses aux questions ouvertes permet de documenter les aspects moins appréciés par les utilisateurs. Par exemple, ce sont les stagiaires qui sont les plus critiques au sujet des outils et des usages, et ce, surtout concernant la dimension formative de l'évaluation des compétences professionnelles. La discussion met en lumière le fait que les forces et les faiblesses théoriques et pratiques des outils ne sont pas sur les mêmes dimensions. En conclusion, la consultation des utilisateurs au sujet des outils d'évaluation en stage et la description de leur point de vue ont permis d'identifier des pistes concrètes d'amélioration pratique et invite à approfondir la compréhension de leurs légitimités locale, institutionnelle et conceptuelle, afin de tendre vers une évaluation équitable des compétences professionnelles en contexte de stage.

Margaryan, A. (2024). **The duality of global online labour platforms as restrictive-expansive sites of workplace learning and skill development**. *International Journal of Training and Development*, *28*(3), 315-334. https://doi.org/10.1111/ijtd.12326
The paper analyses global online labour platforms (OLPs) through the lens of the Expansive-Restrictive Learning Environments framework. The framework articulates a set of structural factors that enable or constrain workplace learning and development. The paper draws on multistakeholder, mixed-method empirical data to illustrate how OLPs are emerging as learning environments, where new and reconfigured skills, learning practices, and new forms of learning support emerge in response to the radically distributed and fragmented nature of this work. Against portrayals of OLPs as places of deskilling work devoid of learning opportunities, the paper contributes a more nuanced understanding of the duality of OLPs as simultaneously restrictive and expansive. Three dualities of OLPs emerge from the study: (i) their espoused vision restricts organisational support for workforce development, yet stimulates self-directed learning; (ii) their enacted workplace curriculum is patchy and opaque, yet offers novel structural features supporting learning and development; (iii) workplace learning practices in OLPs are autonomous, yet not atomised. The paper illustrates how structure and individual agency interact in OLPs to create and configure learning opportunities for workers and informs practitioners about the current learning and development features and practices in OLPs.

Markauskaite, L., Schwarz, B., Damşa, C., & Muukkonen, H. (2024). **Beyond disciplinary engagement: Researching the ecologies of interdisciplinary learning**. *Journal of the Learning Sciences*, *33*(2), 213-241. https://doi.org/10.1080/10508406.2024.2354151

The importance of engaging students with complex societal challenges has led to the adoption of various interdisciplinary teaching and learning practices in both K-12 and higher education. However, interdisciplinary learning is one of the most complex domains of contemporary educational practice, and, despite its significance, remains significantly undertheorized and under-researched. This Special Issue highlights empirical research efforts toward understanding interdisciplinary learning in its complexity. It simultaneously aims to 1) advance ecological perspectives that encompass concepts and methodologies for studying complex heterogeneous learning practices and 2) apply these perspectives to the research of interdisciplinary learning—of how people learn across and beyond disciplines. This introduction provides a historical context for interdisciplinary learning, introduces an ecological stance toward researching learning across and beyond disciplines, and reviews critical theoretical and methodological challenges within interdisciplinary learning, arguing that the field of the learning sciences is well-positioned to address these challenges. It discusses how the contributions presented in this special issue shed light on theoretical, methodological, empirical, and design aspects of interdisciplinary learning and offer a basis for further design work and research.

McLeod, S. (2022, août 1). **En vacances, les enfants oublient-ils vraiment tout ce qu'ils ont appris à l'école ?** Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/en-vacances-les-enfants-oublient-ils-vraiment-tout-ce-quils-ont-appris-a-lecole-187481
Des études estiment que les élèves perdraient en été l'équivalent d'un mois d'apprentissage dans des matières comme les maths et l'orthographe. Mais certaines activités aident à limiter les oublis.

Millotte, S., & Godde, E. (2024, juillet). ***Enhancing reading fluency training: Peer and self-assessment of reading prosody***. Consulté à l'adresse https://hal.science/hal-04664507
Being a fluent reader implies reading precisely, with a reading rate, phrasing and expressivity adapted to the text (Kuhn et al, 2010). However many pupils confuse reading fluently and reading fast, mainly because of the use of the number of word correctly read in a minute to assess fluency (Dowd and Baretlett, 2019). In this project, we are interested in acting on this representation by iinvolving them in expressivity and phrasing assessment by introducing peer and auto assessment. In this preliminary study, we wanted to assess the reliability of peer and auto-assessment compared to teachers and expert assessment of reading fluency using an scale adapted from the multidimensionnal fluency scale (MFDS) (Rasinski, 2004) for the use of children. 70 pupils and 3 teachers from grade 4 and 5 participated in this preliminary study. The pupils were recorded while reading a text with an instruction of expressivity. Then after a 30 min training with the adapted MFDS, participants were asked to asess 10 recorded readings of grade 4 children using the scale. Finally, the pupils were individually asked to assess their own reading by listening to the recording. We controlled for their reading rate and reading prosody abilities, as well as their competence belief in reading. The recordings were also assessed by the 3 teachers and 4 experts (researcher and student in reading science). We compared the inter-rater agreement and the results between each groups of rater on both peer and auto-assessment. The results showed a medium reliability of peer assessment compared to teachers and experts. Linear regression shown on impact on reading prosody, reading rate and self competence on the assessment, both in auto and peer-assessment. In futur, it could be interesting to train pupils to peer and auto-

assessment on a regular basis and follow the impact on their reading abilities and self competence.

Muukkonen, H., & Kajamaa, A. (2024). **Knowledge objects and knowledge practices in interdisciplinary learning: Example of an organization simulation in higher education**. *Journal of the Learning Sciences*, *33*(2), 365-404. https://doi.org/10.1080/10508406.2024.2344794
Higher education is expected to prepare students with interdisciplinary learning (IDL), which is important for their educational and working life opportunities. The cocreation of knowledge in interdisciplinary teams offers multiple opportunities for the emergence of collective knowledge objects (KOs) and knowledge practices (KPs). During iterations of an organization simulation course, interdisciplinary student teams created an offer of human resource services for a client. To analyze the students' IDL (84 students in 12 teams), we conducted an interaction analysis, drawing on sociocultural and knowledge practice perspectives on technology-mediated learning. First, video-recordings of two teams' meetings were analyzed to trace the tensions, negotiations, and cocreation of KOs. Second, students' reflective diaries were analyzed to identify collective KPs. The negotiation and cocreation of KOs were mediated by multiple material resources and participants' disciplinary knowledge. In their diaries, students described the following collective KPs: 1) attending to interdisciplinary problems, 2) responsibility taking, 3) framing expertise and contribution, 4) crossing interdisciplinary boundaries, 5) exploring and concretizing new knowledge, and 6) reflecting and expanding upon practices and knowledge. The study widens our understanding of the intertwined dynamics of KOs and KPs through which students collectively create and engage in interdisciplinary learning.

Nolan, E., Héliot, Y., & Rienties, B. (2024). **Encouraging Intercultural Interaction by Cultural Specific Learning Design**. *Journal of Studies in International Education*, *28*(3), 335-355. https://doi.org/10.1177/10283153221145083
Increased levels of internationalization have led to individuals working in multicultural organizations, a trend that is likely to continue for the foreseeable future. To navigate these environments successfully, more emphasis is being placed on the importance of higher education in preparing and arming the future workforce with the international competencies required to be successful in contemporary organizations. The aim of this research is to shed much needed light on how the learning design of management courses influence how and with whom 263 students learn within two culturally diverse post-graduate management courses. We found that Course B (specific cross-cultural design) significantly and with large effect size increased intercultural interaction over time relative to Course A (generic learning design), whereby qualitative findings confirm substantial differences in lived experiences between the two courses. This highlights that educators need to carefully design intercultural interactions rather than hoping that these will develop naturally over time.

Novis-Deutsch, N., Cohen, E., Alexander, H., Rahamian, L., Gavish, U., Glick, O., … Mann, A. (2024). **Interdisciplinary learning in the humanities: Knowledge building and identity work**. *Journal of the Learning Sciences*, *33*(2), 284-322. https://doi.org/10.1080/10508406.2024.2346915
This paper explores K-12 interdisciplinary learning in the humanities (IL-Humanities), an area that, until now, has seen limited research focus compared to its STEM counterparts. We asked: (1) What are the outcomes of IL-Humanities in terms of interdisciplinary

competences? (2) How do learners in these environments engage in cross-disciplinary knowledge building and transdisciplinary identity work? We assessed the efficacy of IL-Humanities across ten Israeli middle schools through a pre-post intervention/comparison design, utilizing the novel Interdisciplinary Competences Assessment (ICA). Qualitative insights into the learning processes within classrooms were derived using discourse analysis methods. Students' interdisciplinary competences were found to increase following the IL-Humanities interventions. Qualitative analyses offered "thick descriptions" of the process: Students leveraged cross-disciplinary transfer of knowledge to deepen their understanding of complex phenomena and used personal narratives to engage in identity work. This study enhances interdisciplinary education research by: (1) providing and operationalizing a model of interdisciplinary competences as an assessment tool; (2) demonstrating the effectiveness of IL-Humanities environments in developing these competences; and (3) advancing our understanding of learners' engagement with cross-disciplinary knowledge building and transdisciplinary identity work.

Oberrauch, L., & Kaiser, T. (2024). ***Financial Education or Incentivizing Learning-by-Doing? Evidence from an RCT with Undergraduate Students*** (CESifo Working Paper Series N° 11187). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11187.htm
We study the effects of digital financial education interventions on undergraduate students' financial knowledge in a small-scale RCT. We test the substitutability or complementarity of two treatments: an online video financial education treatment and an incentive-based approach where students are issued pre-paid voucher cards worth 50 EUR to register with a broker specializing in robo-advised investment in Exchange Traded Funds (ETFs). Three months after the intervention, the video treatment enhanced financial knowledge scores by more than 0.5 standard deviations. Conversely, the vouchers showed no effect. The findings suggest that subsidies encouraging robo-advised investment into ETFs cannot substitute direct financial education in our setting, and there is no evidence for complementarity between these interventions.

OCDE. (2024a). ***New PISA results on creative thinking: Can students think outside the box?*** (N° 125). https://doi.org/10.1787/b3a46696-en
For the first time ever, PISA measured the creative thinking skills of 15-year-old students across the world. Alongside assessments in mathematics, science and reading, students in 64 countries and economies sat an innovative test that assessed their capacity to generate diverse and original ideas, as well as to evaluate and improve upon others' ideas in creative tasks. These ranged from written and visual expression to scientific and social problem solving. This PISA in Focus highlights some of the main findings from Volume III of PISA 2022. It focuses on the main factors linked to students' creative thinking performance, including their proficiency in other academic subjects, their gender, socio-economic profile, views on creativity, attitudes, social-emotional characteristics and their school environment.

OCDE. (2024b). ***Shaping students' financial literacy: The role of parents and socio-economic backgrounds*** (N° 126; p. 9). https://doi.org/10.1787/c3f3dc74-en
The results of the PISA 2022 financial literacy assessment show that many 15-year-olds should be better prepared for their financial future, as they are not able to apply their financial knowledge to real-life situations. In every participating country and economy, students from disadvantaged socio-economic backgrounds performed significantly

worse than their advantaged peers. PISA data also show that students who discuss money matters with their parents, and those who make autonomous decisions about how to spend their money, achieve higher levels of financial literacy. This PISA in Focus examines the proportion of students who do not achieve baseline financial literacy and explores the links between socio-economic backgrounds, parental interactions and financial literacy performance.

Papendieck, A., & Clarke, J. A. (2024). **Curiosity to Question: Tracing productive engagement in an interdisciplinary course-based research experience**. *Journal of the Learning Sciences*, *33*(2), 323-364. https://doi.org/10.1080/10508406.2024.2347597
Course-based research experiences (CBREs) are highly valued for science learning and research. Most are discipline-centered, but there is a great deal of interest in developing them to promote interdisciplinarity. Yet, we have much to learn about how CBREs work, and even more to learn about how disciplinary diversity operates as an element of design to promote learning and research. This mixed methods case study triangulates data on student experience, research networks, research artifacts and fieldnotes from participant observation to understand how disciplinary diversity factors into productive engagement for learning and research in an interdisciplinary course-based research experience (I-CBRE). A common boundary object (scientific paper) mediated developmental interactions among individuals both within and beyond the course. The boundary object also facilitated the productive engagement of students as instrumental actors in broader interdisciplinary research networks. This study shows how an "object tracing" approach can be used to examine productivity in disciplinarily diverse scientific contexts, and reveals some of the distinctly syncretic moves that participants deploy to make progress as learners and researchers. Extending work by Engel and Conant, the study emphasizes the importance of designing for "productive syncretic engagement" in research experiences characterized disciplinary diversity.

Paris, A. (2024). ***Environnement EMI et expérience d'apprentissage à l'université : analyse de l'activité individuelle et collective d'étudiant.e.s de première année de Licence en Sciences et Techniques des Activités Physiques et Sportives*** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse https://theses.hal.science/tel-04684385
Cette thèse porte sur l'expérience d'étudiant-e-s lorsqu'elles et ils apprennent une discipline en langue anglaise à l'université. L'objectif est de rendre compte de l'incidence de l'environnement EMI sur l'expérience individuelle sociale vécue par les étudiant-e-s dans des situations d'apprentissage de techniques corporelles. La thèse s'inscrit dans une approche par l'activité en sciences de l'éducation et de la formation en recourant au cadre théorique et méthodologique du cours d'action (Theureau, 2015). Les résultats de la première étude, exploratoire montrent que la perturbation linguistique introduite par l'EMI conduit les étudiant.e.s à adapter leur mode d'engagement et leurs focalisations dans les situations et à développer une activité d'enquête basée notamment sur les dimensions indicielles et iconiques liées aux actions des pairs. La deuxième étude, à dimension ethnographique, souligne que l'environnement EMI, porteur d'incertitudes pour les étudiant.e.s, a des effets sur le fonctionnement et l'organisation du groupe. Celui-ci donne lieu à l'émergence d'histoires pour les étudiant.e.s, et notamment d'interactions de coopération. Cette culture d'action partagée s'est révélée propice au développement de construits individuels, académiques et sociaux. Enfin, la dernière étude réalisée sur une séquence

de TP sportifs EMI montre l'existence d'une communauté d'apprentissage qui soutient le développement individuel social des étudiant e s lors des situations de travail. L'environnement EMI permet de construire des connaissances différenciées sur soi, sur les pairs, sur le formateur et sur le contenu disciplinaire, en relation avec le niveau de langue des étudiant.e.s. Cette recherche ouvre des pistes praxéologiques pour soutenir l'action réfléchie en proposant la conception de nouveaux environnements de formation afin d'augmenter les apprentissages des étudiant.e.s engagé.e.s dans un parcours EMI.

Perrin, N., Drakos, A., Martin, G., & Piot, D. (2024). **Construction des connaissances au cours d'une formation hybride**. *Revue d'Anthropologie des Connaissances*, *18*(1). https://doi.org/10.4000/rac.31861
Cette contribution présente une démarche de conception et d'analyse pour les dispositifs de formation et s'appuie sur le cas d'une formation hybride dans l'enseignement supérieur. Elle adopte une approche multi-échelles de l'activité humaine qui distingue trois échelles : l'ici et le maintenant, la configuration d'activité collective et l'histoire de formation. L'analyse de l'activité permet de reconcevoir le dispositif entre chaque séance de formation. Elle permet également de préciser les trois échelles initialement adoptées pour la conception, car c'est la relation entre ces échelles qui permet d'en préciser la nature. Cette relation est définie comme une relation de paire-étoile, où les échelles supérieures émergent des échelles inférieures et contraignent en retour ces dernières. Il est ainsi possible de préciser les déterminations réciproques entre l'ici et le maintenant, la configuration d'activités collective et l'histoire de formation.

Pineau, G. (2024). **Une histoire de vie professionnelle avec la reconnaissance des acquis, comme passages de frontières et de niveaux entre parcours, discours et dispositifs**. *Revue hybride de l'éducation*, *8*(3), 1-20. https://doi.org/10.1522/rhe.v8i3.1728
Ce texte vise à rappeler les enjeux passés et présents de la reconnaissance et validation des acquis de l'expérience (RVAE) pour mieux construire l'avenir. Il consiste en un retour réflexif sur un parcours de 60 ans de recherche-formation universitaire, mais aussi expérientielle, avec la RVAE dans diverses universités. La première partie relate mon parcours de vie avec la RVAE à l'université. La seconde partie présente la RVAE comme zone-interfacielle à travailler entre deux paradigmes : celui, institué, de la recherche-enseignement universitaire et celui, émergent, de l'apprentissage expérientiel à mettre en culture. La troisième partie propose des jalons de construction paradigmatique de la RVAE pour l'avenir.

Pletcher, B. (2024). **"Where the Rubber Meets the Road": Providing Students with Rigorous Learning Experiences in a Curriculum and Instruction Doctoral Residency Seminar**. *College Teaching*, *72*(3), 207-215. https://doi.org/10.1080/87567555.2022.2151969
The purpose of this article is to describe a doctoral residency seminar course that is part of a Ph.D. in Curriculum and Instruction degree program. Courses such as these provide new doctoral students with the necessary experiences to help them succeed in the program. This course is a venue for students to discuss the degree program, including academic writing, publishing, presenting at conferences, teaching in higher education, and serving the university, profession, and community, and course assignments corresponding to these areas will be presented. After completing my Summer 2021 seminar course, my students received an electronic survey that consisted of six Likert scale items and six open-ended response items that asked about their experiences in the course, as well as five demographic items. Descriptive statistics were run for the survey's

Likert items. The open-ended responses were coded, and the codes were grouped into themes. Overall, the responses to the Likert scale items were positive. The following themes emerged from the survey: academic writing and disseminating research, networking, the dissertation journey, and recommendations for future seminar courses. The findings have implications for doctoral program instructors who are creating or sustaining a seminar course.

Purkarthofer, E., & Mäntysalo, R. (2024). **Enhancing Knowledge, Skills, and Identity Development Through Collaborative Student-Led Learning: Experiences With the Gradual Empowerment of Students in a Planning Studio Course**. *Journal of Planning Education and Research*, *44*(3), 1148-1159. https://doi.org/10.1177/0739456X221118599
Studio courses are a common way to teach problem-based and applied skills in the field of urban and regional planning. In this article, we reflect on the experiences from a planning studio course that builds on the idea of gradually increasing student autonomy, peaking in the final phase of the course when the whole class self-organizes the content and delivery of a strategic plan. We term this approach "collaborative student-led learning," arguing that it enables students to learn subject-related knowledge and skills related to communication, organization, and negotiation, while also supporting students' personal and professional growth and identity development.

Reimann, P. (2024). **Methodological challenges of research on interdisciplinary learning**. *Journal of the Learning Sciences*, *33*(2), 443-449. https://doi.org/10.1080/10508406.2024.2354153
I begin the commentary by identifying some methodological challenges in interdisciplinary learning research and describe how the contributions to the special issue address these. The fact that interdisciplinary learning is collaborative, long-lasting, and distributed necessitates using rich data sources and mainly qualitative forms of analysis. The impossibility of experimental comparisons led the researchers to adopt an ecological perspective, focusing on multi-level causal pathways rather than linear cause-and-effect relationships. Furthermore, I propose establishing an "object commons" for sharing research on interdisciplinary learning, suggesting metadata standards like PROV for describing digital provenance. Reconstructing the provenance of (digital) knowledge objects resembles historical analysis. I therefore explore further how narratives can serve as scientific explanations, drawing parallels between narrative structures and graph-based provenance notation. I argue for the refinement of narrative formats using digital provenance methods to enhance systematic analysis and sharing of research findings. In conclusion, addressing the methodological challenges that are indigenous to research on interdisciplinary learning has the potential to advance the methodology arsenal of the Learning Sciences and of educational research more generally.

Ruwet, C., Dubetz, S., & Kahan, M. (2023). **Expérimenter les dimensions subjectives et culturelles de la transition avec des jeunes de l'enseignement supérieur.** *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, (Volume 18.2). https://doi.org/10.4000/1241u
Considérée comme une composante centrale de l'écocitoyenneté, l'éducation par la nature est pourtant souvent absente des programmes de formation dans l'enseignement supérieur. Fort de ce constat, le projet de recherche TransDisc a conçu un dispositif pédagogique expérimental d'immersion en nature. L'objectif principal de ce dispositif était d'expérimenter l'intérêt d'un prototype d'activité ex-situ inspiré par les pédagogies

de l'écologie du sensible, en particulier le Travail Qui Relie et l'Intervention Psycho-sociale par la Nature et l'Aventure. Le point commun de ces approches est de donner une place prépondérante au lien d'interdépendance avec le vivant, aux émotions, à l'imagination et au corps. Après avoir clarifié les objectifs et les sources d'inspiration théoriques du dispositif pédagogique, l'article présente les résultats concernant les aspects saillants du dispositif relatifs aux dimensions subjectives et culturelles de la transition.

Samson, J., Vincent, F., & Boyer, P. (2024). **Le verbe comme objet grammatical : pratiques déclarées et besoins de formation**. *Formation et profession*, *32*(1), 9. https://doi.org/10.18162/fp.2024.a320

Schwarz, B., Heyd-Metzuyanim, E., Koichu, B., Tabach, M., & Yarden, A. (2024). **Opportunities and hindrances for promoting interdisciplinary learning in schools**. *Journal of the Learning Sciences*, *33*(2), 242-283. https://doi.org/10.1080/10508406.2024.2344809
Influential philosophers have suggested that interdisciplinarity is crucial for ecosystem management and scientific practice, and for education to democracy. However, a historical review of the rise of disciplines points at their compartmentalization in schools. An analysis of core construct categories of three disciplines, shows that this compartmentalization may decrease when dialogic argumentation is enacted. This background led us to launch an interdisciplinary program in schools. In previous publications, we identified multiple constraints in its implementation and listed design principles for affording interdisciplinary dialogic argumentation. We adopt a narrative approach to analyze classroom talk, and ask whether and how interdisciplinary processes emerge in this talk. Students maintain dialogic argumentation around Interdisciplinary Social Dilemmas, but guidance is necessary for integrating knowledge from different disciplines. When the teacher is attentive to student's unarticulated references to disciplinary ideas, she may subtly guide the emergence of interdisciplinary dialogic argumentation. Often, the teacher misses those opportunities and declaims the integration of knowledge in a non-dialogic talk. Dialogic Education is crucial for the success of interdisciplinary programs in schools, but the actual emergence of interdisciplinary processes depends on the handling of organizational and institutional constraints, on huge design efforts, and on subtle guidance.

Similowski, K. (2024). **La production de textes dans les évaluations nationales françaises : constats et controverses**. *Repères. Recherches en didactique du français langue maternelle*, (69), 77-102. https://doi.org/10.4000/1204v
L'écriture de texte est une compétence première dans la maitrise du français et les programmes de l'école primaire en France insistent sur la variété des écrits à produire dans toutes les disciplines. Cependant, les dernières évaluations nationales ne comportent plus d'épreuve d'écriture de texte. Ce constat est de nature à nous interpeler. Cet article analyse les évaluations diagnostiques de CE2 et de 6e (8-10 ans) de 1989 à 2007. Quelles compétences y sont évaluées ? Quelle est la pertinence de ces évaluations au regard des résultats de la recherche ? Quel regard l'institution pose-t-elle finalement sur cette compétence fondamentale ? Nous montrons que la production d'écrit est une compétence fondamentale difficilement située, diversement évaluée et qui semble finalement peu valorisée.

Tavant, M. (2023). **Taille, secteur et type du collège : évaluation de leur rôle dans le développement des compétences citoyennes des collégiens**. *e-JIREF*, *9*(3), 52-74. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/214
Alors que l'institution scolaire française est de plus en plus incitée à former des citoyens éclairés, cet article vise à étudier le lien, encore peu exploré, entre les contextes scolaire et familial et les compétences citoyennes. Notre recherche a tenté de mesurer l'effet des caractéristiques contextuelles exogènes à l'établissement (taille de l'établissement, géolocalisation, secteur de recrutement, type), qui sont difficilement contrôlables, sur le niveau de compétences citoyennes des élèves. Ce travail se base sur les données du Cnesco, recueillies auprès de 3158 élèves de 3ème, scolarisés dans 126 collèges. Les résultats, obtenus à partir de modèles multiniveaux, ont montré de faibles effets des caractéristiques contextuelles exogènes sur les niveaux d'engagement citoyen, de tolérance, de solidarité et d'adhésion aux valeurs civiques chez les jeunes. Les caractéristiques individuelles des élèves jouent un rôle plus marqué dans le développement de compétences citoyennes, plus particulièrement, le niveau de compétences citoyennes est plus élevé au sein de contextes scolaires défavorisés ou d'éducation prioritaire, lorsque les élèves sont issus de milieu socioéconomique favorisé.

Tienin, R. B. (2024). ***Note sur les mécanismes de support aux enseignants burkinabè dans leurs pratiques pédagogiques liées à l'enseignement des compétences fondamentales***. Consulté à l'adresse UNESCO, GEM Report website: https://hal.science/hal-04674386
Une analyse des mécanismes de support aux enseignants burkinabè laisse apparaitre l'existence de plusieurs cadres de soutien aussi bien présentiels que virtuels dont le fonctionnement plus ou moins mitigé est influencé par certains facteurs. Ces cadres portent sur toutes les disciplines, mais notre travail se préoccupe particulièrement des mathématiques et de la lecture. Cette note traite essentiellement de la mise en évidence de ces mécanismes et de leurs apports à l'amélioration des compétences des enseignants en enseignement de la lecture et des mathématiques.

Toadvine, A. (2024). **Researched Role Play for Cultural Competence**. *College Teaching*, *72*(3), 205-206. https://doi.org/10.1080/87567555.2022.2151968
In this adaptable activity, students add research about other regions and cultures to the traditional role-play. Students are given a character, research the lives of people in the area and the issues affecting them, and then develop their ideas about what that character might think about those issues. Giving them the chance to research and learn about other cultures before asking them to approach a situation from the perspective of a character from that culture helps students develop respect for the differences between other worldviews and their own, and hopefully develop empathy for people with different perspectives on difficult issues.

Trépanier, A., Bernier, A., Morin, É., & Therriault, G. (2024). **Initier les stagiaires à l'éducation en contexte de changements climatiques : un parcours de formation pratique**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 71-75. https://doi.org/10.7202/1111367ar
Afin de soutenir et d'accompagner les futures personnes enseignantes qui devront nécessairement prendre en compte les changements climatiques dans leur enseignement, un projet inédit a été réalisé. Celui-ci consiste en l'élaboration d'un parcours d'éducation en contexte de changements climatiques (ECCC) dans le cadre de la formation pratique des personnes enseignantes du primaire et du secondaire. Dans

cet article sont présentées les différentes avenues de développement pédagogique empruntées pour accompagner les étudiantes et étudiants dans la prise en compte des principes d'une ECCC, tant au préscolaire, au primaire, qu'au secondaire. Lors de ce projet, des ressources pédagogiques ont été développées sur des thèmes variés tels que l'approche culturelle, l'éducation par la nature, les arts et la littérature, la planification de situations d'enseignement et d'apprentissage (SEA), ainsi que l'inclusion des perspectives autochtones. Ultimement, celles-ci sont mises à profit dans la formation pratique pour amener les stagiaires en enseignement à établir des liens entre la théorie et la pratique en ECCC.

van der Velden, R., Bijlsma, I., Fregin, M.-C., & Levels, M. (2024). **Are general skills important for vocationally educated?** *Acta Sociologica*, *67*(3), 387-405. https://doi.org/10.1177/00016993231219135
In this paper, we examine the effect of general skills on wages for vocationally educated workers with a qualification at upper secondary level. While general skills are considered crucial for labour market success of workers in general, it is not clear whether this also holds for the vocationally educated workers. We use the recently developed concept of effective skills to identify the relationship between general skills and wages for this group. Using data from the Programme for the International Assessment of Adult Competencies (PIAAC) in 25 countries with advanced economies, we show that general skills strongly affect wages of vocationally educated workers and are just as important a factor as they are for generally educated workers. For vocationally educated males, the effect is especially salient for older workers (aged 45 and above). For vocationally educated females, general skills are most important in the beginning of their career (aged 20 to 35) and at prime age (aged 36 to 45).

Welland, J. B., Singell, E. L., Graves, K. A., & Burns, M. K. (2024). **Test Review of Acadience Reading Diagnostic: Comprehension, Fluency, and Oral Language Assessment**. *Journal of Psychoeducational Assessment*, *42*(7), 893-900. https://doi.org/10.1177/07342829241252471
Acadience Reading Diagnostic: Comprehension, Fluency, and Oral Language Assessment (CFOL) is an individually administered diagnostic assessment published by Acadience Learning for students in kindergarten through sixth grades. The measure purportedly provides diagnostic information in story coherence/text structure, listening and reading comprehension, vocabulary and oral language, and fluency with expository and narrative texts. The skills assessed with the CFOL are designed to provide information about skills related to students' comprehension difficulties so educators can better target comprehension interventions to support students' specific learning needs.

Xie, D., & Zong, Z. (2024). **How orientation training socializes newcomers: The mediating role of learning in reducing turnover and boosting performance among new salespersons**. *International Journal of Training and Development*, *28*(3), 255-274. https://doi.org/10.1111/ijtd.12322
Orientation training plays a crucial role in the process of newcomer socialization by equipping employees with the knowledge, abilities, and skills necessary for success in a new work setting. However, relatively few studies have investigated orientation training from a socialization perspective and addressed its underlying mechanisms. To address this issue, we developed a model to elucidate the socialization process of newly hired salespersons undergoing skill-based orientation training. The model includes training

reactions, two learning outcomes (learning engagement and skill acquisition), as well as two distal socialization outcomes (retention status and annual sales performance). Using a one-year multiperiod design, we conducted a multilevel analysis on data of 1184 new salesperson records nested in 37 off-site classes, which was obtained from a US pharmaceutical company operating in China. The results revealed that newcomers' reactions to orientation training were positively associated with their learning engagement and skill acquisition, which in turn resulted in a higher newcomer retention ratio. Furthermore, skill acquisition was found to be a significant mediator between training reactions and newcomers' annual sales performance. By combining self-report, trainer-report and objective indicators, this study provides a new and compelling evidence on how orientation training accelerates newcomer socialization success.

Yezza, H. (2024, août 29). **Successions d'entreprises familiales : les compétences sociales comptent aussi**. Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/successions-dentreprises-familiales-les-competences-sociales-comptent-aussi-235975
Le passage de témoin à la tête d'une entreprise familiale n'est pas qu'une question de compétences techniques ou managériales. Trop souvent négligées, les compétences sociales jouent un rôle clé.

Young, D. G., Zeng, W., Skalicky, J., & Meer, J. van der. (2024). **The Quality and Quantity of Participation in Peer Leader Experiences and Student Outcomes: A Cross-National Validation of Constructs and Predictive Model**. *Research in Higher Education*, *65*(5), 893-913. https://doi.org/10.1007/s11162-023-09765-4
Participation in student peer leader roles, roles in which more senior students serve as mentors and educators to their peers, have continued to grow in their application and importance to institutions of higher education around the globe. Using a theoretical approach based in Legitimate Peripheral Participation and drawing from the International Survey of Peer Leaders, our paper explored the role of the quality and quantity of participation in important outcomes of the college experience: leadership development, skill development, and academic success. The results showed that the number of hours per week spent on peer leadership activities and the total number of peer leadership positions contributed to positive quality of engagement and enhanced students' academic outcomes, overall leadership skills, and career readiness. Moreover, findings showed that the quality of engagement moderated the influences of the quantity of participation particularly for measures of academic success. As students develop relationships with faculty, staff, and peers throughout their time in peer leader roles and feel a deepening sense of connection and belonging to the college or university, students in peer leader roles become fuller participants in the academic community and, as a result, develop the knowledge, skills, and ways of doing, thinking, knowing, and being that are critical for student success.

Aspects économiques de l'éducation

Akee, R., & Clark, L. (2024). ***Preschool Lottery Admissions and Its Effects on Long-Run Earnings and Outcomes*** (NBER Working Paper N° 32570). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32570.htm

We use an admissions lottery to estimate the effect of a non-means tested preschool program on students' long-run earnings, employment, family income, household formation, and geographic mobility. We observe long-run outcomes by linking both admitted and non-admitted individuals to confidential administrative data including tax records. Funding for this preschool program comes from an Indigenous organization, which grants Indigenous students admissions preference and free tuition. We find treated children have between 5 to 6 percent higher earnings as young adults. The results are quite large for young women, especially those from the lower half of the initial parental household income distribution. There is also some evidence that children, regardless of gender, from households with below median parental incomes realize the largest average increases in earnings in adulthood. Finally, we find that increased earnings start at ages 21 and older for the treated students. Likely mechanisms include high-quality teachers and curriculum.

Aly, D., Abdelqader, M., Darwish, T. K., Toporkiewicz, A., & Radwan, A. (2024). **Board characteristics and sustainability in higher education institutions: The case of the United Kingdom**. *Higher Education Quarterly*, *78*(3), 898-917. https://doi.org/10.1111/hequ.12496
We explored the relationship between board characteristics and sustainability of higher education institutions in the United Kingdom (UK). We analysed 153 UK universities using data for the year 2019. Our analysis revealed that board size, the number of students on the board, and the number of academic members on the board were found to have significant and positive relationships with sustainability. Also, the composition of the sustainability committee was shown to have a significant and positive impact on sustainability score. However, the relationships between board gender diversity, the number of external members on the board, and the number of board meetings held during the year with sustainability score were not significant. The results provide guidance to universities for developing their sustainability practices.

Antman, F., Duncan, B., & Lovenheim, M. (2024). ***The Long-Run Impacts of Banning Affirmative Action in US Higher Education*** (NBER Working Paper N° 32778). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32778.htm
This paper estimates the long-run impacts of banning affirmative action on men and women from under-represented minority (URM) racial and ethnic groups in the United States. Using data from the US Census and American Community Survey, we use a difference-in-differences framework to compare the college degree completion, graduate degree completion, earnings, and employment of URM individuals to non-URM individuals before and after affirmative action bans went into effect across several US states. We also employ event study analyses and alternative estimators to confirm the validity of our approach and discuss the generalizability of the findings. Results suggest that banning affirmative action results in a decline in URM women's college degree completion, earnings, and employment relative to non-Hispanic White women, driven largely by impacts on Hispanic women. Thus, affirmative action bans resulted in an increase in racial/ethnic disparities in both college degree completion and earnings among women. Effects on URM men are more ambiguous and indicate significant heterogeneity across states, with some estimates pointing to a possible positive impact on labor market outcomes of Black men. These results suggest that the relative magnitude of college quality versus mismatch effects vary for URM men and women and highlight the importance of disaggregating results by gender, race, and ethnicity. We

conclude by discussing how our results compare with others in the literature and directions for future research.

Antonowicz, D., & Domalewski, J. (2024). **The economic situation of higher education graduates in the labour market in Poland**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 102-124). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-14.xml
For a long time, the expansion of higher education (HE) was accompanied by moderate enthusiasm, which eventually was transformed into disappointment due to the questionable quality of education and limited access of graduates to high positions in the labour market. Despite the prosperity and dynamic economic development, the public discourse increasingly emphasizes arguments questioning the social and economic contribution of HE expansion. This chapter aims to examine the situation of graduates in the labour market, taking into account type of higher education institutions, the mode of study (bachelor, master and united master) and also the field of study. It presents major dimensions and the scale of the diversity in the labour market situation of graduates based on data on earnings, employment conditions and the form of unemployment. In order to do so, it uses data obtained by the Polish Graduate Tracking System, which is a public tool unique to Europe for monitoring the situation of HE graduates in the labour market.

Atchison, D., Clements, M., Rickles, J., Brodziak de los Reyes, I., & Heppen, J. (2024). **Comparing the Costs of Online and Teacher-Directed Credit Recovery**. *Educational Policy*, *38*(6), 1487-1514. https://doi.org/10.1177/08959048231207084
This study compares the costs of a school-based online credit recovery model to more traditional teacher-directed credit recovery using rigorous cost analysis methods. Findings indicate that differences in the comprehensive costs for online and teacher-directed credit recovery classes are small. However, cost differences across the two models of specific types of resources are substantial and statistically significant. Online credit recovery classes resulted in higher district-incurred costs largely due to the purchase of online curricula and required technology. The online model incurred lower opportunity costs to teachers stemming from less out-of-class time devoted to grading, lesson planning, and developing course materials.

Avila-Uribe, A., Roth, S., & Shields, B. (2024). ***Putting Low Emission Zone (LEZ) to the Test: The Effect of London's LEZ on Education*** (IZA Discussion Paper N° 17020). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17020.htm
This paper evaluates the impact of London's Low-Emission Zone (LEZ) on test scores among elementary school students in England. Utilising administrative data for the years 2005-2015, we employ a difference-in-differences approach to assess the LEZ's effect on standardised Key Stage 2 results (age 11). Our analysis reveals a statistically and economically significant improvement of 0.09 standard deviations in test scores for students within the LEZ compared to those in other urban control areas. Importantly, we also find that the LEZ policy has larger positive effects in low-performing schools, demonstrating its potential to significantly reduce educational disparities.

Backes, B., Cowan, J., Goldhaber, D., & Theobald, R. (2024). **Four years of pandemic-era emergency licenses: retention and effectiveness of emergency-licensed Massachusetts teachers over time**. *Economics of Education Review*, *101*, 102562. https://doi.org/10.1016/j.econedurev.2024.102562
Most states responded to the onset of the pandemic by granting temporary licenses that allowed teachers to work in classrooms without first passing the typical licensure exams. In this paper, we examine the result of this policy in Massachusetts using data on multiple cohorts of emergency licensed teachers (ELTs). We find that ELTs were slightly more likely to be retained in the same school than teachers from other entry routes. However, ELTs' students scored significantly lower on standardized tests in math and science than other students in the same school and same year. Our findings are at odds with earlier, more positive assessments of emergency licensure. Our updated results appear to be driven by more recent cohorts of ELTs. Overall, this study suggests policymakers should be cautious when drawing sweeping conclusions about the impacts of teacher licensure based solely on the earliest cohort of teachers who obtained pandemic-era licenses.

Backman, B., Dunn, M., George, N. A., Whiteside, B., & McKay, F. H. (2024). **"Am I Really Living or Just Getting by?" Financial Security and Health-Related Decisions among International Students in Australia**. *Journal of Studies in International Education*, *28*(3), 440-457. https://doi.org/10.1177/10283153231178135
International students in Australia risk financial insecurity and as a result, may make suboptimal health decisions. Limited research has explored the experiences of international students' health-related financial decision making. In-depth interviews were conducted with 31 international students to explore how financial situation influences their decisions in Australia. Data were thematically analysed. Findings highlight that limited income can impact overall wellbeing and health-related decision making. When making financial health-related decisions, participants prioritised urgent health needs and education. Participants who perceived their financial situation limited were less willing to spend money on mental health services, social activities, and food. This study suggests that students may consider the long-term financial benefits of studying abroad when making decisions, but they do not consider the long-term health implications of stress and wellbeing. Enabling students to improve their financial situation and lower their expenses could enhance wellbeing and facilitate health-related decision making.

Barrera, S., Sajadi, S., Holmes, M., & Jacobson, S. (2024). **Valuing Identity in the Classroom: What Economics Can Learn from Science, Technology, Engineering, and Mathematics Education**. *Journal of Economic Perspectives*, *38*(3), 163-190. https://doi.org/10.1257/jep.38.3.163
Economics faces stubborn underrepresentation of minoritized identity groups. Economics instructors also largely use antiquated instructional methods. We leverage the literature from the fields of science, technology, engineering, and mathematics education, which have rigorously studied instructional techniques and gathered evidence on a variety of methods that improve learning and reduce demographic gaps. We discuss four broad ideas: active and collaborative learning, role model interventions, modernized design of assessments and feedback, and culturally relevant, responsive, and sustaining pedagogy. We frame these approaches in the context of economics identity, share evidence regarding efficacy, and give examples of how the techniques have been and can be used in economics. In so doing, we provide a set of changes economics

instructors can make, large and small, to improve their teaching for all students and to reduce demographic gaps in success and persistence in the field.

Bedasso, B., & Acosta, A. (2024). ***The Teachers Who Leave: Teacher Attrition in Burkina Faso*** (Working Paper N° 698). Consulté à l'adresse Center for Global Development website: https://econpapers.repec.org/paper/cgdwpaper/698.htm
High teacher attrition affects education systems through direct costs in replacing teachers who left the service, and indirect costs in classroom disruption and loss in experience. Efforts to address teacher shortage must be informed by which teachers leave and why. Using administrative data from Burkina Faso, we analyze demographic and geographic correlates of teacher turnover. We find that early career teachers, female teachers, and teachers with tertiary education, are more likely to attrite. Teachers who hold higher positions—such as school principals—have better retention rates. In terms of school-level attrition, rural and remote schools tend to lose teachers to other schools whereas schools in urban or more developed regions are more likely to lose teachers to options outside of the teacher workforce. Finally, we discuss policy options in improving teacher retention given these findings.

Beine, M., Fromentin, V., & Bachiller, J. S. (2024). ***Emigration Prospects and Educational Choices: Evidence from the Lorraine-Luxembourg Corridor*** (CESifo Working Paper Series N° 11158). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11158.htm
An extensive literature has documented the incentive effect of emigration prospects in terms of human capital accumulation in origin countries. Much less attention has been paid to the impact on specific educational choices. We provide some evidence from the behavior of students at the University of Lorraine that is located in the northeast of France and close to Luxembourg, a booming economy with attractive work conditions. We find that students who paid attention to the foreign labor market at the time of enrollment tend to choose topics that lead to occupations that are highly valued in Luxembourg. These results hold when accounting for heterogeneous substitution patterns across study fields through the estimation of advanced discrete choice models. Incentive effects of emigration prospects are also found when accounting for the potential endogeneity of the interest for the foreign labor market using a control function approach based on the initial locations of these students at the time of enrollment. Consistently, students showing no attention to the foreign labor market are not subject to the incentive effect of emigration prospects.

Belghith, F., Bugeja-Bloch, F., Couto, M.-P., Ferry, O., & Patros, T. (2024). **La crise dans le rétroviseur ?** *OVE Infos*, (48), 1-12. Consulté à l'adresse https://www.ove-national.education.fr/publication/ove-infos-n48-la-crise-dans-le-retroviseur/
Les dernières années ont profondément affecté le fonctionnement des établissements d'enseignement supérieur et la vie des étudiantes et étudiants qui les fréquentent. Les pratiques et les modes de vie étudiants ont été modifié d'une part par la hausse du nombre d'inscrit·es, consécutive à la croissance du nombre de titulaires du baccalauréat et à l'augmentation de la natalité au début des années 2000 et, d'autre part, par la crise sanitaire, avec deux confinements successifs en 2020. Ces confinements ont transformé, au moins pour un temps, les conditions d'étude et de vie des étudiantes et étudiants (enseignement à distance, frein à l'activité rémunérée, repli sur la sphère domestique, etc.). Ils ont aussi fait émerger de nouvelles thématiques étudiantes telles

que les problèmes de santé mentale et la précarité sociale, économique et alimentaire. À l'heure de la réforme annoncée des bourses et dans un contexte de forte inflation, quels effets durables de la crise sanitaire l'enquête Conditions de vie 2023 révèle- t-elle ?

Bennett, P., & Botros, J. (2024). ***Intergenerational Mobility, Economic Shocks, and the Role of Human Capital*** (Working Paper N° 10). Consulté à l'adresse University of Liverpool, Department of Economics website: https://econpapers.repec.org/paper/livlivedp/202410.htm
How do economic shocks at the time of labor market entry interact with the intergenerational persistence of disadvantage? While the importance of family background for future labor market success outweighs the impact of increased unemployment, negative economic shocks disproportionately harm those from disadvantaged backgrounds. As a result, a one standard deviation increase in unemployment causes a 11–15% decrease in intergenerational mobility. Mobility decreases as higher unemployment widens the pre-existing gap in college education by socioeconomic status, and we show that differences in human capital are a key factor which explain rates of both relative and absolute mobility.

Berens, J., Henao, L., & Schneider, K. (2024). ***Tuition fees and academic (in)activity in higher education: How did students adjust to the abolition of tuition fees in Germany?*** (Ruhr Economic Paper N° 1074). Consulté à l'adresse RWI - Leibniz-Institut für Wirtschaftsforschung, Ruhr-University Bochum, TU Dortmund University, University of Duisburg-Essen website: https://econpapers.repec.org/paper/zbwrwirep/300569.htm
Five years after introducing tuition fees, the German state of North Rhine-Westphalia (NRW) abolished them in March 2011. Using student-level panel data, we assess the effects of this reform on academic activity and performance in two universities in NRW: a state university and a private university of applied sciences (UAS). We find that the increasing dropout rates at the state university do not necessarily point to lower ability or motivation, as an important share corresponds to ghost students. Thus, accounting for academic inactivity is essential to prevent the misreporting of dropout rates. Inactive students are attracted to in-kind student benefits or use the university as a bridge to their professional or academic careers. The social costs associated with such inactive students amount to 3.3% of public spending on higher education in NRW. Furthermore, we estimate causal effects solely on active students susceptible of a behavioral adjustment. We consider cohorts that enrolled with tuition fees and employ two-way fixed effects models that account for effect heterogeneity cohorts and study semesters. Students at the state university did not register for fewer exams but passed about 10% fewer credit points per semester after the reform, which is explained by a student effort effect. At the private UAS, students experienced a more substantial decrease in academic performance and were nine percentage points more likely to withdraw from a registered exam. Prospective graduates are the primary drivers of these effects at both institutions, explaining the increased time-to-completion. Consequently, the introduction of moderate tuition fees emerges as an effective policy instrument to encourage students to exert greater effort.

Boeing, G., & Riggs, W. (Billy). (2024). **Converting One-Way Streets to Two-Way Streets to Improve Transportation Network Efficiency and Reduce Vehicle Distance Traveled**. *Journal of Planning Education and Research*, *44*(3), 1670-1678. https://doi.org/10.1177/0739456X221106334

Planning scholars have identified economic, safety, and social benefits of converting one-way streets to two-way. Less is known about how conversions could impact vehicular distances traveled—of growing relevance in an era of fleet automation, electrification, and ride-hailing. We simulate such a conversion in San Francisco, California. We find that its current street network's average intra-city trip is ~1.7 percent longer than it would be with all two-way streets, corresponding to 27 million kilometers of annual surplus travel. As transportation technologies evolve, planners must consider different facets of network efficiency to align local policy and street design with sustainability and other societal goals.

Bolhaar, J., Kuijpers, S., Webbink, D., & Zumbuehl, M. (2024). **Does replacing grants by income-contingent loans harm enrolment? New evidence from a reform in Dutch higher education**. *Economics of Education Review*, *101*, 102546. https://doi.org/10.1016/j.econedurev.2024.102546
This paper evaluates the impact of a reform which replaced universal basic grants by income-contingent loans on enrolment in Dutch higher education using administrative data of ten complete student cohorts. Estimates of differences between cohorts show no negative effect of the policy on enrolment. Moreover, difference-in-differences estimates exploiting variation in eligibility for supplementary grants show no negative effect on enrolment. These findings suggest that a system of income-contingent loans can facilitate an increase of private contributions without harming access to higher education.

Bolyard, A., & Savelyev, P. (2024). ***Understanding the Educational Attainment Polygenic Index and Its Interactions with SES in Determining Health in Young Adulthood*** (IZA Discussion Paper N° 17056). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17056.htm
Based on the sample of The National Longitudinal Study of Adolescent to Adult Health (Add Health), we investigate the formation of health capital and the role played by genetic endowments, parental SES, and education. To measure genetic endowments we take advantage of the new availability of quality polygenic indexes (PGIs), which are optimally-weighted summaries of individual molecular genetic data. Our main focus is on the Educational Attainment Polygenic Index (EA PGI), which is designed to predict the highest level of education achieved in life. We find that the EA PGI demonstrates stronger effects on health and health behaviors for subjects with high parental socioeconomic status (SES). These effects are only partially explained by education as a mechanism. We provide suggestive evidence for the mechanisms behind estimated relationships, including early health, skills, and the parents' and child's own attitudes towards education, as well as outcomes related to occupation and wealth. We also show that a strong association between education and health survives controlling for a large set of PGIs that proxy health, skills, and home environment, with only a modest reduction in regression coefficients despite controlling for major expected confounders. This result informs the ongoing debate about the causal relationship between education and health and the confounders behind the education-health gradient.

Borger, M., Elacqua, G., Jacas, I., Neilson, C., & Olsen, A. S. W. (2024). **Report cards: Parental preferences, information and school choice in Haiti**. *Economics of Education Review*, *102*, 102560. https://doi.org/10.1016/j.econedurev.2024.102560

This paper studies school choice and information frictions in Haiti. Through a randomized control trial, we assess the impact of disclosing school-level test score information on learning outcomes, prices, and market shares. We find evidence that in markets where information was disclosed, students attending private schools increased test scores. The results also suggest private schools with higher baseline test scores increased their market share as well as their fees when the disclosure policy is implemented. While prices and test scores were not significantly correlated in the baseline survey, they exhibited a significant and positive correlation in treatment markets after information disclosure. These results underscore the potential of information provision to enhance market efficiency and improve children's welfare in context such as Haiti.

Bozonnet, C. (2024, septembre 10). ***« Avec un peu plus d'argent, je pourrais faire autre chose que travailler, manger et dormir » : pour les étudiants précaires, une nouvelle rentrée sous le signe des privations***. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/10/avec-un-peu-plus-d-argent-je-pourrais-faire-autre-chose-que-travailler-manger-et-dormir-pour-les-etudiants-precaires-une-nouvelle-rentree-sous-le-signe-des-privations_6310320_4401467.html
L'inflation et la hausse des frais de rentrée vont peser sur une population étudiante déjà confrontée à une précarité structurelle. Pour s'en sortir, les jeunes jonglent entre petits boulots, soutien familial et aide des associations.

Briceno Mosquera, A. (2024). **Admissions Officers' Perceptions When Undocumented Students Seek In-State Resident Tuition Policy**. *Educational Policy*, *38*(6), 1449-1486. https://doi.org/10.1177/08959048231201789
Administrative burdens scholarship has explored the factors influencing bureaucrats' perceptions and administrative discretion when entitled individuals seek policy benefits. Few studies, however, have recently investigated such phenomena with undocumented youth immigrants. Drawing from online web surveys and conducting a mixed methods study, I examine factors influencing admissions officers' perceptions of requirements when undocumented youth claim in-state resident tuition benefits in U.S. colleges. The findings suggest that officers who interact more often with undocumented applicants and with more positive social constructions of them are less likely to support stringently applied administrative requirements when they seek in-state tuition benefits. However, such variables are insufficient to frame admissions officers' decisions. State laws and organizational rules also constrain their administrative discretion regardless of their proclivity to facilitate access to in-state tuition benefits by undocumented youth. This study addresses the tension among public servants' attitudes and bureaucratic factors mediating efficiency, equity, and integrity surrounding policy implementation. Findings contribute to higher education policy scholarship by exploring the roles of street-level bureaucrats as mediators among state policies, institutional rules, and the circumstances of undocumented applicants.

Butzbach, M. (2024, juillet 31). **Que signifie la « gratuité intégrale de l'école » voulue par le NFP ?** Consulté 2 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/signifie-gratuite-integrale-de-lecole-voulue-nfp/00111970
Fournitures, cantine, transports et activités périscolaires gratuites : la mesure fait l'unanimité au sein du NFP, mais sa mise en œuvre et son financement soulèvent des questions encore sans réponses.

Cabrales, A., Güell, M., Madera, R., & Viola, A. (2024). ***University financing: sustainability, efficiency and redistribution*** (Policy Paper Nº 2024-01). Consulté à l'adresse FEDEA website: https://econpapers.repec.org/paper/fdafdapop/2024-01.htm
Students across the globe employ a diverse array of financial mechanisms to fund their higher education: from grants to subsidies. Even within Europe, there is a significant variance in financing systems. For instance, the Nordic countries rely on a model of generous scholarships. Conversely, in the United Kingdom and the Netherlands, loan-based financing is more prevalent. Meanwhile, nations such as Austria, France, and Spain, among others, exhibit less developed financial instruments—private or public—and have long used direct subsidies to educational institutions funded with general taxes. When the main part of university resources is publicly and directly provided, government budget cuts have a strong impact on the survival and quality of tertiary education institutions. In the face of an ageing population and large and increasing public deficits, we analyze whether a subsidized system of progressive Income Contingent Loans (ICL) is feasible in Spain, and how it would impact different strata of the population. We find that (1) our proposed structure is highly progressive under all specifications, with the top quarter of the distribution paying close to the full amount of the tuition and the bottom 10% paying almost no tuition; and (2) the share of total university education subsidized by the government is between 16 and 56 percentage points less than under the current system.

Café pédagogique. (2024, septembre 13). **Rapport explosif sur les suppressions de postes et de classes**. Consulté 19 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/13/rapport-explosif-sur-les-suppressions-de-postes-et-de-classes/
Modification des seuils, suppression des effectifs réduits, fermeture de 2000 établissements… Ce rapport explosif « Revue de dépenses : dispositifs en faveur de la jeunesse » daté du mois d'avril

Callen, I., & Stoddard, C. (2024). **Putting the "A" in AP: The effect of advanced placement state policies on student participation and performance**. *Economics of Education Review*, *102*, 102565. https://doi.org/10.1016/j.econedurev.2024.102565
Advanced courses prepare high school students for college material and the associated exams provide a low cost way to earn college credit. The College Board's Advanced Placement (AP) program is the most common in the United States, with about 40 percent of graduating seniors taking at least one AP exam in recent years. However, these opportunities are not equal across high school students due to variation in school offerings and potentially limiting exam fees. We examine the effects of two state-level policies designed to provide greater access to this program: the first mandates a minimum number of AP courses to be offered in each high school and the second waives exam fees for all students for at least one exam. Our event study and two-way fixed effect estimates suggest that mandating the provision of AP courses raises the percent of high school graduates taking AP exams by 4 to 5 percentage points, while exam fee waivers increase participation by about 1.5 percentage points. At the same time, pass rates fell after implementation of the two policies, indicating that marginal exam takers are less proficient on the exams. We find both policies have minimal effects on the percent of graduates who passed at least one AP exam or on the number of passing exams per high school student.

Campbell, D., Brodeur, A., Johannesson, M., Kopecky, J., Lusher, L., & Tsoy, N. (2024). ***Robustness Report: « Going to a Better School: Effects and Behavioral Responses », by Cristian Pop-Eleches and Miguel Urquiola (2013)*** (I4R Discussion Paper Series N° 133). Consulté à l'adresse The Institute for Replication (I4R) website: https://econpapers.repec.org/paper/zbwi4rdps/133.htm
Pop-Eleches and Urquiola (2013) apply a regression discontinuity to the Romanian secondary school system, and notably find that (a) students who go to a better school get higher scores on an exam used for university admission, (b) parents of students who get into a better school help their kids less with homework, and (c) kids who go to a slightly better school report more negative interactions with peers. We first reproduce all regression tables in Pop-Eleches and Urquiola (2013), and then test for robustness by unstacking the data, multi-way clustering, altering the cutoffs, altering control variables, and conducting influential analysis. Overall, we find the results for finding (a), (b), and (c) are robust in 100%, 42%, and 60% of the robustness checks we ran, and the t/z scores were on average 93%, 69%, and 92% as large as the original study.

Carbuccia, L. (2024). ***Demand-side determinants of the socioeconomic gap in ECEC enrollment in France*** (Report, Laboratoire Interdisciplinaire d'Evaluation des Politiques Publiques ; Caisse Nationale d'Allocations Familiales; p. 91 pages). Consulté à l'adresse https://sciencespo.hal.science/hal-04643692
Early cognitive and socio-emotional skills play a crucial role in shaping academic achievement and overall well-being. Consequently, socioeconomic disparities in the development of these skills raise significant concerns. These disparities are evident even before preschool . Participation in high-quality early childhood education and care (ECEC) before preschool is associated with improved cognitive and socio-emotional abilities, particularly so among children from low socioeconomic status (SES) backgrounds. Additionally, access to ECEC facilitates women's employment, leading to increased family income. ECEC therefore has the potential to reduce early inequalities in child development. However, in most OECD countries, there is a socio-economic gap in ECEC enrollment, meaning that families with a low-socioeconomic status (low-SES) attend these structures the least. This gap is particularly large in France, where there is 65 a percentage points difference in attendance between the third and first-income tertiles in 2014, despite ECEC being heavily subsidized for low-SES families and its costs being means-tested. In 2018, only 19% of families below the poverty had access to ECEC. This unequal attendance can thus further exacerbate inequalities in child development and school success. If policymakers want ECEC to act as a means of reducing inequalities, they must ensure that those with the highest potential benefits can easily access it. Yet, very little is known about the determinants of the ECEC enrollment gap.

Carpenter, C., & Churchill, B. (2024). ***Social Comparisons and Adolescent Body Misperception: Evidence from School Entry Cutoffs*** (NBER Working Paper N° 32629). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32629.htm
We provide novel evidence on the role of social comparisons in shaping adolescent body misperception. Using an instrumental variables approach leveraging variation in relative age generated by school entry cutoff months and data from the Health Behaviour in School-Aged Children study, we show that relatively older students are more likely to misperceive their weight harshly relative to their BMIs compared to their same-

age counterparts who are relatively younger within their classrooms. Meanwhile, relatively younger students are more likely to misperceive their weight leniently relative to their BMIs. We then show that relatively older students are less likely to be overweight or obese, consume more low-calorie foods, and report higher levels of physical activity. Overall, our results suggest that relatively older students base their weight-related expectations and behaviors on their younger peers, while relatively younger students compare themselves to their older peers.

Carrillo-Durán, M. V., Blanco Sánchez, T., & García, M. (2024). **University social responsibility and sustainability. How they work on the SDGS and how they communicate them on their websites**. *Higher Education Quarterly*, *78*(3), 586-607. https://doi.org/10.1111/hequ.12470
This paper shows how the leading Higher Education Institutions (HEIs) in the UI GreenMetric World University Ranking communicate their environmental sustainability policies through their websites. Specifically, this paper analyses the presence of sustainability-related sustainable development goals on the websites of the top 100 universities in the UI GreenMetric World University Ranking (2021). In the area of university social responsibility, sustainability is less commonly communicated, hence the need to delve deeper into the presence of these messages, carrying out a descriptive study using content analysis as a form of data extraction. The conclusion is that neither position in the ranking nor geographic area are decisive for developing better communication about sustainability. In terms of content, sustainability features on the websites are in three key dimensions of the communication of HEIs worldwide (Climate change, Efficiency of sustainable cities and communities and Striving for peace and justice). Thus, the areas for improvement are around the positioning of this sustainability-related content on their home pages, improving location and format (especially video). Moreover, reinforcing reputational messages, through plans or programmes, as well as improving engagement working on the multi-directionality to other social media, is required.

Chauvin, J. P. (2024). ***Local Education Spending and Migration: Evidence from a Large Redistribution Program*** (IDB Publications (Working Papers) N° 13497). Consulté à l'adresse Inter-American Development Bank website: https://econpapers.repec.org/paper/idbbrikps/13497.htm
This paper studies the effects of changes in local public education budgets on individual schooling attainment and migration, as well as on local labor market outcomes. I leverage the introduction of FUNDEF, a large federal program that redistributed public education finance across Brazilian municipalities in the late 1990s, as a source of exogenous variation. Using a cohort-exposure design, I find that, at the individual level, doubling the program-related public education budget led to a 1.4 percentage point increase in the likelihood of completing primary school, and a 0.5 percentage point decrease in the likelihood of staying in the local labor market among exposed cohorts, on average. The mobility effects are concentrated among individuals educated in municipalities that received a positive budget shock as a result of the program, which were also characterized by relatively worse local labor market conditions. At the local labor market level, difference-in-differences estimates suggest that higher public education budgets were associated with lower employment rates and average wages, suggesting that the "brain drain" effect depressed local labor demand in the long run.

Chen, Z., & Cheng, J. (2024). **Economic Impact of Smart City Investment: Evidence from the Smart Columbus Projects**. *Journal of Planning Education and Research*, *44*(3), 1881-1897. https://doi.org/10.1177/0739456X221129173
We introduced a research framework for the economic impact assessment of smart city investment using a computable general equilibrium model. Smart Columbus, the first smart city initiative funded by the U.S. federal government to improve urban mobility in central Ohio, was adopted as a case study. The analysis shows that smart city investment has varying effects on the local economy during the construction and operational phases. In addition, the results of distributional impacts on household income suggest that social equity should be given more attention in future planning and decision-making on smart city development, both in Columbus and beyond.

Civera, A., Lehmann, E. E., Meoli, M., Otto, J. M., & Paleari, S. (2024). **Exit strategy or springboard for career development? The case of university executives' remuneration**. *Higher Education Quarterly*, *78*(3), 730-744. https://doi.org/10.1111/hequ.12482
The steady increase of chief executives' compensation in both public and private universities has long been at the centre of public debate and has received a lot of criticism in the UK. As higher education is considered as an industry, a pay for performance relationship is expected. This paper differs by demonstrating that UK Vice Chancellors consider incentives other than remuneration in their career progression. By constructing a comprehensive dataset of UK Vice Chancellors covering academic years 2012/2013 to 2016/2017, we demonstrate that UK university chief executives, especially if young, are willing to accept lower salaries when they interpret their role as a springboard for visible high-profile positions in the public arena.

Cohodes, S., & Pineda, A. (2024). ***Diverse Paths to College Success: The Impact of Massachusetts' Urban and Nonurban Charter Schools on College Trajectories*** (NBER Working Paper N° 32732). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32732.htm
The charter school movement encompasses many school models. In Massachusetts in the 2010's, the site of our study, urban charter schools primarily used « No Excuses » practices, whereas nonurban charters had greater model variety. Using randomized admissions lotteries, we estimate the impact of charter schools by locality on college preparation, enrollment, and graduation. Urban charter schools boost all of these outcomes. Nonurban charter schools raise college enrollment and graduation despite reducing state test scores and AP enrollment. Our results suggest that there is more than one path to a college degree and that test score impacts may not predict college outcomes.

Collante Zárate, S., Rodríguez Orgales, C., & Sanchez Torres, F. (2024). ***The power of a meal. School feeding and its educational effects: Evidence from Colombia*** (Documentos CEDE N° 21155). Consulté à l'adresse Universidad de los Andes, Facultad de Economía, CEDE website: https://econpapers.repec.org/paper/col000089/021155.htm
Does a meal make a difference in the educational process? This article presents the results of the evaluation of Colombia's School Feeding Program (PAE) on educational outcomes. The estimates exploit that the program's rollout varies over time across municipalities, schools, and grades between the same school. The analysis uses information from seven years of the universe of students attending public schools and the census information of the students enrolled in higher education. Compared to grades

without PAE, we find that the dropout rate of grades with PAE is between 10% and 25% lower, and grade repetition is between 7% and 13% lower. We also find that the PAE increases high school completion rates by 39%, improves educational achievement measured with the Saber 11 test by 0.1 standard deviations, and elevates access to higher education by 20%. The program is perceived as an incentive for students to attend school and a mechanism for improving the learning process, resulting in higher human capital.

Cook, L. D., & Moser, C. (2024). **Lessons for Expanding the Share of Disadvantaged Students in Economics from the AEA Summer Program at Michigan State University**. *Journal of Economic Perspectives*, *38*(3), 191-208. https://doi.org/10.1257/jep.38.3.191
Since 1974, the American Economic Association Summer Training Program has provided training and mentoring to students from disadvantaged backgrounds in economics. The aim of the program is to encourage and prepare these students to apply to PhD programs in economics and ultimately to increase diversity in the profession. The program has been hosted by different universities over the years. This paper provides insights and lessons learned from the program's tenure at Michigan State University from 2016 to 2020. In addition to discussing the structure and outcomes of the program, we provide advice to students, faculty, and potential hosts who may be interested in the AEA Summer Program or similar programs.

Crowley-Vigneau, A., Kalyuzhnova, Y., & Baykov, A. (2024). **World-class universities cut off from the West: Russian higher education and the reversal of the internationalisation norm?** *Higher Education Quarterly*, *78*(3), 709-729. https://doi.org/10.1111/hequ.12481
The Western-style internationalisation of Russian universities, which guided the evolution of the country's higher education sector for over three decades, has been challenged by Western sanctions following the 2022 Russian 'Special military operation in Ukraine'. The authors show through the prism of constructivist theory how the norm on the internationalisation of higher education characterised by the strive for Westernised world-class universities was adopted and then came to unravel in Russia. A qualitative case study based on 42 expert interviews and an analysis of political discourse and legal documents reveals how the key features of the internationalisation of Russian universities are being challenged. The authors contribute to the expert literature the notion of 'norm reversal', defined as the process whereby an institutionalised and internalised international norm is 'cancelled' in a specific country. The paper shows that the reversal in Russian higher education, which was initially 'circumstantial' is becoming 'intentional', with legal documents being drawn up to accelerate and claim ownership of it.

Dahl, G. B., Rooth, D.-O., & Stenberg, A. (2024). **Intergenerational and Sibling Spillovers in High School Majors**. *American Economic Journal: Economic Policy*, *16*(3), 133-173. https://doi.org/10.1257/pol.20220197
This paper estimates family spillovers in high school major choice in Sweden, where admission to oversubscribed majors is determined based on GPA. Using a regression discontinuity design, we find large sibling and intergenerational spillovers that depend on the sex mix of a dyad. Same-sex siblings copy one another, while younger brothers recoil from an older sister's choices. Fathers and mothers influence sons but not their daughters, except when a mother majors in the male-dominated program of engineering. Back-of-the-envelope calculations reveal that these within-family spillovers have sizable implications for the sex composition of majors

Dang, H.-A., Do, M. N. N., & Nguyen, C. V. (2024). ***The impacts of climate change and air pollution on children's education outcomes: Evidence from Vietnam*** (GLO Discussion Paper Series N° 1464). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1464.htm
Very few studies have examined the impacts of both climate change and air pollution on student education outcomes, particularly in a developing country setting. Analyzing a rich database consisting of household and school surveys, test scores, and temperature and air pollution data over the past decade for Viet Nam, we find that a 1 µg/m3 increase in PM2.5 concentration in the month preceding exams leads to 0.015 and 0.010 standard deviation decreases in math and reading scores, respectively. We also find some indicative evidence of stronger impacts of air pollution for younger, primary school students who reside in urban areas and in districts with higher temperatures. While we find some mixed effects of temperature, we do not find significant effects on students' test scores for temperature extremes and air pollution over the past 12 months. Our findings offer policy-relevant inputs for the country's ongoing efforts to fight air pollution.

Diehl, C., Pomianowicz, K., & Hinz, T. (2024). ***On the wrong track? Perceived track mismatch among ethnic minority and majority students in the German educational system*** (Working Paper N° 35). Consulté à l'adresse University of Konstanz, Cluster of Excellence « The Politics of Inequality. Perceptions, Participation and Policies » website: https://econpapers.repec.org/paper/zbwcexwps/300839.htm
Based on an innovative survey of seventh graders in German secondary schools, this paper analyzes students' feelings that they should be on a higher educational track, We show that ethnic minority students are not only more likely than majority students to be placed in the lowest track, but they are also more likely to perceive this track placement as a mismatch, We test two explanations for this « perception gap » between the two groups, First, minority students may actually be more likely than majority students to be placed in a track that is too low for them (exposure to unfair treatment), Second, they are more likely than majority students to attend the lower educational tracks and to have highly ambitious parents, As a result, they may feel a greater need to attribute their limited educational success to unfair treatment in order to protect their self-esteem (ex-post rationalization of failure), We find that, compared to majority students, minority students' perceptions of being on the wrong track do not primarily reflect unfair treatment, Rather, it is high and unmet parental expectations that account for the « perception gap » between majority and minority students.

Dinarte-Diaz, L., Ferreyra, M. M., Melguizo, T., & Sanchez-Diaz, A. (2024). **The value added of short-cycle higher education programs to student outcomes: Evidence from Colombia**. *Economics of Education Review*, *101*, 102563. https://doi.org/10.1016/j.econedurev.2024.102563
We estimate the value added of short-cycle higher education programs (two or three years long) to student academic and labor market outcomes. We exploit administrative data from Colombia to control for a rich set of student, peer, and local choice set characteristics. We find that program value added accounts for 60–70 percent of the variation in graduation and labor market outcomes and varies greatly across programs, across and especially within fields of study. Value-added estimates are strongly correlated with the corresponding outcomes but not with other commonly used quality measures. Value-added to labor market outcomes is positively associated with program

duration and age, the degree of the provider's specialization, and the size of the city where the program is taught. We caution against the use of program rankings, which appear highly sensitive to the underlying outcome or value-added metric.

Djaker, S., Ganimian, A. J., & Sabarwal, S. (2024). **Out of sight, out of mind? The gap between students' test performance and teachers' estimations in India and Bangladesh**. *Economics of Education Review*, *102*, 102575. https://doi.org/10.1016/j.econedurev.2024.102575
This is one of the first studies of the mismatch between students' test scores and teachers' estimations of those scores in low- and middle-income countries. Prior studies in high-income countries have found strong correlations between these metrics. We leverage data on actual and estimated scores in math and language from India and Bangladesh and find that teachers misestimate their students' scores and that their estimations reveal their misconceptions about students in most need of support and variability within their class. This pattern is partly explained by teachers' propensity to overestimate the scores of low-achieving students and to overweight the importance of intelligence. Teachers seem unaware of their errors, expressing confidence in estimations and surprise about their students' performance once revealed.

Doussard, M., & Yenigun, O. (2024). **From Capital to Capabilities: Human Development Theory and New Directions in Economic Development**. *Journal of Planning Education and Research*, *44*(3), 1542-1555. https://doi.org/10.1177/0739456X221091434
This paper investigates the potential of human development theory to provide alternatives to long-standing practical and conceptual problems in traditional economic development. We show that the capabilities approach developed by Sen and Nussbaum provides new solutions to four long-standing problems that define economic development activities focused on industrial recruitment and highly skilled professionals: (1) competition for scarce material resources, (2) connection to other planning specializations, (3) cities' limited control over economies, and (4) coordinating the unmanageable networks that oversee plans. We demonstrate that these benefits are actual, rather than aspirational, by documenting the growth and diffusion of three types of urban economic policies that enact human development ideas: employment standards, reduced-cost education, and universal public programs

Elasra, A. (2024). ***Comparing High Achievers to Low Achievers: An Examination of Student Inputs versus School Inputs in the Educational Outcomes of English Adolescent*** [The Warwick Economics Research Paper Series (TWERPS)]. Consulté à l'adresse University of Warwick, Department of Economics website: https://econpapers.repec.org/paper/wrkwarwec/1503.htm
This paper investigates the association between sets of inputs and the educational outcomes of English adolescents. By linking the Longitudinal Study of Young People in England and Ofsted data, the paper employs the Context-Input-Process-Outcome model to compare the correlation of students and school inputs with their cognitive and non-cognitive outcomes. Using Nonlinear Canonical Correlation Analysis, the paper compares the characteristics of the high achievers to those of the low achievers revealing consistency with current findings in the literature. The results reveal that student inputs exert a greater influence than school inputs in revealing these characteristics. Specifically, unlike low achievers high achievers tend to exhibit positive attitudes toward

school, benefit from supportive home learning environments, express greater eagerness to pursue university education, and belong to higher socio-economic backgrounds.

Fang, L., Green, J., Ye, X., & Shi, W. (2024). **Time to Upgrade Our Tools: Integrating Urban Data Science into Economic Development Research and Curriculum**. *Journal of Planning Education and Research*, *44*(3), 1001-1009. https://doi.org/10.1177/0739456X221128501
Urban data science (UDS) is developing rapidly and starting to be widely adopted in urban planning research and curricula. However, economic development planners have been relatively slow in introducing UDS into their toolkits. This reality is a disservice to the subfield and students. This article discusses the motivation and current practices of UDS in economic development, identifies successes and challenges, and suggests actions moving forward. Professional training, curriculum innovation, and support from departments, institutions, and the broader academic and professional communities are called for.

Flynn, R., Glennon, B., Murciano-Goroff, R., & Xiao, J. (2024). ***Building a Wall Around Science: The Effect of U.S.-China Tensions on International Scientific Research*** (NBER Working Paper N° 32622). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32622.htm
This paper examines the impact of rising U.S.-China geopolitical tensions on three main dimensions of science: STEM trainee mobility between these countries, usage of scientific works between scientists in each country, and scientist productivity in each country. We examine each dimension from a "U.S." perspective and from a "China" perspective in an effort to provide evidence around the asymmetric effects of isolationism and geopolitical tension on science. Using a differences-in-differences approach in tandem with CV and publication data, we find that between 2016 and 2019 ethnically Chinese graduate students became 16% less likely to attend a U.S.-based Ph.D. program, and that those that did became 4% less likely to stay in the U.S. after graduation. In both instances, these students became more likely to move to a non-U.S. anglophone country instead. Second, we document a sharp decline in Chinese usage of U.S. science as measured by citations, but no such decline in the propensity of U.S. scientists to cite Chinese research. Third, we find that while a decline in Chinese usage of U.S. science does not appear to affect the average productivity of China-based researchers as measured by publications, heightened anti-Chinese sentiment in the U.S. appears to reduce the productivity of ethnically Chinese scientists in the U.S. by 2-6%. Our results do not suggest any clear "winner," but instead indicate that increasing isolationism and geopolitical tension lead to reduced talent and knowledge flows between the U.S. and China, which are likely to be particularly damaging to international science. The effects on productivity are still small but are likely to only grow as nationalistic and isolationist policies also escalate. The results as a whole strongly suggest the presence of a "chilling effect" for ethnically Chinese scholars in the U.S., affecting both the U.S.'s ability to attract and retain talent as well as the productivity of its ethnically Chinese scientists.

Gallegos, S., & García, J. L. (2024). **Childcare and parenting in the production of early life skills**. *Economics of Education Review*, *101*, 102557. https://doi.org/10.1016/j.econedurev.2024.102557
We use data from a randomized early childhood education program to estimate the production technology of early life skills. Estimates indicate that, for more disadvantaged children, parental investment is a more effective input for producing skills than childcare.

The reverse is true for the more advantaged. The program increases childcare for all children; it increases parental investment for the more disadvantaged. Therefore, our results indicate that programs stimulating parental investment promote mobility across the distribution of early life skills. We thus micro-found recent studies showing that successful early childhood education programs foster parental investment on top of offering high-quality childcare.

Gándara, D., Billings, M. S., Rubin, P. G., & Hammond, L. (2024). **"One of the Weakest Budget Players in the State": State Funding of Higher Education at the Onset of the COVID-19 Pandemic**. *Educational Evaluation and Policy Analysis*, *46*(3), 458-482. https://doi.org/10.3102/01623737231168812
Prior studies have documented the pattern of decreased state funding for higher education in periods of economic contraction (i.e., the balance wheel phenomenon). This qualitative case study examines how policymakers in California and Texas made decisions about funding higher education at the onset of the COVID-19 pandemic, when policymakers faced an economic downturn. Data comprise 28 interviews with key state actors and 69 documents. The analysis expands prior understandings of how state policymakers make budgeting decisions that affect higher education by exploring how they perceive certain target populations as deserving or undeserving of state support. The study also sheds light on the tenuous relationship between policymakers' views of higher education and their funding decisions.

Garboden, P. M. E. (2024). **You Can't Get There from Here: Mobility Networks and the Housing Choice Voucher Program**. *Journal of Planning Education and Research*, *44*(3), 1257-1274. https://doi.org/10.1177/0739456X211051774
The Housing Choice Voucher (HCV) program represents the largest subsidized housing program in the United States. While families with vouchers can, in theory, lease any housing of reasonable quality renting below a rent ceiling, the empirical evidence suggests that they rarely use their vouchers to move to lower poverty neighborhoods. This paper examines the question of how spatial boundaries impact the residential possibilities of HCV subsidized families, both the visible boundaries of Public Housing Authority (PHA) catchment areas and the invisible boundaries of racial and economic segregation. I use administrative data supplied by the Department of Housing and Urban Development, which includes all moves by HCV families between 2005 and 2015 in the Baltimore, MD, Cleveland, OH, and Dallas, TX, metropolitan areas. Using a Louvain method of network cluster detection, I subdivide each metro into distinct mobility clusters—sets of census tracts within which voucher holders move but between which they rarely do. I find that the empirical mobility clusters at the metropolitan level are highly defined by PHA's catchment areas. Even though families are technically allowed to "port" their voucher from one PHA catchment area to another, such behavior is rare. Within the PHA catchment areas, HCV mobility clusters are defined by patterns of race, income, and history. These findings suggest that patterns of racial and economic segregation seem to partially define the mobility clusters within PHA catchment areas, but not across them.

García-Echalar, A., Poblete, S., & Rau, T. (2024). ***Teacher Value-Added and the Test Score Gender Gap*** (IZA Discussion Paper N° 17054). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17054.htm
This paper assesses the effect of teachers on the gender gap in student test scores. It combines different empirical strategies from the value-added and labor economics

literature to estimate teacher value-added and its contribution to the math and reading gender gaps. We use rich administrative data from Chile, that allows us to follow teachers through different classes in different years. Our main findings indicate that teachers explain up to 18% of student test score variance and help reduce the gender gap in math by 16.9%. The reduction in the math gender gap is greater in voucher schools (16.1%), among students with more educated mothers (24%) and among those with female math teachers (32.2%). We provide evidence supporting a within-class effect instead of sorting (between-class effect). We conduct several tests and robustness checks to assess the reliability of our findings.

Gehrsitz, M., & C., W. (2024). ***The Effects of Compulsory Schooling on Health and Hospitalization over the Life Cycle*** (IZA Discussion Paper N° 17050). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17050.htm
This paper examines the effects of education on health and hospitalization over the life cycle. Using administrative data, we leverage a 1972 compulsory schooling reform within the United Kingdom which produced a large increase in educational attainment among affected cohorts. Our regression discontinuity design estimates suggest that the reform led to substantial reductions in hospitalization among men admitted for lifestyle-related conditions. We also report novel estimates showing that these effects vary heterogeneously over the life-cycle – with the largest health improvements occurring among men in their middle-aged years. However, we find no evidence that the reform impacted mortality during working-age years.

Gil-HernÃ¡ndez, C. J., & Espadafor, M. C. (2024). ***An Elephant in the Classroom: Teacher Bias by Student SES or Ability Measurement Bias?*** (Econometrics Working Papers Archive N° 2024_05). Consulté à l'adresse Universita' degli Studi di Firenze, Dipartimento di Statistica, Informatica, Applicazioni « G. Parenti » website: https://econpapers.repec.org/paper/fireconom/wp2024_5f05.htm
Teachers are academic merit gatekeepers. Yet their potential role in reproducing inequality via assessments was overlooked or not correctly identified, being an elephant in the classroom. This article teases if teacher grades and track recommendations are biased by student SES or unobserved ability, leading to overestimation in prior research. Using the German NEPS panel across elementary education, we identify student ability with multiple cognitive and noncognitive composite measures and an instrumental variable design. We further assess heterogeneity along the ability distribution to test whether, according to the compensatory hypothesis, teacher bias is largest among low-performers. First, accounting for measurement error, teacher bias declines by 40%, indicating substantial overestimation in previous studies. Second, it concentrates on underperformers, suggesting high-SES parental compensatory strategies to boost teacher assessments. Thus, families and teachers might influence each other in the evaluation process. We discuss the findingsâ€™ theoretical and methodological implications for teacher bias as an educational reproduction mechanism.

Gillitzer, C., & Prasad, N. (2024). **The effect of school closures on standardized test scores: Evidence under zero-COVID policies**. *Economics of Education Review*, *102*, 102577. https://doi.org/10.1016/j.econedurev.2024.102577
We study the effect of school closures on learning loss under Australia's zero-COVID policies. School closures occurred together with preemptive shelter-in-place and non-

essential workplace closures that successfully eliminated the spread of COVID. We exploit variation in the duration of school closures across Australian regions of 9-157 school days and student-level test score data from a national standardized test with high participation to estimate learning loss. Learning loss was substantially smaller than comparable estimates from the literature, which has almost exclusively studied COVID mitigation (rather than elimination) policy environments. Learning loss was minimal for disadvantaged socioeconomic groups.

Hanushek, E., Morgan, A. J., Rivkin, S., Schiman, J., Shakeel, A., & Sartain, L. (2024). ***The Lasting Impacts of Middle School Principals*** (NBER Working Paper N° 32642). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32642.htm
Using rich Texas administrative data, we estimate the impact of middle school principals on post-secondary schooling, employment, and criminal justice outcomes. The results highlight the importance of school leadership, though striking differences emerge in the relative importance of different skill dimensions to different outcomes. The estimates reveal large and highly significant effects of principal value-added to cognitive skills on the productive activities of schooling and work but much weaker effects of value-added to noncognitive skills on these outcomes. In contrast, there is little or no evidence that middle school principals affect the probability a male is arrested and has a guilty disposition by raising cognitive skills but strong evidence that they affect these outcomes through their impacts on noncognitive skills, especially those related to the probability of an out-of-school suspension. In addition, the principal effects on the probability of engagement in the criminal justice system are much larger for Black than for nonBlack males, corresponding to race differences in engagement with the criminal justice system.

Haugh, D., Purwin, A., & Santiago, P. (2024). ***Ensuring the tide lifts all boats: Improving quality and equity in schools across New Zealand*** (OECD Economics Department Working Paper N° 1816). Consulté à l'adresse OECD Publishing website: https://econpapers.repec.org/paper/oececoaaa/1816-en.htm
The education policy framework and New Zealand's autonomous school system have many strengths and centres of excellence. New Zealand has a deep pool of highly talented and motivated teaching professionals, but the system is performing below potential. Student achievement is declining and equity is not improving, and outcomes are too variable even in the same school. Many of the support elements are lacking, including a sufficiently detailed curriculum, efficient assessment tools, specialist subject teaching practice and curriculum implementation advice, and initial teacher education tailored to the unique demands the system imposes. The Ministry of Education's operational capacity was pared back too far. Many improvements can be made without increasing total spending. The Ministry should continue to develop its operational support capacities. The government should better spread best practices, and continue efforts to provide a detailed curriculum, an assessment system and education of teachers and training for boards and principals better informed by data, evaluations, education research and the expertise of the system's experienced actors.

Hladchenko, M. (2024). **Effects of doctoral publication requirements on the research output of Ukrainian academics in Scopus**. *Higher Education Quarterly*, *78*(3), 551-564. https://doi.org/10.1111/hequ.12463

This article aims to explore the effects of doctoral publication requirements on the research output of Ukrainian academics in Scopus in terms of quantity and impact. Research output in Scopus, elaborated by Ukrainian academics in economics, medicine and physics who were awarded a doctoral degree in three time periods (before September 2013, after September 2013 and after September 2020) marked by changes in doctoral publication requirements was chosen for analysis. The study findings highlight that the publication requirements resulted in an increase in the share of doctorate holders with publications in Scopus. However, first, the share of PhD holders in economics and medicine who have publications in Scopus remains rather small. In these disciplines, 9.4% and 18.1%, of PhD holders and 44.6% and 47% of DS holders who were awarded a doctoral degree in 2020, have publications in Scopus. This can be attributed to the low standards applicable to doctoral theses in economics and medicine. Second, the median journal CiteScore quartile remained unchanged in all groups except for DS holders in physics. In their case, it rose from 3 to 2. Thus, in general, changes in doctoral publication requirements did not result in doctoral holders publishing in more impactful journals.

Huesler, J. (2024). ***Impact of Natural Disasters on School Attendance: A Comparative Study from Colonial Jamaica*** (Working Paper N° 0264). Consulté à l'adresse European Historical Economics Society (EHES) website: https://econpapers.repec.org/paper/heswpaper/0264.htm
This paper investigates the impact of hurricanes on school attendance in Jamaica from 1892 to 1942, a period marked by significant natural disasters, including four category two hurricanes. By integrating monthly school attendance data from the fourteen Jamaican parishes with assessments of potential storm destruction, the paper quantifies the effect of hurricanes on school attendance. The average effect of a category two hurricane was a 9.1% decrease in school attendance in the month of the hurricane, followed by decreases of 8.6% and 7.2% in the following two months. Consequently, nearly 400 children miss school for one month, with over 310 children missing school for three months. Mediation analysis further indicates a decline in school performance by up to 3.23%, indirectly caused by decreased school attendance. This paper highlights the lasting impact of hurricanes on educational outcomes, especially in countries with agrarian economies and underdeveloped education systems.

Inoue, A., & Tanaka, R. (2024). **The rank of socioeconomic status within a class and the incidence of school bullying and school absence**. *Economics of Education Review*, *101*, 102545. https://doi.org/10.1016/j.econedurev.2024.102545
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.

Ivanov-Davtyan, L. (2024). ***Education Under Attack? The Impact of a Localized War on Schooling Achievements*** [CERGE-EI Working Paper]. Consulté à l'adresse The Center for Economic Research and Graduate Education - Economics Institute, Prague website: https://econpapers.repec.org/paper/cerpapers/wp784.htm
How does exposure to a war outside the immediate conflict area influence the educational performance of pupils, and how does this collective impact differ from that of direct family exposure? To address these questions, I link individual-level victim data from the 2020 Armenian-Azerbaijani war with individual school records from periods before and after the conflict. Capitalizing on the lottery-based draft system of Armenian Army and using constructed individual-level data, I find that exposure to war-related casualties at the school level (collective affectedness) prompts a shift in performance towards subjects that increase options for migration and safer living conditions. This results in decreased proficiency in native language and history studies. In contrast, family-level affectedness shapes patriotism and group identity, leading to improved performance in cultural and homeland-related subjects. These findings demonstrate how war affects schooling trajectories, potentially leading to long-term economic effects even decades later.

Janssen, L., Zwier, D., & van de Werfhorst, H. (2024). **Privatization of preschool education: The implications for educational inequalities in cross-national perspective**. *Acta Sociologica*, *67*(3), 282-300. https://doi.org/10.1177/00016993231205201
Preschool education is regarded by many researchers and policymakers as a potential equalizer of educational opportunities. Yet, cross-national research shows that there exist large variations in the equalizing effects of preschool education across countries. In this paper, we study to what extent the national level of privatization of the preschool sector can explain these cross-national differences by examining its impact on the equalizing effects of preschool education. For this purpose, we use data from the Progress in International Reading Literacy Study 2016 for 24 countries. The results show that having spent more time in preschool is more strongly associated with primary school achievements for children of disadvantaged families. We find some modest support that this compensatory pattern—in which preschool compensates for a reduced set of resources in the home environment—is somewhat weaker in societies with higher levels of privatization, though not reaching conventional standards of statistical significance. The study highlights the relevance of considering the impact of national preschool settings on the distribution of preschool benefits across children with varying socioeconomic backgrounds.

Jepsen, C., Mueser, P., Troske, K., & Jeon, K.-S. (2024). ***The Benefits of Alternatives to Conventional College: Comparing the Labor-Market Returns to For-Profit Schools and Community Colleges*** (Working Paper N° 2407). Consulté à l'adresse Department of Economics, University of Missouri website: https://econpapers.repec.org/paper/umcwpaper/2407.htm
This paper provides novel evidence on the labor-market returns to for-profit postsecondary school and community college attendance. We link administrative records on college attendance with quarterly earnings data for nearly 400,000 students in one state. Five years after enrollment, quarterly earnings conditional on employment exceed earnings in the absence of schooling by 20-29 percent for students attending for-profit schools and 16-27 percent for students attending community colleges. In aggregate, the benefits of attendance generally exceed the costs in both for-profit

schools and community colleges. Our analyses suggest the two types of schools serve very different markets, both in terms of the characteristics of students and the fields they study. When we perform matching analyses with comparable students in comparable fields, we do not find that returns are consistently higher in for-profit schools or community colleges.

Khan, S., Giannelli, G. C., & Ferrone, L. (2024). ***Can Maternal Education Enhance Children's Dietary Diversity and Nutritional Outcomes? Evidence from 2003 Education Reform in Kenya*** [Working Papers - Economics]. Consulté à l'adresse Universita' degli Studi di Firenze, Dipartimento di Scienze per l'Economia e l'Impresa website: https://econpapers.repec.org/paper/frzwpaper/wp2024_5f12.rdf.htm
Education is widely believed to have positive effects on multiple aspects of health outcomes. Nevertheless, the extent to which this association is causal or the factors that could explain the observed correlation remain uncertain, particularly in low-income nations. This study examines the causal impact of maternal education on child nutritional outcomes and their dietary diversity. The empirical research employed a fuzzy regression discontinuity design, where school reform exposure in 2003 is utilized as an instrumental variable to measure educational achievement in Kenya. The findings indicate that increasing a yearâ€™s education of women enhances the nutritional status and dietary diversity of her children. One more year of women's schooling considerably affects a child's nutritional status, regardless of their gender. However, the effect is slightly better for boys than girls. The results are also robust across sensitivity tests. Further investigation indicates that the pathways through which maternal education enhances child health outcomes include factors such as the mother's age at first birth, the total number of children under the age of five, the father's level of education, the frequency of prenatal care visits, women's access to information through reading newspapers and watching television, the mother's literacy level, and her employment status. The results of the study suggest that increasing access to education, specifically for young girls, in developing nations such as Kenya may serve as an effective policy tool to improve the nutritional outcomes and feeding practices of children.

Kosbab, B.-A. (2024). ***Trapped in Poverty: The Impact of Large-Scale Land Acquisitions on Education. A Geospatial Approach*** [Munich Papers in Political Economy]. Consulté à l'adresse Munich School of Politics and Public Policy and the School of Management at the Technical University of Munich website: https://econpapers.repec.org/paper/aiwwpaper/36.htm
Large parts of the population in developing countries depend on agriculture for their income and food security. However, agriculture-dependent households are vulnerable to agricultural shocks, which prevent them from investing in education, thus hindering their socio-economic progress and their ability to reduce dependence on agriculture. Research on the impact of agricultural shocks on education predominantly focuses on those caused by extreme weather events and fluctuations in agricultural commodity prices. The impact of large-scale land acquisitions on education has not been studied, despite their growing number and potential to disrupt the agricultural production of small-scale farmers. This paper fills the research gap by hypothesizing that large-scale land acquisitions negatively impact the education of people in their vicinity due to resulting food insecurity and income loss, leading households to divert educational resources to basic needs and withdraw children from school to contribute to income. The negative impact on education is expected to be more pronounced for boys, who find

rural employment more easily and are thus more frequently withdrawn from school. Employing a geospatial approach, this paper links 322 large-scale land acquisitions in Africa to 46,711 Afrobarometer respondents. The results of the regression analysis indicate that being affected by a large-scale land acquisition between the ages of 0 and 16 has a statistically significant negative impact on education. The hypothesized stronger negative impact on male education is not supported by the results. The findings imply that large-scale land acquisitions hinder rural development and entrench poverty, contrary to claims by investors and politicians.

Kukreja, S. (2024). **Dehumanising experiences of teaching in the private schools in neoliberal India: an autoethnographic study**. *International Journal of Qualitative Studies in Education*, *37*(7), 2037-2054. https://doi.org/10.1080/09518398.2023.2258110
In the neoliberal economic policies adopted by nations, services for social welfare including education are rendered commodities to be purchased by citizens, and the employees' (teachers') skills too get commodified. The pedagogical skills of teachers may often be judged predominantly in terms of their contribution towards ease of profit-making by the private schools rather than facilitating students' learning and growth. Through qualitative autoethnographic analysis of my experiences within private schools as an employee in a major city of Uttar Pradesh state of India, I explore the ways in which commodification of private school education, including teachers' skills and roles, could be potentially dehumanising (being treated as persons unworthy of humanness or care) for teachers. The findings of my autoethnographic analysis point to aspects of such dehumanisation and the challenges ahead for the teachers to work towards making school spaces a growth-inducing experience for students and themselves.

Lafortune, J., Pugatch, T., Tessada, J., & Ubfal, D. (2024). **Can gamified online training make high school students more entrepreneurial? Experimental evidence from Rwanda**. *Economics of Education Review*, *101*, 102559. https://doi.org/10.1016/j.econedurev.2024.102559
We study the short-run effects of a gamified online entrepreneurship training offered to high school students in Rwanda during the COVID-19 pandemic. Using a randomized controlled trial, we estimate sizeable effects of the 6-week training on entrepreneurial activity. One month after the training, participants in schools offered the training were much more likely to own a business than participants in control schools. The training induced students to participate more actively in their school's business club, to undertake more business-oriented actions, to improve their business practices, and to interact more with other youth and family members about their business ideas. We hypothesize that the training motivated treated students to sustain their business activities during the COVID-19 crisis.

Lauterbach, S., Crawfurd, L., Kirezi, J., Nsabimana, A., & Peeraer, J. (2024). ***Improving School Leadership in Rwanda*** (Working Paper N° 691). Consulté à l'adresse Center for Global Development website: https://econpapers.repec.org/paper/cgdwpaper/691.htm
This study investigates the short-term impacts of a school leadership professional development program implemented in 525 randomly selected schools across Rwanda from 2018 to 2019. The program aimed to enhance the skills of school headteachers in leadership, management, and teacher support. Although no significant average treatment effects are observed one to two years after the intervention, an increase in

test scores is identified in public primary schools compared to government-aided schools by at least 0.11 standard deviations. This disparity may be attributed to the potentially weaker school management and resources in public primary schools at the outset, as well as the time constraints and ownership structure faced by headteachers in government aided schools. Despite the modest effect, the program shows potential for cost-effective improvement in student learning, especially considering that typically only one headteacher per school is trained. Further research should focus on optimizing the design of school leadership professional development programs and exploring the underlying mechanisms necessary to enhance their overall effectiveness.

Lavy, V., & Megalokonomou, R. (2024a). ***Alternative Measures of Teachers' Value Added and Impact on Short and Long-Term Outcomes: Evidence from Random Assignment*** (IZA Discussion Paper No 17121). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17121.htm
A recent critique of using teachers' test score value-added (TVA) is that teacher quality is multifaceted; some teachers are effective in raising test scores, others are effective in improving long-term outcomes This paper exploits an institutional setting where high school teachers are randomly assigned to classes to compute multiple long-run TVA measures based on university schooling outcomes and high school behavior. We find substantial correlations between test scores and long-run TVA but zero correlations between these two TVA measures and behavior TVA. We find that short-term test-score TVA and long-run TVA are highly correlated and equally good predictors of long-term outcomes.

Lavy, V., & Megalokonomou, R. (2024b). ***Alternative Measures of Teachers' Value Added and Impact on Short and Long-Term Outcomes: Evidence from Random Assignment*** (CESifo Working Paper Series No 11216). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11216.htm
A recent critique of using teachers' test score value-added (TVA) is that teacher quality is multifaceted; some teachers are effective in raising test scores, others are effective in improving long-term outcomes This paper exploits an institutional setting where high school teachers are randomly assigned to classes to compute multiple long-run TVA measures based on university schooling outcomes and high school behavior. We find substantial correlations between test scores and long-run TVA but zero correlations between these two TVA measures and behavior TVA. We find that short-term test-score TVA and long-run TVA are highly correlated and equally good predictors of long-term outcomes.

Lee, W.-S. (2024). ***Single-Sex vs. Coeducational Schooling and STEM: Comparing Australian Students with Similar University Admission Scores*** (IZA Discussion Paper No 17084). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17084.htm
This study investigates the impact of single-sex versus coeducational schooling on students' decisions to pursue STEM fields at the university level. Using administrative data from eight undergraduate cohorts (2012-2019) at a prominent Australian university, we compare students with similar Australian Tertiary Admissions Ranks (ATARs) who could have feasibly enrolled in either school type of comparable quality under different circumstances. We control for individual characteristics and the academic quality of the high schools attended. Our primary outcomes are the proportion of students from each

school type choosing a STEM major and their weighted average marks for each year of university studies. Contrary to expectations, we find no evidence that a single-sex high school background increases STEM participation among girls at the university level. Interestingly, students from single-sex high schools show a higher propensity to choose a business major. Additionally, we find that the linear correlation between ATAR scores and first-year university grades is approximately 0.4. However, our analysis suggests that this relationship is better characterized as nonlinear rather than linear.

Lelièvre, C. (2024, août 29). **Rentrée 2024 : quel budget pour l'école ?** Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/rentree-2024-quel-budget-pour-lecole-237790
La ministre démissionnaire Nicole Belloubet a appelé en cette rentrée 2024 à « sanctuariser » le budget de l'Éducation nationale. Retour historique sur l'investissement de l'État pour l'école.

Lewis, L. W. (2024). **Envisioning knowledge exchange in a gift economy**. *PROSPECTS*, *54*(2), 433-439. https://doi.org/10.1007/s11125-023-09662-9
Key to a new contract for education is understanding that knowledge is not scarce, it is not a commodity, and it does not belong in a market economy. Instead, knowledge exchange is gift exchange, and education, when not thwarted or constricted, demonstrates its abundance. The abundance of knowledge operates in ways similar to the abundance of nature, as described by the ecologist Robin Wall Kimmerer in her essay "The serviceberry: An economy of abundance". We can therefore draw productive parallels between education and the new agroecology, which recognizes the intertwining nature and importance of the diversity of life and the gifts that come from the synergy of that diversity. Just as monoculture farming gives way to holistic farming, monoculture learning must also give way to a paradigm shift. Helping us envision this shift are arguments made in a court case in the US brought by the Department of Justice against 23 universities, including those in the Ivy League (US v Brown, 1992 and 1993). Through ideas expressed in court in defense of admissions practices, we can see how the cooperation necessary for a new education paradigm might be constructed. This essay invites us to more fully envision this new paradigm by focusing on the key shift that happens when knowledge exchange is understood to be gift exchange.

Lilly, D., & Margot, T. (2024). ***Unlocking futures : a global overview of education in emergencies financing***. Consulté à l'adresse https://eiehub.org/wp-content/uploads/2024/06/7-Key-Insights_Unlocking-Futures-A-Global-Overview-of-EiE-Financing.pdf
La publication donne sept informations clés sur le financement de l'éducation en situations d'urgence (ESU). Elle met en lumière les défis persistants (la nécessité d'augmenter le financement humanitaire pour l'éducation, le fait que les rares ressources ne sont pas distribuées de manière équitable …) qui expliquent pourquoi l'ESU reste sous-financée et n'est pas aussi prioritaire que d'autres secteurs. Elle met aussi en avant les opportunités inexploitées indiquant ainsi la voie à suivre pour mobiliser davantage de financements, dans la perspective du Sommet de l'avenir de 2024 et de l'Assemblée générale des Nations Unies, afin de réaliser l'Agenda 2030. Cette analyse offre un guide à ceux qui s'efforcent de remédier au sous-financement chronique de l'éducation en contextes de crise.

Looney, A., & Yannelis, C. (2024). **What Went Wrong with Federal Student Loans?** *Journal of Economic Perspectives*, *38*(3), 209-236. https://doi.org/10.1257/jep.38.3.209
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.

Manuel, N. (2024). **Does the labour market value field of study specific knowledge? An alignment score based approach**. *Economics of Education Review*, *101*, 102561. https://doi.org/10.1016/j.econedurev.2024.102561
Using a sample of bachelor degree holders from the Canadian Census, this paper estimates the earnings premium that a university graduate receives from working in an occupation that requires knowledge that is related to their field of study. This is accomplished by developing an alignment score which measures the similarity between the knowledge requirements of an individual's actual occupation, and the knowledge requirements of the occupations that their field of study trains individuals for. While controlling for field of study and occupation fixed effects, the results indicate that a one standard deviation improvement in the knowledge-alignment between one's occupation and field of study produces an earnings premium of approximately 4.3%. This indicates that well-aligned graduates earn more than graduates from the same field of study who work in otherwise similar paying occupations that are less closely aligned with the field of study.

Martins, P., & Ferreira, J. (2024). ***Effects of Individual Incentive Reforms in the Public Sector: The Case of Teachers*** (GLO Discussion Paper Series N° 1441). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1441.htm
We evaluate a political reform in Portugal that introduced individual teacher performancerelated pay and tournaments in public schools. We find that the focus on individual performance decreased student achievement, as measured in national exams, and increased grade inflation. The results follow from a difference-in-differences analysis of matched student-school panels and two complementary control groups: public schools in regions that were exposed to lighter reforms; and private schools, whose teachers had their incentives unchanged. Students in public schools with a higher proportion of teachers exposed to the tournament also perform worse. Overall, our results highlight the potential social costs from disruption of cooperation amongst public sector workers due to competition for promotions.

Mayo, S. (2024). **Les crédits budgétaires pour la recherche de la Mires en 2024**. *Note flash du SIES*, (18), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-07/nf-sies-2024-18-33774.pdf
En 2024, la mission interministérielle recherche et enseignement supérieur (Mires) regroupe 17,2 Md€ de crédits budgétaires pour la recherche, en progression de 3,9 % par rapport à 2023. Parmi les crédits budgétaires, 16,0 Md€ sont répartis par objectifs socioéconomiques. La moitié de ces crédits répartis sont orientés vers la recherche fondamentale. Près de la moitié des crédits budgétaires recherche répartis sont orientés vers les sciences du vivant, les sciences naturelles et l'espace.

McNeill, S. M., & Candelaria, C. A. (2024). **Paying for School Finance Reforms: How States Raise Revenues to Fund Increases in Elementary-Secondary Education Expenditures**. *American Educational Research Journal*, *61*(5), 953-990. https://doi.org/10.3102/00028312241264320
This study investigates how individual states raise revenue to pay for elementary-secondary education spending following school finance reforms (SFRs). We identify states that increased and sustained education expenditures after reform, search for legislative statutes that appropriated more education spending, and assess how policymakers funded the SFRs. Our results show that state legislatures increase investments in education by increasing tax revenue streams, such as sales and excise taxes, and by taking over property tax collections. Considering these results, we discuss that increased state investment in education should be accompanied by a policy mechanism to distribute state aid equitably to districts. Moreover, policymakers should consider local voters' preferences when implementing SFR policies, as tax increases may reduce local fiscal effort for education.

Mercklé, P., Bataille, P., Baheu, M., & Mariage, A. (2024). **Les doctorant·es ne sont pas à l'abri**. *Populations vulnérables*, (10). Consulté à l'adresse https://hal.science/hal-04686248
The research presented in this article aims to describe the determinants of variations in the risks of exposure to economic insecurity for a particular category of students: doctoral students. As they no longer enjoy the protection afforded to younger students, and not yet the protection associated with stable employment, they are likely to experience significant financial difficulties during the course of their thesis. Our analyses are based on administrative data provided by all doctoral students registered at the Université Grenoble Alpes (UGA) over the last six years (2017-2023). They show that while the proportion of doctoral students without funding is lower in this university than at the national level, significant inequalities can be observed: lack of funding is much more common in the fourth year of the thesis on than during the first three, among doctoral students in humanities and social sciences than among those in science and technology, and among foreign doctoral students (in particular, from African and Asian countries) than among French doctoral students. The logistic regression modelling also shows that, all other things being equal, the two years of the Covid-19 crisis (2019-2020 and 2020-2021) were marked by a sharp decline in funding, which has not yet been fully absorbed in the science and technology disciplines.

Minaya, V., Scott-Clayton, J., & Zhou, R. Y. (2024). **Heterogeneity in Labor Market Returns to Master's Degrees: Evidence from Ohio**. *Research in Higher Education*, *65*(5), 775-793. https://doi.org/10.1007/s11162-024-09777-8
Graduate education is among the fastest growing segments of the U.S. higher educational system. This paper estimates the returns to Master's degrees and examines heterogeneity in the returns by field area, student demographics and initial labor market conditions. We use rich administrative data from Ohio and an individual fixed effects model that compares students' earnings trajectories before and after earning a Master's degree. Findings show that obtaining a Master's degree increased quarterly earnings by about 14% on average, but the returns vary largely across graduate fields. We also find gender and racial disparities in the returns, with higher average returns for women than for men, and for White than for Black graduates. In addition, by comparing returns among students who graduated before and under the Great Recession, we show that economic downturns appear to reduce but not eliminate the positive returns to Master's degrees. There are important variations in the returns to Master's degrees during the recession across field area and race/ethnicity.

Ng, K. (2024). **The effects of teacher tenure on productivity and selection**. *Economics of Education Review*, *101*, 102558. https://doi.org/10.1016/j.econedurev.2024.102558
I examine productivity and selection effects of K-12 teacher tenure by leveraging variation from New Jersey's TEACHNJ Act, which extended the pretenure period. Using a difference-in-differences design, I evaluate the productivity effects of tenure by comparing fourth-year tenured and pretenured teachers. I find math value-added declines but English language arts value-added and ratings remain unchanged. Focusing on labor market effects, I compare teachers hired before and after TEACHNJ within the same district and experience level. TEACHNJ disproportionately increased male and Black teacher turnover, as the policy was tied to subjective evaluation criteria. TEACHNJ did not impact the quality of the teacher labor market as measured by value-added, though higher rated teachers often filled new vacancies. This matches principal–agent models where schools only use ratings to guide personnel decisions. Overall, tenure generates small declines in math value-added, while reforms tied to subjective evaluations disproportionately increase male and Black teacher turnover.

Nicodemo, C., Nicoletti, C., & Vidiella-Martin, J. (2024). ***Starting School and ADHD: When Is It Time to Fly the Nest?*** (IZA Discussion Paper N° 17091). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17091.htm
Does deferring school entry for children born just before the enrollment cutoff date improve their mental well-being? We address this question using administrative data on prescriptions for attention deficit hyperactivity disorder (ADHD) in England. Higher ADHD rates among early school starters are often attributed to a peer-comparison bias caused by differences in relative age among classmates. However, previous studies do not consider other potential underlying mechanisms. By adopting a more comprehensive framework, we can confirm that relative age is the primary driver of the gap in ADHD rate in the long term. Furthermore, we find that such a long-term gap is driven by first-time prescriptions between ages 5 and 8, which is a critical period when the accuracy of ADHD diagnosis is most important. Based on these findings, our policy recommendations include sorting children by age and refining diagnostic decision-making in early primary school.

Oberrauch, L., & Kaiser, T. (2024). ***Financial Education or Incentivizing Learning-by-Doing? Evidence from an RCT with Undergraduate Students*** (CESifo Working Paper Series N° 11187). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11187.htm
We study the effects of digital financial education interventions on undergraduate students' financial knowledge in a small-scale RCT. We test the substitutability or complementarity of two treatments: an online video financial education treatment and an incentive-based approach where students are issued pre-paid voucher cards worth 50 EUR to register with a broker specializing in robo-advised investment in Exchange Traded Funds (ETFs). Three months after the intervention, the video treatment enhanced financial knowledge scores by more than 0.5 standard deviations. Conversely, the vouchers showed no effect. The findings suggest that subsidies encouraging robo-advised investment into ETFs cannot substitute direct financial education in our setting, and there is no evidence for complementarity between these interventions.

O'Connor, K., & Bartolini, S. (2024). ***Effects of Teaching Practices on Life Satisfaction and Test Scores: Evidence from the Program for International Student Assessment (PISA)*** (IZA Discussion Paper N° 17145). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17145.htm
Schools are ripe for policy intervention. We demonstrate that a greater prevalence of group discussion used in schools positively affects students' life satisfaction and noncognitive skills but has no impact on test scores, based on a sample from the 2015 PISA which includes more than 35 thousand students from approximately 1500 schools in 14 countries. We perform regressions of student life satisfaction on school-level group discussion and lecturing, including a battery of controls and random intercepts by school. For robustness we use instrumental variables and methods to account for school-selection. The impact of group discussion is meaningful – a one-standard-deviation increase leads to an increase in life satisfaction that is about one-half of the negative-association with grade repetition. In contrast, lecturing does not have any effects. We are the first to show group discussion improves student life satisfaction and noncognitive skills, and thereby likely positively affects later-life outcomes.

Ortega, J., Ziegler, G., & Arribillaga, R. P. (2024). ***Unimprovable Students and Inequality in School Choice*** (QBS Working Paper Series N° 2024/05). Consulté à l'adresse Queen's University Belfast, Queen's Business School website: https://econpapers.repec.org/paper/zbwqmsrps/202405.htm
The Efficiency-Adjusted Deferred Acceptance (EADA) mechanism addresses the Pareto inefficiency of the celebrated Deferred Acceptance (DA) algorithm by assigning every student to a weakly more preferred school. However, it remains uncertain which and how many students do not see an improvement in their DA placement under EADA. We show that, despite its advantages, EADA does not benefit students assigned to their worst-ranked schools or those who remain unmatched under DA. Additionally, it limits the placement improvement of marginalized students, thereby maintaining school segregation. The placement of worst-off students under EADA can be exceptionally poor, even though significantly more egalitarian allocations are possible. Lastly, we provide a bound on the expected number of unimproved students using a random market approach valid for small markets. Our findings shed light on why EADA fails to mitigate the inequality produced by DA in empirical evaluations.

Özer, M., & Fidrmuc, J. (2024). ***Education and Mental Health: Causal Effects and Intra-Family Spillovers*** (CESifo Working Paper Series Nº 11213). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11213.htm
Mental health is essential for well-being and quality of life. Yet, our knowledge of the determinants of mental health is limited. We analyze the impact of education on mental health using survey data on self-reported health of Turkish women. To deal with the potential endogeneity, we rely on a natural experiment: an increase in the compulsory education from 5 to 8 years in 1997. The results suggest that education has a favorable effect on mental health, physical health, and being target of abusive behavior. We specifically consider intra-family spillovers, which are important: husband's education has favorable effects on the wife's mental health, and both parents' educational attainments improve mental health of children. We account for the implications of assortative mating whereby the spouses' educational attainment are correlated. We show that each spouse's education has a favorable impact on women's mental health, but the effect of husbands' education dominates that of wives' education. These effects are particularly pronounced among women who grew up in low-income provinces and in families without history of childhood abuse.

Paci, R., Usala, C., & Etzo, I. (2024). ***Brain gain vs. brain drain. The effects of universities' mobile students on territorial inequalities*** [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/202411.htm
Our study examines the relationship between university student mobility and local economic dynamics. Universities are pivotal in shaping societies and economies as hubs of knowledge creation, innovation, and cultural exchange. While recent research underscores the significant impact of university students on local development, there is a notable gap in understanding the distinct effects of mobile versus resident students on the local economy. Using data from 90 NUTS3 provinces in Italy between 2013 and 2019, we investigate the spatial inequalities generated by student mobility. Our focus is on secondlevel university students, who are closer to entering the labor market and thus have a more immediate impact on the local economy. Employing a standard fixed effects growth model, our findings reveal that incoming students significantly boost the economic growth of the destination province, particularly in the Center-North regions (brain gain). Conversely, the southern provinces suffer reduced growth due to the loss of talented students (brain drain). Thus, student mobility exacerbates the enduring spatial disparities in Italy contributing to uneven economic development across regions.

Patnaik, A., Pauley, G., Venator, J., & Wiswall, M. (2024). **The impacts of same and opposite gender alumni speakers on interest in economics**. *Economics of Education Review*, *102*, 102579. https://doi.org/10.1016/j.econedurev.2024.102579
This paper evaluates the impact of a series of male and female alumni speaker interventions in introductory microeconomics courses on student interest in economics. Using student-level transcript data, we estimate the effect of speakers in models which use untreated lectures as control groups, including professor and semester-year fixed effects and student-level covariates. Alumni speakers increase intermediate economics course take-up by 1.7–2.1 percentage points (9–12%). Students are more responsive to same-gender speakers, with male speakers increasing men's course take-up by 36–38%

and female speakers increasing women's course take-up by 37–40% implying that the effect of alumni speakers is strongly gendered.

Perry, J. M., Ravat, H., Bridger, E. K., Carter, P., & Aldrovandi, S. (2024). **Determinants of UK students' financial anxiety amidst COVID-19: Financial literacy and attitudes towards debt**. *Higher Education Quarterly*, *78*(3), 625-639. https://doi.org/10.1111/hequ.12473
Due to the increased financial pressure—exacerbated by the COVID-19 pandemic—that students in higher education need to endure, considerable attention is being drawn towards the determinants of student financial anxiety. A conflicting picture has been captured about financial literacy, which has been shown to either be associated with better financial well-being or to be unrelated to financial stress. While discerning between financial knowledge ('objective' financial literacy) and perceived ability to manage personal finances ('subjective' financial literacy), this study also explores the impact that students' attitudes towards debt may exert on their financial anxiety. In a sample of 174 university students from the UK, we measured students' financial anxiety, objective and subjective financial literacy, attitudes towards debt and perceived impact of COVID-19 on financial behaviour. Bayesian analyses revealed that only attitudes towards debt and perception of the impact of the pandemic predicted students' financial anxiety. While the evidence in regard to financial literacy was inconclusive, mediation analyses showed that objective financial literacy indirectly impacted financial anxiety by increasing fear of debt. The findings suggest that students' financial anxiety may be reduced by adopting strategies that focus on the subjective perception of debt and of economic circumstances.

Phan, W., Tierney, R., & Zhou, Y. (2024). **Crowding in School Choice**. *American Economic Review*, *114*(8), 2526-2552. https://doi.org/10.1257/aer.20220626
We consider the market design problem of matching students to schools in the presence of crowding effects. These effects are salient in parents' decision-making and the empirical literature; however, they cause difficulties in the design of satisfactory mechanisms and, as such, are not currently considered. We propose a new framework and an equilibrium notion that accommodates crowding, no-envy, and respect for priorities. The equilibrium has a student-optimal element that induces an incentive-compatible mechanism and is implementable via a novel algorithm. Moreover, analogs of fundamental structural results of the matching literature (the rural hospitals theorem, welfare lattice, etc.) survive.

Ramazzotti, A. (2024). ***The Influence of Sectoral Minimum Wages on School Enrollment and Educational Choices: Evidence From Italy in the 1960s-1980s*** [CSEF Working Paper]. Consulté à l'adresse Centre for Studies in Economics and Finance (CSEF), University of Naples, Italy website: https://econpapers.repec.org/paper/sefcsefwp/717.htm
Do minimum wages influence post-compulsory school enrollment and educational choices? This paper studies the effect of sectorally-bargained minimum wages using a quasi-natural historical experiment from Italy around 1969, when labour unions obtained steep wage raises for manufacturing workers. Italy's weakly-selective educational system—whereby students choose specialist educational curricula at age fourteen—allows to separately identify the impact on enrollment from that on educational choices. Absent microdata for the period under study, I present original estimates of education and labour-market variables at the province level with annual frequency between 1962 and 1982. Exploiting exogenous spatial variation in the intensity of the minimum wage

hike between provinces with an instrumental variable approach and flexible Difference-in-Differences, I find a temporary increase in early school leaving and a permanent substitution away from vocational schools preparing for manufacturing jobs. The length of the adjustment might have caused a significant long-term loss for Italy's human capital stock.

Raze, K., & Waddell, G. R. (2024). **Does the salience of race mitigate gaps in disciplinary outcomes? Evidence from school fights**. *Economics of Education Review*, *102*, 102578. https://doi.org/10.1016/j.econedurev.2024.102578
Racial gaps in the adjudication of student misconduct are well documented—relative to white students engaged in similar behaviors, students of color are more likely to be disciplined and the discipline they receive tends to be harsher. We show that racial disparities in the adjudication of fighting infractions depend on the racial composition of incidents. While significant disparities exist within schools, we find little if any within-incident disparities. Examining disparities across fights, we show that students of color are punished more severely, on average, as fights involving only students of color are punished more severely than fights involving only white students. Moreover, students of color in multi-race fights receive punishments that are statistically indistinguishable from those assigned to white students in fights involving only white students, suggesting that disparities arise from the differential adjudication of incidents by their racial composition rather than from the differential adjudication of students within the same incident.

Rees-Jones, A., Shorrer, R., & Tergiman, C. (2024). **Correlation Neglect in Student-to-School Matching**. *American Economic Journal: Microeconomics*, *16*(3), 1-42. https://doi.org/10.1257/mic.20200407
We present results from three experiments containing incentivized school choice scenarios. In these scenarios, we vary whether schools' assessments of students are based on a common priority (inducing correlation in admissions decisions) or are based on independent assessments (eliminating correlation in admissions decisions). The quality of students' application strategies declines in the presence of correlated admissions: application strategies become substantially more aggressive and fail to include attractive « safety » options. We provide a battery of tests suggesting that this phenomenon is at least partially driven by correlation neglect, and we discuss implications for the design and deployment of student-to-school matching mechanisms.

Reyes, G. J., Riehl, E., & Xu, R. (2024). ***Stakes and Signals: An Empirical Investigation of Muddled Information in Standardized Testing*** (NBER Working Paper N° 32608). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32608.htm
We examine a natural experiment in Brazil in which similar students took the same standardized test as either a low-stakes school accountability exam or a high-stakes admission exam for the country's top universities. Using administrative data and a difference-in-differences design, we find that test score gaps between high- and low-income students expanded on the high-stakes exam, consistent with wealthy students engaging in test prep. Yet the increase in stakes made scores more informative for students' college outcomes. Thus the « muddling » of information on natural ability and test prep improved the quality of the score signal, although it also exacerbated inequality.

Ribas, R. P., Sampaio, B., & Trevisan, G. (2024). ***The Impact of Peer Performance and Relative Rank on Managerial Career Attainment: Evidence from College Students*** (IZA Discussion Paper Nº 17082). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17082.htm
The ranking system within academic environments may impact future professional trajectories. Examining the influence of class rank on college students' managerial attainment is crucial for understanding some determinants of career advancement. This paper estimates the effect of a low rank in a highperforming class on the probability of college students attaining a managerial position in the future. Our data combine administrative records from a highly selective university in Brazil and employment registries. For most programs, this university divides first-year students into two classes based on their preferences and admission scores. In a regression discontinuity design, we control for students' preferences and inherent skills by comparing the last student admitted to the high-score class (the 'first class') with the first student excluded from this class, who joins the « second class. » Results show that the last student in the first class is 10 percentage points less likely to attain a managerial position soon after graduating than a similar student in the second class. Although this effect is initially similar between genders, it diminishes for men over time while persisting for women. Overall, our study indicates that better-performing peers can hinder a student's managerial career by lowering their relative rank in the classroom.

Rong, L., Deng, F., Zhong, Z., & Spours, K. (2024). **Impact Analysis of Chinese Government Leadership in the Construction of a Public Service System of Preschool Education**. *Education and Urban Society*, *56*(7), 881-905. https://doi.org/10.1177/00131245241226671
Investment in preschool education is increasingly seen as a policy priority in middle and high-income countries due to the early benefits it provides children in their educational journeys. This article discusses the impact of recent increased investment in preschool education in China which has served as a correction to relative historical neglect. In this study a parental satisfaction survey evaluated the cost-sharing, equity of enrollment and quality of preschool education in a local urban governmental-led and multi-participant public service system of preschool education. In the context of the continued challenges of bridging gaps between policy and practice, results show that Government investment is beginning to have positive effects in terms of cost-sharing of preschool education with benefits to family incomes and significantly increasing the quality of preschool education. Parents of children in public provincial kindergartens provided higher satisfaction ratings for students' development than parents of those in private provincial kindergartens. The article concludes by discussing the differing, but related roles of the Government and private providers in Chinese preschool education including the development of what is termed a "High-Quality Collaborative Education Ecosystem."

Sessou, F. E., Hidrobo, M., Roy, S., & Huybregts, L. (2024). **Educational impacts of an unconditional cash transfer program in Mali**. *Economics of Education Review*, *101*, 102547. https://doi.org/10.1016/j.econedurev.2024.102547
In rural West Africa, the rate of out-of-school children is high and delayed entry to primary school is common, particularly for girls. Using the randomized roll-out of a large-scale unconditional cash transfer program in Mali, we examine its impact on child schooling by age and sex. The program leads to significant improvements in schooling outcomes for girls, but not boys. Improvements are especially salient among younger (ages 6–9) and older (ages 15–18) girls. Complementary analysis reveals that the program reduces

the time younger girls spend in agricultural work at home and the time older girls spend in domestic work as well as self-employment. Households in the program also spend more on education for older girls in terms of school fees, materials, and transport.

Singer, J. (2024). **How Do Socioeconomic Differences Among Low-Income and Racially Minoritized Students Shape Their Engagement and Access in School Choice Systems?** *American Educational Research Journal*, *61*(5), 991-1029. https://doi.org/10.3102/00028312241263307
Socioeconomic differences among low-income and racially minoritized students may be consequential for understanding the dynamics of school choice—especially in high-poverty and racially segregated urban contexts that are often targeted by school choice policies. Yet school choice research largely focuses on differences between groups and relies on measures that broadly categorize students as low-income or not. Drawing on parent interviews in Detroit, this study describes socioeconomic differences among low-income and racially minoritized families and examines how those differences relate to their engagement in the school choice process. While families faced a similar landscape of choice, relied on similar types of resources, and did not have drastically different preferences, relative socioeconomic disadvantages translated to more constrained access and engagement in school choice.

Soon, J.-J., & Lim, H.-E. (2024). ***Driver of returns to schooling: Education-related policies or family background?*** (GLO Discussion Paper Series N° 1471). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1471.htm
Does schooling pay off? - a seemingly straightforward question, but it is in fact a puzzle among economists. Answers would differ based on how the returns to schooling are estimated. Among the top concerns is whether such estimations have any causal connotation between the amount of schooling and its returns or earnings. The endogeneity issue arises due to ability bias, where ability is typically related with years of schooling. The impact of schooling would be confounded by ability, hence the difficulty in isolating schooling's causal impact on earnings. To address the concern, we conduct a meta-analysis of 74 empirical studies from which we retrieve returns to schooling coefficients estimated using both the causal instrumental variable and non-causal naïve estimation approaches. Key findings from our meta-analysis suggest an overall impact of 0.898, meaning an additional year of schooling is associated with a 8.98% increase in earnings, on average. We also find that over the years, returns to schooling exhibit an upward trend in general. Probing deeper, our analyses provide statistical evidence that education-related policy factors are driving the results more than family background factors.

Suleman, F., Videira, P., & Teixeira, P. N. (2024). **Conclusion: global trends for the economic and social factors affecting the returns of higher education**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 276-284). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-22.xml
This chapter discusses the research presented in this book that broadly shows the different impacts of higher education expansion in a range of countries and socioeconomic contexts. While there is wide agreement on the human capital political, social, and economic strategy which is behind higher education massification, the connection

between the supply of and demand for a skilled workforce is becoming increasingly complex and unequal. In many geographic contexts skill mismatches and wastage are leading to both poorer graduate employment outcomes and negative impacts at the macroeconomic and societal levels. The research suggests that graduates' employability should not be taken for granted and that the responsibility for better employment outcomes must not rest solely with higher education institutions but with a broader coalition of actors from both the public and private spheres. Higher education faces significant challenges and effective policies are needed to ease graduates' transition into the labour market.

Thomas, M. (2024). ***Effects of Peer Groups on the Gender-Wage Gap and Life After the MBA: Evidence from the Random Assignment of MBA Peers*** (Upjohn Working Paper N° 24-3402). Consulté à l'adresse W.E. Upjohn Institute for Employment Research website: https://econpapers.repec.org/paper/upjweupjo/24-402.htm
Using the historical random assignment of MBA students to peer groups at a top business school in the United States, I study the effect of the gender composition of a student's peers on the gender pay gap at graduation and long-term labor market outcomes. I find that a 10 percentage point increase in the share of male peers leads to a 2.1 percent increase in the relative earnings of female students at graduation, closing the gender gap in earnings at graduation by two-thirds. The effects on women's long-term earnings grow even larger with time. Using novel data on job offers, I find that two different mechanisms drive the effects on short- and long-term earnings. Women with a greater share of male peers take more quantitative coursework in business school and receive job offers at graduation in occupations, industries, and firms associated with higher wages, longer hours, and greater earnings growth. However, the effect of male peers on women's earnings at graduation is primarily driven by female students' increased willingness to accept the maximum salary offered within their offer set. In contrast, peer-induced effects on human capital alone place female students on dramatically different long-term expected earnings paths due to changes in the initial occupation, initial industry, and initial firm accepted at graduation. This change in the characteristics of the first job at graduation largely explains the effect of peer gender composition on long-term outcomes.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture, OCDE : Organisation de coopération et de développement économiques, & Secrétariat du Commonwealth. (2024). ***The price of inaction: the global private, fiscal and social costs of children and youth not learning: country profiles***. Consulté à l'adresse https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000389855&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_25bc9132-bc6b-4696-ad86-ee909b97788d%3F_%3D389855eng.pdf&updateUrl=updateUrl3796&ark=/ark:/48223/pf0000389855/PDF/389855eng.pdf.multi&fullScreen=true&locale=fr#792_24%20The%20price%20of%20inaction%20Country%20profiles.indd%3A.271190%3A2888
Malgré les efforts des pays, le nombre d'enfants non scolarisés reste important - 128 millions de garçons, 122 millions de filles – et les déficits de compétences éducatives immenses - 57% n'ont pas les niveaux de compétences de base. En complément du rapport The price of inaction: the global private, fiscal and social costs of children and youth not learning, ce rapport calcule les coûts privés, fiscaux et sociaux de la non scolarisation des enfants et des jeunes et du manque de compétences pour 20 pays

choisis en raison des disparités observées entre sexes, aux dépens des filles (Afghanistan, Tchad, Guatemala, Luxembourg, Maroc, Pays Bas, Pakistan, Pérou Tadjikistan, Yémen) ou des garçons (Bangladesh, Belgique, Burundi, Croatie, Finlande, Honduras, Mexique, Sénégal, Suède, Tunisie).

Weber, A.-C., Bogler, L., & Vollmer, S. (2024). **Formal vs. informal mathematics: Assessing numeracy with school and market items in a large sample of school-aged children in North-West Nigeria**. *Economics of Education Review*, *102*, 102564. https://doi.org/10.1016/j.econedurev.2024.102564
While school-aged children in resource-poor settings often perform poorly on standardized tests in mathematics, they can frequently be seen engaging in market activities, conducting monetary transactions. This suggests that children in these settings actually have much more advanced skills in basic mathematics than what is assessed at school. For this study, we designed a learning assessment that captures a broader skill set, including tasks presented as formal and informal mathematics. We provide evidence of a considerable skill gap between formal mathematics and informal mathematics in a large sample of school-aged children in North-West Nigeria. We explore several potential explanations for this skill gap. Market engagement is positively associated with the ability to solve the informal tasks but not formal tasks.

Xu, L., Tani, M., & Zhu, Y. (2024). ***Can the Teaching Style Reduce Inequality in the Classroom? Evidence from a Quasi-Experiment*** (IZA Discussion Paper N° 17135). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17135.htm
We investigate the effects of « lecture-based » (LBT) – i.e. individual work and rote learning - versus « discussion-based » (DBT) – i.e. participative and focused on student-centred learning - teaching styles on the test scores and socio-economic inequality of middle-school students randomly assigned to classes using data from the China Education Panel Survey (CEPS) - a large-scale nationally representative survey. Estimates from Unconditional Quantile Regressions and decompositions based on the Recentered Influence Function suggest that LBT raises scores in mathematics, but the effect is non-linear, as students in the bottom and top quintiles are more likely to benefit from it. In contrast, LBT lowers scores in Chinese and English. LBT also has greater influence on socio-economically advantaged students, resulting in larger inequality within classrooms, especially between top and median students. These effects arise under various robustness checks, implying that: (i) teaching styles affect scores and classroom inequality, and (ii) they appear to be subject-specific. These results suggest that teaching styles can be used as a tool to influence students' academic performance as well as the socio-economic heterogeneity that they bring to their classrooms.

Yanagiura, T., & Tateishi, S. (2024). **Local economic impact of small, non-research private universities: evidence from Japan**. *Economics of Education Review*, *102*, 102576. https://doi.org/10.1016/j.econedurev.2024.102576
This study examines the local economic impact of small, non-research private universities in Japan, where expanding higher education access has historically relied on these institutions. Our prefecture-year fixed effects model from 1955 to 2015 reveals that a 10 % increase in the number of these institutions led to a 0.4 % increase in the prefecture's GDP per capita. However, this relationship was more pronounced during the 1960s, a period of rapid economic expansion, and diminished in subsequent years as the country's

economic growth slowed. Our research also shows that these universities have not contributed to the local stock of human capital or promoted local innovation. Instead, they temporarily stimulated local capital investment. Our research suggests that universities with limited research capacity are unlikely to contribute to local economic growth after the country's economy has moved out of the expansion stage.

Zhou, X. (2024). **Attendance, Completion, and Heterogeneous Returns to College: A Causal Mediation Approach**. *Sociological Methods & Research*, *53*(3), 1136-1166. https://doi.org/10.1177/00491241221113876
A growing body of social science research investigates whether the economic payoff to a college education is heterogeneous — in particular, whether disadvantaged youth can benefit more from attending and completing college relative to their more advantaged peers. Scholars, however, have employed different analytical strategies and reported mixed findings. To shed light on this literature, I propose a causal mediation approach to conceptualizing, evaluating, and unpacking the causal effects of college on earnings. By decomposing the total effect of attending a four-year college into several direct and indirect components, this approach not only clarifies the mechanisms through which college attendance boosts earnings, but illuminates the ways in which the postsecondary system may be both an equalizer and a stratifier. The total effect of college attendance, its direct and indirect components, and their heterogeneity across different subpopulations are all identified under the assumption of sequential ignorability. I introduce a debiased machine learning (DML) method for estimating all quantities of interest, along with a set of bias formulas for sensitivity analysis. I illustrate the proposed framework and methodology using data from the National Longitudinal Survey of Youth, 1997 cohort.

Zou, J. (2024). **The peer effect of persistence on student achievement**. *Economics of Education Review*, *102*, 102574. https://doi.org/10.1016/j.econedurev.2024.102574
Little is known about the impact of peer personality on human capital formation. The paper studies the impact of peers' persistence, a personality trait reflecting perseverance in the face of challenges and setbacks, on student achievement. Exploiting student-classroom random assignments in middle schools in China, I find that having more persistent peers improves student achievement. I identify three mechanisms: (i) an increase in students' own persistence and self-disciplined behaviors, (ii) teachers exhibiting greater responsibility and patience, along with increased time spent on teaching preparation, and (iii) the formation of endogenous friendship networks characterized by academically successful peers and fewer disruptive peers, especially among students with similar levels of persistence.

Aspects psychologiques de l'éducation

Adl-Amini, K., Völlinger, V. A., & Eckart, A. (2024). **Implementation quality of cooperative learning and teacher beliefs—a mixed methods study**. *European Journal of Psychology of Education*, *39*(3), 2267-2281. https://doi.org/10.1007/s10212-023-00769-3
Cooperative learning (CL) refers to teaching methods in which students work in small groups to help one another learn and improve their learning outcomes. Often CL is described by five basic elements: (1) positive interdependence, (2) individual accountability, (3) promotive interaction, (4) social skills and (5) group processing. The

positive effects of CL have been extensively documented. The quality of implementation, mostly determined by application of the five basic elements of CL, has been shown to be significantly related to the effectiveness of the methods. However, due to the complex demands that designing CL sequences places on teachers, the question of how and why they implement CL methods is not trivial. The present study used an explanatory mixed methods design with sequential phases (quantitative–qualitative) to investigate the implementation of CL in school practice. A survey, structured interviews with teachers and classroom observations rated on an observation scale including indicators of the basic elements of CL were used to gather data in a total of 49 German classrooms. Results show that the implementation quality of CL lessons was rather low. Only 7% of the observed teachers implemented the basic elements. Even group goals and individual accountability, the two most important elements of CL, were implemented in only 17% of the lessons observed. Survey results indicated that implementation quality is related to teachers' evaluation of CL with regard to its appropriateness for different learning goals (r = .40*) and diverse students (r = .36*). Qualitative analysis of the teacher interviews analysed by thematic coding showed differences between teachers with high and low implementation quality regarding their beliefs. Teachers with high implementation quality see more value in social learning processes and feel more responsible for the success of CL. The results show a theory–practice gap and point to the relevance of beliefs for CL implementation.

Akimkhanova, A., Menlibekova, G., & Abdramanova, N. (2024). **Relevant Issues of Future Educational Psychologists' Readiness to Design Professional Activities in an Innovative Educational Environment**. *Canadian Journal of School Psychology*, *39*(3), 227-246. https://doi.org/10.1177/08295735241261308

It's crucial to boost future educational psychologists' readiness in project-based competencies, as current training often neglects psychological resources, highlighting the need for enhanced project support in Pedagogy and Psychology education. The paper aims to enhance understanding of psychologist professional development by specifying the concept of "readiness for professional activity design," defined as the integration and interaction of personality structures and educational environment conditions. The study utilized systematic, structural, functional, and comparative analysis, expert assessments, questionnaires, socio-pedagogical modeling, pedagogical design, education quality diagnostics, and statistical methods for comprehensive research. The paper provides a theoretical and methodological analysis of future educational psychologists' readiness to design professional activities in the context of a comprehensive study, including a survey of graduate students of the specialisation "Pedagogy and Psychology" of universities of the Republic of Kazakhstan, as well as an expert assessment that allows objectively assessing the psychological potential of psychologists-graduates, predict the features of their project work in the educational environment. It emphasizes the importance of the personal component in professional readiness and offers an expert assessment of training effectiveness for educational psychologists in designing activities within educational environments.

Altikulaç, S., Janssen, T. W. P., Yu, J., Nieuwenhuis, S., & Van Atteveldt, N. M. (2024). **Mindset profiles of secondary school students: Associations with academic achievement, motivation and school burnout symptoms**. *British Journal of Educational Psychology*, *94*(3), 738-758. https://doi.org/10.1111/bjep.12676

Background According to Dweck's mindset theory, implicit beliefs (a.k.a. mindset) have an organizing function, bringing together mindset, achievement goals and effort beliefs in a broader meaning system. Two commonly described meaning systems are a growth-mindset meaning system with mastery goals and positive effort beliefs, and a fixed-mindset meaning system with performance goals and negative effort beliefs. Aims Because of assumed heterogeneity within these two meaning systems, we aim to (1) examine multiple-mindset profiles based on mindset, achievement goals and effort beliefs, by using a data-driven person-oriented approach, and (2) relate these different profiles to several outcome measures (academic achievement, motivation and school burnout symptoms). Sample Self-report questionnaire data were collected from 724 students (11.0–14.7 y.o.; 46.7% girl; 53.3% boy; Mage = 12.8 y.o.). Methods Latent profile analysis was conducted using mindset, achievement goals and effort beliefs. Results Four profiles were revealed: one fixed-mindset profile and three growth-mindset profiles, which differed in their performance goal levels (low, moderate and high). Growth-mindset students with low- or moderate-performance goals had more advantageous outcomes, for example, higher math grades and lower school burnout symptoms, compared to growth-mindset students with high-performance goals. Fixed-mindset students had the least advantageous outcomes, for example, lower grades, less intrinsic motivation and more school burnout symptoms. Conclusions Our study emphasizes the importance of taking a holistic approach when examining mindset meaning systems, revealing the importance of the level of performance goals and including multiple academic outcomes.

Amamou, S., Desbiens, J.-F., Vandercleyen, F., & Araújo-Oliveira, A. (2024). **Cultiver un sentiment d'efficacité personnelle équilibré chez les stagiaires : l'accompagnement adapté**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 52-56. https://doi.org/10.7202/1111364ar
Le sentiment d'efficacité personnelle (SEP) est reconnu comme un facteur clé dans l'engagement, la satisfaction professionnelle et la prévention du décrochage des enseignant e. s. Dans cette optique, cultiver un SEP équilibré chez les personnes stagiaires (PS) constitue une approche prometteuse pour améliorer leur rétention dans le métier et lutter contre le taux de décrochage alarmant des personnes enseignantes novices. Cet article propose des stratégies destinées aux formateur.trice.s visant à développer un SEP réaliste et en adéquation avec les compétences effectives de la PS. À cet égard, chacune des sources de développement du SEP est associée à des stratégies et à des pratiques d'accompagnement spécifiques qui les mobilisent. De plus, l'exposition des PS à des doutes « sains » sur leur efficacité est présentée comme un moyen de cultiver un SEP équilibré, les aidant ainsi à affronter plus efficacement les situations difficiles dans leur future carrière.

Ao, C., Shangguan, M., & Zhao, J. (2024). **Does Parasympathetic Nervous System Activity ExacerbateDepressive Symptoms in College Students Who Experienced Parent–Child Separation?A Longitudinal Examination**. *Journal of Youth and Adolescence*, *53*(9), 2108-2120. https://doi.org/10.1007/s10964-024-02005-7
Childhood separation caused by parental migration increases the risk ofsuffering depressive symptoms among college students. However, most studies in thisfield have focused on environmental factors and largely ignored the role ofphysiological reactivity to stress (e.g., parasympathetic nervous system activity)in this process. The present study examined the long-term effects of theparent–child separation experience on depressive

symptoms in collegestudents, and explored the moderating role of parasympathetic nervous system (PNS)activity in these relationships. The participants were 242 college students(Mage = 18.74 years, SD = 0.79; 32.2% male), including 149college students who experienced parent–child separation and 93 collegestudents without this experience. Using a three-wave longitudinal design,participants completed the measures of the parent–child separationexperience, PNS activity (measured via respiratory sinus arrhythmia, RSA), anddepressive symptoms at Time 1 (T1, before the COVID-19 lockdown). Their depressivesymptoms were again measured at Time 2 (T2, during the COVID-19 lockdown) and Time 3(T3, after the COVID-19 lockdown). The results showed that the parent–childseparation experience positively predicted depressive symptoms in college studentsat three time points. Moreover, the parent–child separation experiencepositively predicted depressive symptoms at T2 among males with less and average RSAsuppression but positively predicted depressive symptoms at T2 among females withgreater RSA suppression. These findings indicate a long-term effect ofparent–child separation on depressive symptoms in college students thatstill exist after they entered university, and that the effect varies depending onPNS activity and gender.

Arendt, B., Bose, I., & Hannken-Illjes, K. (2024). **Doing participation in child talk and interactional synchronicity—introduction to the special section**. *European Journal of Psychology of Education*, *39*(3), 1667-1671. https://doi.org/10.1007/s10212-024-00893-8
Arendt, B., & Ehrlich, S. Z. (2024). **Repetitions as a participation practice in children's argumentative peer interactions**. *European Journal of Psychology of Education*, *39*(3), 1719-1738. https://doi.org/10.1007/s10212-024-00873-y
Both participation and argumentation (OECD, 2022) are important keywords in educational contexts. While participation is seen as a crucial prerequisite for education and collaborative learning in general, argumentation as a discursive practice serves to convey and negotiate—also school-specific—knowledge. This paper explores repetition in argumentative events as a technique of establishing—or even hindering—participation in terms of alignment and affiliation. It can serve as a strategy for participation by signalling responsiveness and thematic coherence—and thus inclusion. At the same time, however, studies show that repetition can also signal contradiction and rejection—and thus exclusion. So far, we know little about how exactly these functional differences are produced—especially in younger children. Therefore, the paper explores how children use repetition as a resource for negotiating participation in argumentative events. Using authentic data in the form of observations and transcriptions of audio and video recordings from child-child-interactions of 15 Hebrew- and 31 German-speaking children aged 3–6 years, we identify oral argumentative events and investigate different forms of repetitions and their respective relevance for enabling participation. Our results show that, on the one hand, minimal and partial repetitions are used by the children in an inclusive way, creating closeness between the participants. On the other hand, children use complete repetitions more as an excluding technique, displaying misalignment and disaffiliation, in order to challenge and mock each other. The findings suggest that this line of research has significant potential to provide new insights into the formation of social relationships between peers, into the prevention or establishment of participation, which itself is a prerequisite for joint learning, as well as insights into the acquisition of argumentative competence.

Ashworth, E., Thompson, J., & Saini, P. (2024). **"It's like an epidemic, we don't know what to do": The perceived need for and benefits of a suicide prevention programme in UK**

schools. *British Journal of Educational Psychology*, *94*(3), 824-838. https://doi.org/10.1111/bjep.12683
Background Despite emerging evidence for the effectiveness of school-based suicide prevention programmes worldwide, there are few being implemented in the United Kingdom, and their social validity (i.e., the feasibility, acceptability, and utility) is not yet known. Aims We aimed to conduct a scoping study to determine: (1) the social validity and potential benefits of school-based suicide prevention interventions, (2) the perceived need for such interventions, and (3) barriers and facilitators to implementation. Sample and Methods A total of 46 participants took part. Semi-structured interviews were conducted with mental health professionals (N = 8), school staff (N = 8), and parents whose children had experienced suicidal ideation/behaviours (N = 3) in England. Focus groups were also completed with children and young people (N = 27) aged 15–18 across three state secondary schools. Data were analysed using thematic framework analysis. Results Three themes were identified: (1) the need for and importance of suicide prevention in children and young people, (2) schools as a setting for delivery, and (3) key components of suicide prevention programmes. Conclusions Participants overwhelmingly agreed that there is a need for a greater and more consistent emphasis on school-based suicide prevention. School appears to be an acceptable location for suicide prevention, and participants felt discussions about suicide should begin at the start of secondary school. However, there are potential barriers that need to be considered, including tailoring for neurodiversity, challenging cultural/family beliefs and stigma, managing personal experiences of suicidal thoughts or previous bereavement from suicide, and a lack of existing training for school staff.

Aust, L., Schütze, B., Hochweber, J., & Souvignier, E. (2024). **Effects of formative assessment on intrinsic motivation in primary school mathematics instruction**. *European Journal of Psychology of Education*, *39*(3), 2177-2200. https://doi.org/10.1007/s10212-023-00768-4
Empirical studies on effects of formative assessment (FA) on motivational outcomes and underlying mechanisms are scarce. The core elements of FA, feedback and adaptive teaching behavior, might be helpful in promoting the experience of competence, which in turn is a prerequisite for promoting intrinsic motivation. However, instructional impact also depends on the students' perception of teacher behavior. Therefore, this study (N = 27 teachers and 613 students) aimed to test whether FA has a positive effect on intrinsic motivation mediated by students' perceived competence support (PCS). In a three-group design, two versions of FA were compared with a control group. In both versions of FA, teachers used a tool for learning progress assessment (LPA), while in one version, teachers received a combination of LPA and additional support consisting of materials for feedback and adaptive instruction (LPA+). A path model for half-longitudinal designs was estimated. Results support the motivational effect of FA. LPA and LPA+ both positively influence students' PCS which is in turn associated with higher intrinsic motivation. A small indirect effect on intrinsic motivation mediated by PCS was shown for both intervention groups, which was only significant for LPA. For LPA+, higher-performing students particularly benefitted from the intervention. Teachers' use of FA practices can foster students' PCS which seems to be a promising way in motivation-enhancing teaching.

Awais, A., Fu, N., & Jones, S. (2024). **Developing students' resilience during the crisis: A moderated model linking college support, study demands, student resilience, and students' change-oriented behaviours**. *Higher Education Quarterly*, *78*(3), 565-585. https://doi.org/10.1111/hequ.12468

This study focuses on student resilience during the COVID-19 crisis, a key factor for students' progress, and future careers. It does so by introducing the job demands and resources (JDR) model, and the social exchange theory (SET), widely adopted in the management literature in the education field to better understand student experience management in the higher education context. In past research, limited attention has been given to student resilience through the lens of management theories such as JDR and SET, and college support as a factor that develops student resilience has been scarcely observed. Data were collected from 1435 students in a large Irish university during the lockdown period due to COVID-19 in 2020. The findings reveal that college support, as a resource, develops students' resilience (even in the presence of higher study demands), which in turn decreases their affective response to crisis, and increases their adaptive study performance, and commitment to the move to online learning. This research suggests that colleges need to balance their support and demands towards students during the crisis in facilitating students to develop their own resilience and provides valuable insights for higher education sector to develop students' resilience during crisis.

Aydin-Karaca, S., Köksal, M. S., & Bi, B. (2024). **Adaptation and Development of Parent Rating Scale for Giftedness**. *Journal of Psychoeducational Assessment*, *42*(7), 813-832. https://doi.org/10.1177/07342829241256804
This study aimed to develop a parent rating scale (PRSG) for screening children for further identification process in terms of giftedness. The participants of the study were 255 parents of gifted and non-gifted students. The PRSG, consisting of 30 items, was created by consulting parents and reviewing instruments existent in the literature. As part of the validity testing, the content, construct, and criterion-related validities were examined. Expert opinion was sought for content validity. Construct validity was achieved as the findings of the confirmatory factor analysis confirmed the three-factor model in the 27-item instrument. The parents rated their own children after the researchers showed them how to rate their children. One hundred and sixty parents had a gifted child. Finally, the scores given by the parents of gifted children and those of the non-gifted were compared, which yielded a statistically significant difference between the mean scores in favor of the scores given by the parents of the gifted. The Cronbach alpha value was found to be .95 for the whole instrument.

Aydın, U., & Özgeldi, M. (2024). **What's metacognition got to do with the relationship between test anxiety and mathematics achievement?** *European Journal of Psychology of Education*, *39*(3), 2509-2529. https://doi.org/10.1007/s10212-024-00797-7
Research examining the joint relationships between test anxiety, metacognition, and mathematics achievement revealing the mediational role of metacognition in the relationship between test anxiety and mathematics achievement is sparse. A mediation study was designed to redress this imbalance. The Children's Test Anxiety Scale (CTAS), Junior Metacognitive Awareness Inventory (Jr. MAI), and Mathematics Achievement Test (MAT) were distributed to 943 (442 males and 501 females) Grade 7 (n = 477) and Grade 8 (n = 466) students aged between 11–12 (Mage = 11.5, SD = .88) and 11–13 (Mage = 12, SD = .91) years, respectively. In this study, multiple mediation models were tested to explore the role of metacognition as a mediator of the effect of test anxiety on mathematics achievement. Results indicate that although both test anxiety and metacognition were significantly related to mathematics achievement, metacognition was not a statistically significant mediator in the relationship between test anxiety and

mathematics achievement. Specifically, the knowledge of cognition component of metacognition was the only significant mediator, mediating the relationship between off-task behaviors and mathematics achievement. Findings support the beneficial role of metacognition with the rewarding side of a key implication that without developing metacognitive knowledge, efforts at alleviating test anxiety to maximize achievement in mathematics may well be fruitless. Educational and practical implications are discussed.

Barabadi, E., Flett, G. L., Hewitt, P. L., Razmjoo, S. A., Rahmani Tabar, M., & Chasetareh, F. (2024). **Trait Perfectionism, L2 Anxiety, and Willingness to Communicate Among Adolescents: Evaluating the Roles of Worrying About Mistakes and Mistake Rumination**. *Journal of Psychoeducational Assessment*, *42*(6), 668-684. https://doi.org/10.1177/07342829241244531
The current study investigated the associations among trait perfectionism, worry about mistakes, mistake rumination, L2 anxiety, and willingness to communicate in adolescents. A key element was examining the psychometric properties of a new measure of worry about mistakes as well as the Mistake Rumination Scale and the short Child-Adolescent Perfectionism Scale and its two dimensions (i.e., self-oriented and socially prescribed perfectionism). Our participants were 954 Iranian adolescent English learners. Psychometric tests supported the psychometric properties and use of the mistakes and perfectionism measures. Correlation analyses indicated that both trait perfectionism dimensions were associated with mistake rumination and worry about mistakes, and socially prescribed perfectionism was associated with L2 anxiety. However, self-oriented perfectionism was associated with greater willingness to communicate. Further analyses showed that worry about mistakes and mistake rumination mediated the association that socially prescribed perfectionism had with L2 anxiety. The vulnerabilities of adolescent perfectionists are discussed in terms of the approach-avoidance conflict as it relates to worry about mistakes and pressures to be perfect. It is evident that adolescents who are vulnerable must learn cognitive and emotional regulation techniques to effectively manage mistakes and the pressure to be perfect.

Bellacicco, R., & Parisi, T. (2024). **Persistence and academic performance in higher education: a comparison between students with and without reported learning disabilities**. *International Journal of Inclusive Education*, *28*(7), 1185-1204. https://doi.org/10.1080/13603116.2021.1988157
The few existing studies in international literature about students with learning disabilities' postsecondary persistence and academic performances show varied outcomes. Rigorous research has been limited. Moreover, in Italy there is a dearth of public data on students' careers and clearly a deficiency regarding literature on this topic. To tackle this situation, propensity score matching techniques were used in this paper to compare data about persistence and academic success of students who reported a learning disability with those who did not, all enrolled in a large University in Northern Italy. Once potential confounders were taken into account, our findings indicated that students with an attested learning disability were as likely to persist in academic context as peers without any LD. However, for what concerns academic performances, the outcomes varied according to the measures being used. Although there were no significant differences between the two groups in terms of the number of course credits (ECTS) earned, students with learning disabilities continued to lag behind their counterparts without disabilities concerning first-year grade point average achieved. This paper

includes final recommendations for future research, in order to fill existing gaps in methodology and area of study.

Ben Brahim, F., & Naceur, A. (2024). **Composante conative et modèle de compétence : une étude sur le rôle de l'estime de soi dans la formation professionnelle en Tunisie**. *Formation et profession*, *32*(1), 7. https://doi.org/10.18162/fp.2024.803

Berenbon, R. F., D'Agostino, J. V., & Rodgers, E. M. (2024). **The Modifying Effects of Response Style on the Criterion-Related Validity of a Curriculum-Based Measure**. *Journal of Psychoeducational Assessment*, *42*(7), 833-847. https://doi.org/10.1177/07342829241262476
Curriculum-based measures (CBMs) such as Word Identification Fluency promote student achievement, but because they are timed and administered frequently, they are prone to variation in student response styles. To study the impact of WIF response styles, we created and examined the validity of a novel response style measure and examined the degree to which it moderated the validity of WIF growth slopes as a predictor of student outcomes. Students who moved quickly through the WIF (speeders) exhibited greater growth compared to non-speeders with similar WIF slopes on a criterion measure, and WIF growth explained the most variance in growth on the criterion measure among speeders. Response style was rather consistent within students and across students within teachers, suggesting that teachers' instructions and testing practices may influence how students approach the tests. Implications of the findings for effective CBM testing are discussed.

Bhullar, M., Zhang, Q., & Jiang, K. (2024). **Spiritual Wellbeing of International Students: A New Zealand Case Study**. *Journal of Studies in International Education*, *28*(3), 482-500. https://doi.org/10.1177/10283153231187141
Wellbeing of international students is an extensively explored topic in international education discourses. A plethora of research has been devoted to general wellbeing of international students. Nevertheless, little is known about international students' spiritual wellbeing which can be pivotal to their adaptation to the new environment. In the context of New Zealand higher education, utilizing an intrinsic single case study design, this study examined spiritual wellbeing experienced by Indian international students. Phenomenographic interviews were conducted with 13 Indian students who were studying management courses at postgraduate level in an institute of technology in a North Island city of New Zealand. Data analysis generated three dimensions (spiritual cognition, spiritual practice, spiritual efficacy) of spiritual wellbeing which were influenced by four strategies of adaptation (connection, isolation, accommodation, integration). This study provided new insights into the experiences of international students which may influence international education in the long run.

Bolyard, A., & Savelyev, P. (2024). ***Understanding the Educational Attainment Polygenic Index and Its Interactions with SES in Determining Health in Young Adulthood*** (IZA Discussion Paper N° 17056). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17056.htm
Based on the sample of The National Longitudinal Study of Adolescent to Adult Health (Add Health), we investigate the formation of health capital and the role played by genetic endowments, parental SES, and education. To measure genetic endowments we take advantage of the new availability of quality polygenic indexes (PGIs), which are

optimally-weighted summaries of individual molecular genetic data. Our main focus is on the Educational Attainment Polygenic Index (EA PGI), which is designed to predict the highest level of education achieved in life. We find that the EA PGI demonstrates stronger effects on health and health behaviors for subjects with high parental socioeconomic status (SES). These effects are only partially explained by education as a mechanism. We provide suggestive evidence for the mechanisms behind estimated relationships, including early health, skills, and the parents' and child's own attitudes towards education, as well as outcomes related to occupation and wealth. We also show that a strong association between education and health survives controlling for a large set of PGIs that proxy health, skills, and home environment, with only a modest reduction in regression coefficients despite controlling for major expected confounders. This result informs the ongoing debate about the causal relationship between education and health and the confounders behind the education-health gradient.

Boman, B., & Wiberg, M. (2024). **The influence of SES, migration background, and non-cognitive abilities on PISA reading and mathematics achievement: evidence from Sweden**. *European Journal of Psychology of Education*, *39*(3), 2935-2951. https://doi.org/10.1007/s10212-024-00805-w
The current study analysed the relationships between socio-economic status, migration background, and non-cognitive factors and PISA reading and mathematics achievement. The results from multi-level analyses on Sweden's PISA survey from 2018 indicate that both mathematics achievement and reading achievement are affected by SES, migration background, reading abilities, growth mindset, and the ability to master the content. Between-school level differences are explained by reading motivation and the mother's educational level. Our findings stress the importance of both socio-demographic, socio-economic, and non-cognitive factors such as reading self-concept and growth mindset for both mathematics achievement and reading achievement.

Boto Siméone, N. R. (2024a). **L'art de la concertation cérébrale : intégrer les pôles cérébraux dans la pédagogie contemporaine**. *Journal of Neuroscience, Psychology, and Economics*. https://doi.org/10.5281/zenodo.13358890
Dans ce travail, nous avançons que l'absence de concertation entre les deux pôles d'un même axe tend à installer en nous une posture qui manque de nuance. D'entrée de jeu, nous avançons également que, pour restaurer nuance et effort, les injonctions génériques, celles que l'on se donne comme celles qu'on reçoit (faire plus attention, se lancer pour voir, y mettre l'effort, persévérer) ne produisent pas les effets escomptés. Or, quand ni la vie, ni l'intégrité de la personne ne sont menacées pour quitter toute surdominance qui pose problème, il importe d'emprunter la route lente, cette route qui prend le temps de penser la situation qui pose défi malgré et en dépit de la pression constante de la route rapide qui cherche à s'en dégager au plus vite. Cette route lente redonne du mouvement à notre savoir penser notre présence à nous (soi) et au monde (l'autre en soi)

Boto Siméone, N. R. (2024b). **Le cerveau, moteur de l'apprentissage : les découvertes neuroscientifiques pour améliorer l'éducation**. *Journal of Neuroscience, Psychology, and Economics*. https://doi.org/10.5281/zenodo.13363401
Comprendre le fonctionnement du cerveau, pour quoi faire ? Il s'avère que cet organe serait le moteur clé de l'apprentissage. Ainsi, connaitre ses mécanismes aiderait tant les enseignants que les apprenants à mieux cerner l'origine des obstacles scolaires. Et que

l'exploration des liens entre les neurosciences et l'éducation pourrait conduire les enseignants à mettre en place des stratégies optimales pour pouvoir ainsi maximiser les capacités d'apprentissage des élèves.

Bourke, R., Pullen, R., & Mincher, N. (2024). **Understanding ethical drift in professional decision making: dilemmas in practice**. *International Journal of Inclusive Education*, *28*(8), 1417-1434. https://doi.org/10.1080/13603116.2021.1992679
Educational psychologists face challenging decisions around ethical dilemmas to uphold the rights of all children. Due to finite government resources for supporting all learners, one of the roles of educational psychologists is to apply for this funding on behalf of schools and children. Tensions can emerge when unintended ethical dilemmas arise through decisions that compromise their professional judgement. This paper presents the findings from an exploratory study around educational psychologists' understandings and concerns around ethical dilemmas they faced within New Zealand over the past 5 years. The study set out to explore how educational psychologists manage the ethical conflicts and inner contradictions within their work. The findings suggest that such pressures could influence evidence-based practice in subtle ways when in the course of decision making, practitioners experienced some form of ethical drift. There is seldom one correct solution across similar situations. Although these practitioners experienced discomfort in their actions they rationalised their decisions based on external forces such as organisational demands or funding formulas. This illustrates the relational, contextual, organisational and personal influences on how and when 'ethical drift' occurs.

Brandel, N., Schwarz, B. B., Cedar, T., Baker, M. J., Bietti, L. M., Pallarès, G., & Détienne, F. (2024). **Dialogue on ethics and ethics of dialogue: an exploratory study**. *European Journal of Psychology of Education*, *39*(3), 2619-2654. https://doi.org/10.1007/s10212-024-00856-z
We report on a study bearing implications for ethical learning in schoolchildren during social interaction. The study was conducted as part of a project aimed at promoting ethical learning of socially-oriented values within the context of dialogic education. 172 fourth graders from 7 classes participated in an 8-session series designed to foster empathy, inclusion, and tolerance. Two of these sessions (3 and 8) were pre-selected for analysis. We investigated (1) whether students' discussion of ethical issues and the ethical aspects of their actual in-class interaction with each other can be reliably measured, and (2) what relation holds between students' ethical thinking during classroom discussions and the ethical aspects of their behavior. We thus developed an analytical framework comprising two tools for appraising ethical thinking and behavior in in-class interaction: dialogue on ethics (DoE) and ethics of dialogue (EoD). This framework was applied to the dialogues taken from the two sessions. The DoE and EoD tools proved reliable, as inter-rater agreement was substantial. Moreover, the relation between children's DoE and their EoD was positive where the topic posed for discussion presented a dilemma and students' interaction proceeded under moderate teacher guidance. In contrast, it was negative when the discussion was conceptual, and the teacher was dominant. We conclude that (1) DoE/EoD is a suitable framework for studying children's ethical learning and development in social interaction, and (2) ethical learning, in its epistemological and behavioral dimensions, can be boosted or inhibited in a context of dialogic education, depending on design principles.

Bret, A., & Lacroix, A. (2024). **Les filles moins confiantes que les garçons concernant l'année à venir et leurs performances, notamment en mathématiques**. *Note*

d'Information, (24.34), 1-4. Consulté à l'adresse https://www.education.gouv.fr/les-filles-moins-confiantes-que-les-garcons-concernant-l-annee-venir-et-leurs-performances-notamment-414950
À la rentrée 2023, 2,3 millions d'élèves scolarisés en classe de sixième, de seconde, de première année de CAP et, pour la première fois, en classe de quatrième, ont été interrogés par la DEPP sur leur confiance en eux et leurs orientations futures.

Burroughs, H. (2024). ***The effects of teaching practices on motivation to learn LX English in France, Finland, & New Brunswick (Canada) : A comparative study*** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse https://theses.hal.science/tel-04608005
The majority of studies investigating motivation to learn a second/foreign language (LX) (Dewaele, 2017) concentrate on the way in which motivation develops in function of individual characteristics, and environmental factors, but rarely take into consideration the impact of teaching practices on student motivation (Ushioda, 2016). The objective of this study is therefore to examine the influence of educational strategies on motivation to learn LX English amongst middle-school pupils (ages 11 to 14). To achieve this objective, teaching practices in three distinct contexts will be examined in this mixed-methods comparative study: France, Finland, and New Brunswick (N.B.), Canada. Each region has different teaching philosophies that likely affect student motivation in a variety of ways. In this mixed-methods comparative study, quantitative analyses reveal that students (N = 473) in Finland were the most motivated to learn LX English, followed by students in N.B., and then students in France, however a statistically significant difference was only found between Finland and France. With regards to quantitative analyses, LX English educators (N = 13) took part in semi-structured interviews to gain insight into their teaching practices. Common themes amongst educators in France included elements related to imposed pedagogy and finding their own learning materials online. In Finland, recurring themes related to pedagogical freedom, the use of online learning materials, and the use of course textbooks, which are written by practicing LX English educators. In N.B., common themes related to also having pedagogical freedom, but a lack of LX English training, provided learning materials, and an effective curriculum were highlighted as inhibiting their teaching practices. Using a convergent parallel design, the results suggest that pedagogical freedom, emphasizing communication over correctness, student exchange programs, emotional intelligence in teachers, and providing teachers with ready-made activities that accurately target and represent student needs and interest foster student motivation. The implication of these results is that teaching strategies impact student motivation to learn an LX and when chosen correctly, may be more influential than sociocultural contexts outside the classroom.

Cabello, P., Saadati, F., & Barahona, P. (2024). **Assessing the Distance Teaching-Learning Experience in Higher Technical-Vocational Education in Chile**. *Journal of Hispanic Higher Education*, *23*(4), 228-246. https://doi.org/10.1177/15381927241228497
This study aimed to validate a multidimensional instrument for assessing distance teaching-learning. It combined factors measuring motivation with instructional material and the teaching-learning experience with peers and teachers. The instrument was administered to 2,984 higher education students in Chile, demonstrating its statistical validity and adequate fit indicators. Consequently, this instrument can confidently evaluate online learning in higher education.

Café pédagogique. (2024, septembre 10). **Maths : les filles moins confiantes que les garçons**. Consulté 11 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/10/maths-les-filles-moins-confiantes-que-les-garcons/
L'analyse est implacable : "quel que soit leur niveau de performance, notamment en mathématiques, les filles se déclarent moins confiantes que les garçons dans leurs performances aux é

Cao, J., Xu, X., Liu, X., Shen, Z., Fu, X., Man, X., & Zhao, S. (2024). **Profiles of Family and School Experiences and Adjustment of Adolescents During the Transition to High School**. *Journal of Youth and Adolescence*, *53*(9), 2002-2015. https://doi.org/10.1007/s10964-024-01997-6
Although family and school experiences play an important role in adolescents' adjustment during the transition to high school, most prior studies investigated the effects of these experiences in isolation; their joint implications for both adolescents' concurrent and long-term adjustment outcomes are less clear, and the potential role of individual characteristics within such associations remains understudied. Based on 525 10th graders (Mage = 15.48, SDage = 0.71, 43.6% boys) who participated in a longitudinal study, the present research aimed to identify distinct family and school experience profiles among first-year high school students and examine their associations with adolescents' internalizing problems and externalizing problems, both concurrently and 18 months later. Latent profile analysis revealed four distinctive profiles: thriving, low resources—moderate family risk, developmental stress—high parental conflicts, and developmental stress—high peer victimization profiles. The other three profiles (vs. the thriving profile) reported significantly higher levels of concurrent internalizing problems; while these differences diminished after 18 months. However, the enduring impacts of these profiles on internalizing problems persisted among adolescents with higher levels of environmental sensitivity. Additionally, adolescents characterized by two developmental stress profiles (vs. the thriving profile) exhibited significantly higher levels of externalizing problems both currently and longitudinally. Findings underscore the importance of identifying at-risk populations among adolescents during the transition to high school by including both family and school experiences when examining environmental influence on their adjustment, as well as the necessity to take individual environmental sensitivity into account when examining these associations.

Caron, E. E., Drody, A. C., Carriere, J. S. A., & Smilek, D. (2024). **The impact of a global pandemic on undergraduate learning experiences: lifting the restrictions**. *European Journal of Psychology of Education*, *39*(3), 2435-2459. https://doi.org/10.1007/s10212-023-00790-6
The aim of this study is to determine how students believe their learning-related experiences (i.e., attention, affect, and time perception) have changed over the course of the pandemic.

Chan, S.-M., Chung, G. K.-K., Chan, Y.-H., Lee, T. S.-K., Chen, J.-K., Wong, H., … Ho, E. S.-C. (2024). **Online learning problems, academic worries, social interaction, and psychological well-being among secondary school students in Hong Kong during the COVID-19 pandemic: the socioeconomic and gender differences**. *European Journal of Psychology of Education*, *39*(3), 2805-2826. https://doi.org/10.1007/s10212-024-00882-x

During the COVID-19 pandemic, numerous schools halted face-to-face teaching and instead resorted to online classes. The impact of online learning on students' academic worries, social relationships, and psychological well-being has received growing attention. Based on a sample of 1095 students aged 14–16 in 12 secondary schools in Hong Kong, structural equation modeling was used to investigate the association between online learning problems, academic worries and performance, social interaction, and psychosocial well-being during the pandemic. The path relationships among variables were compared by gender groups and socio-economic status (SES). Online learning problems were found to be negatively associated with psychosocial well-being through academic worries and social interaction as mediators. The effect of mediation among female students was larger than that of males, whereas the impact of academic worries on both psychosocial well-being and social interaction was stronger and significant only in the low SES group. As the COVID-19 pandemic significantly impacted the learning and well-being of students, attention should be given to gender and SES difference among students.

Chen, C.-H., & Syu, J.-Y. (2024). **Effects of integrating a role-playing game into a virtual reality-based learning approach on students' perceptions of immersion, self-efficacy, learning motivation and achievements**. *British Journal of Educational Technology*, *55*(5), 2339-2356. https://doi.org/10.1111/bjet.13436
Virtual contexts play a crucial role in assisting students' learning. Researchers have taken advantage of the potential of immersive virtual reality (VR) for situating students in inaccessible places, and for engaging them in learning activities. Meanwhile, several previous studies have reported that, in VR-based learning contexts, students' perception of immersion and learning motivation could be low owing to the lack of clear objectives and problem-solving scenarios. On the other hand, digital game-based learning is capable of enhancing students' engagement in a task. In this study, we designed a learning approach (namely RPG-VR) by means of integrating a role-playing game with VR technology to enhance students' science learning. Furthermore, a quasi-experiment was conducted to evaluate the students' learning effectiveness via, respectively, providing the RPG-VR learning approach and the conventional VR (called C-VR) learning approach for the experimental and control groups. The experimental results indicated that this approach significantly enhanced the students' perceptions of immersion, self-efficacy and extrinsic learning motivation, in comparison with the C-VR learning approach. Specifically, students who learned with the RPG-VR learning approach perceived more immersion in the engagement and the total immersion stages. This study contributes to existing knowledge of VR technology by providing that a digital role-playing game could reinforce the main characteristics of VR-based learning environments and enhance students' concentration on a learning task. However, no significant difference was found between the two groups in terms of promoting students' learning achievements, implying that more instructional assistance is needed to improve students' knowledge gains in VR-based learning environments. Practitioner notes What is already known about this topic Virtual contexts play a crucial role in promoting students' learning performances. Virtual reality has been adopted for situating students in inaccessible places to promote their learning. A DGBL context provides students with opportunities for learning that emphasize immersion in practice, resulting in concept acquisition and skill development. What this paper adds An RPG-VR learning approach was designed by means of integrating a role-playing game with VR technology to enhance students' science learning. A virtual reality learning system with a role-playing

game was developed based on the proposed approach. This approach significantly enhanced the students' perceptions of self-efficacy, extrinsic learning motivation and immersion, especially in the engagement and the total immersion stages. A digital role-playing game could reinforce the main characteristics of VR-based learning environments. Implications for practice and/or policy The RPG-VR learning approach could be a notable reference for further research on VR-based learning environments. More instructional assistance is needed to improve students' knowledge gains in VR-based learning environments.

Chen, S., Saklofske, D. H., Flett, G. L., & Hewitt, P. L. (2024). **Assessing and Evaluating the Perfectionism Social Disconnection Model: Social Support, Loneliness, and Distress Among Undergraduate, Law, and Medical Students**. *Journal of Psychoeducational Assessment*, *42*(6), 743-767. https://doi.org/10.1177/07342829241244951
The current research evaluates the Perfectionism Social Disconnection Model (PSDM) by considering the links between measures of trait perfectionism and perfectionistic self-presentation and measures of social support, loneliness, and distress in cross-sectional research. A particular focus is on perfectionism and levels of social support as assessed by the Social Provisions Scale. The current study also uniquely evaluates levels of perfectionism and perfectionistic self-presentation in undergraduate students, medical students, and law students. The results across samples provided evidence that loneliness mediates the link between interpersonal perfectionism and distress in keeping with the predictions of the PSDM. Correlational results found robust links between loneliness and low levels of social support. Moreover, socially prescribed perfectionism and perfectionistic self-presentation were associated negatively with social support, and this was especially evident in terms of the facet tapping the nondisclosure of imperfections. Group comparisons of perfectionism yielded few significant differences in accordance with expectations. Levels of perfectionism tended to be lower among medical students. However, the links between perfectionism and distress were clearly evident among undergraduates, medical students, and law students, thus attesting to the vulnerability of perfectionistic students in general. Overall, the results further confirm the relevance of perfectionism in distress among students and applicability of the PSDM in various types of students.

Chen, Xin. (2024). **How is teaching quality related to achievement emotions in secondary low- and high-achieving students: A cross-sectional study in Chinese mathematics classrooms**. *British Journal of Educational Psychology*, *94*(3), 862-880. https://doi.org/10.1111/bjep.12691
Background Past studies clarified the relationship between dimensions of teaching and achievement emotions. However, more information is needed about the underlying process behind this relationship among students with different mathematical abilities. Aims This study examined the association between students' perceived teaching quality and achievement emotions in Chinese mathematics classrooms, focusing on students with different mathematics achievements. Samples There are 1045 secondary school students (49.1% girls; Mage = 13.90, SD = .84) from Chinese mathematics classrooms in the present study. Methods A multi-group structural equation model was adopted to test the relationship between teaching quality and achievement emotions between low- and high-achieving students. Results Control-value appraisals mediated in teacher support and achievement emotions in both student groups. At the same time, control-value appraisals failed to mediate cognitive activation and achievement emotions in low-

achieving students, while the mediating effect of control-value appraisals was identified in high-achieving students. Besides, classroom management was related to achievement emotions via academic value only in low-achieving students. In contrast, it was related to achievement emotions via control-value appraisals in high-achieving students. Conclusions The results clarified the mediation roles of control-value appraisals in teaching quality and achievement emotions in students with low- and high-achieving achievements. Similarities and differences were also identified between the two student groups. Teacher support was beneficial to students' positive emotions while classroom management helped to lessen students' negative emotions. High-achieving students benefited more from activating teaching compared with low-achieving students.

Chen, Xuan, Li, J., Zhang, P., Hu, H., Yan, W., & Peng, K. (2024). **Who Experiences Greater Happiness When Dining Together? A Study of the Relationship Between Dining with Family Members and the Mental Health of Chinese Students**. *Child Indicators Research*, *17*(5), 1995-2010. https://doi.org/10.1007/s12187-024-10150-5
The mental well-being and dietary habits of adolescents have gained considerable attention over the past decades. The focus of most of the previous research has centered on the impact of specific food types and family meal frequency on mental health. However, the relationship between how often families eat together and other varied eating habits on the psychological well-being of young people remains under-researched. To address this, a survey was conducted among a large sample of students from Chinese elementary to high schools (N = 374,487). The study classified eating arrangement into three categories: only with family members, a combination of eating with family and other situations, and not eating with family at all. Findings indicate that regular meals with family correlate with a decrease in depressive symptoms and an increase in life satisfaction and positive mental health. This study also tested grade and gender differences. The highest grade range (10th -12th grade) showed the least impact on their mental health, which may be attributed to maturation and shifts in social relationships. The findings also suggest that the influence of eating arrangements on mental health was more pronounced among girls than boys, although this effect was relatively mild.

Chen, Y., Chui, H., Huang, Y., & King, R. B. (2024). **Adaptation and Validation of the Chinese Version of Fear of Failure in Learning Scale**. *Journal of Psychoeducational Assessment*, *42*(7), 866-881. https://doi.org/10.1177/07342829241257867
Fear of failure undermines students' learning and well-being. However, despite the prevalence of fear of failure, there is a lack of a measurement tool explicitly designed to assess the fear of failure in learning among Chinese students. This study aimed to adapt and validate the Chinese version of the Fear of Failure in Learning Scale (C-FOFLS). Exploratory factor analyses were conducted for the adaptation group (N = 353) and a four-factor solution was found. The construct validity of the four-factor structure was subsequently confirmed by item-level analysis and confirmatory factor analysis for the validation group (N = 366). The final scale was comprised of 22 items and had four underlying dimensions: shame, performance avoidance, learned helplessness, and self-handicapping. Pearson correlation analyses demonstrated satisfactory convergent validity and concurrent validity of the C-FOFLS. C-FOFLS could be a valuable tool for conducting research on the fear of failure in learning of Chinese students.

Cheruvalath, R., & Gaude, A. R. (2024). **Introducing a classroom-based intervention to regulate problem behaviours using metacognitive strategies**. *European Journal of Psychology of Education*, *39*(3), 2383-2403. https://doi.org/10.1007/s10212-023-00788-0
Classroom intervention focusing on peer interaction persuades children to develop positive behaviour. Peer interaction plays a significant role in managing problem behaviour among adolescent children. It facilitates identifying weaknesses in children's justification for their problem behaviour. Thus, the study aimed to propose a classroom intervention based on meta-cognitive strategies to subdue problem behaviours among secondary school children. The activities were prepared to inoculate the three components of metacognitive skills—awareness, control and regulation. The study conducted on 36 secondary school children shows a positive change in the behaviour among students who have done the intervention. A quasi-experimental design is used for the study. Both quantitative and qualitative analyses of the data were done. A repeated measures ANOVA (RMA) indicated a significant effect on the outcome, $p < .05$. Post-intervention interview results showed students' interest in regulating their problem behaviours. The implication is that the proposed learner-centred class intervention can be part of the secondary school curriculum.

Cheung, S. K., Chan, W. W. L., & Fong, R. W. (2024). **Mechanisms underlying the relations between parents' perfectionistic tendencies and young children's mathematical abilities**. *British Journal of Educational Psychology*, *94*(3), 700-716. https://doi.org/10.1111/bjep.12673
Background Parents' high academic expectations are positively associated with young children's mathematical abilities. However, minimal attention has been devoted to whether, and how, different ways of conveying the performance targets would result in different outcomes. Aims The current study investigated whether and how parents' perfectionistic strivings and concerns were associated with young children's mathematical abilities through home mathematical activities, children's approach motivation to learn mathematics, and children's avoidance motivation to learn mathematics. Sample Participants included 211 kindergarteners in Hong Kong and their parents. Methods Data were collected through individual child tests and parent questionnaires. Results Structural equation modelling revealed that parents' perfectionistic strivings had a direct positive link with children's mathematical abilities, an indirect link via approach motivation to learn mathematics, and an indirect link via home mathematical activities, and then approach motivation. Parents' perfectionistic concerns had a direct negative link with children's mathematical abilities, an indirect link via approach motivation to learn mathematics, and an indirect link via avoidance motivation to learn mathematics. Conclusions Early childhood practitioners are recommended to raise parents' awareness of how to communicate high-performance targets to children in a constructive manner.

Cheung, S. K., Ho, A. P. L., Kum, B. H. C., & Chan, W. W. L. (2024). **Parents' attitudes towards helping children learn math: how do they matter for early math competence?** *European Journal of Psychology of Education*, *39*(3), 2953-2968. https://doi.org/10.1007/s10212-024-00863-0
The home math environment is vital for early math development. Yet, there is limited understanding of how parents translated their attitudes towards helping children learn math (HCLM) into actions to influence their young children's math-related outcomes. Thus, the present study examined whether parents' perceived competence,

value, and pressure about HCLM contributed to young children's math competence through parents' interest in HCLM, home math activities, and children's interest in math. One hundred forty-seven parents were surveyed about their attitudes, practices, and their children's math interest. Meanwhile, their children were individually tested on applied math problem solving. Results showed that parents' perceived competence and value about HCLM predicted their interest in HCLM, while parents' pressure about HCLM predicted children's math interest. Parents' interest in HCLM is positively linked to children's applied math problem solving via children's math interest. This study shed light on the importance of promoting parents' positive attitudes towards HCLM.

Ching, B. H.-H., Li, X. Y., & Chen, T. T. (2024). **Cross-notation knowledge of rational numbers predicts fraction arithmetic**. *British Journal of Educational Psychology*, *94*(3), 717-737. https://doi.org/10.1111/bjep.12674
Background Recent research showed that cross-notation magnitude knowledge of fractions and decimals was related to better performance in fraction arithmetic, but it remains unclear whether it made an independent contribution to fraction arithmetic longitudinally when other cognitive variables are considered. Aims To examine the extent to which children's earlier knowledge of cross-notation magnitude predicted subsequent performance in fraction addition and subtraction as well as fraction multiplication and division longitudinally. Sample Three hundred and fifty-four Chinese children (Mage = 112.1 months). Methods During the first wave of assessment, a range of cognitive abilities of children were measured, including within-notation fraction and decimal magnitude comparisons, whole-number arithmetic fluency, non-verbal intelligence, attentive behaviours, counting recall, word-level reading, and phonological awareness. Twelve months later, the same children were assessed again with two tasks of fraction arithmetic: fraction addition and subtraction as well as fraction multiplication and division. Results and Conclusions Multiple linear regressions showed that within-notation fraction and decimal magnitude knowledge predicted fraction addition and subtraction longitudinally, after the effects of working memory, nonverbal intelligence, language skills, attentive behaviour, and whole-number arithmetic were controlled. Cross-notation magnitude knowledge made independent contributions to fraction addition and subtraction longitudinally beyond the influence of within-notation fraction and decimal magnitude knowledge and other covariates. However, within-notation fraction and decimal magnitude knowledge were not associated with fraction multiplication and division, whereas cross-notation magnitude knowledge remained a unique predictor. These findings suggest that it may be useful to incorporate cross-notation knowledge in the assessments of children's mathematics abilities and teaching.

Chua, K. H., & Bong, W. K. (2024). **Providing inclusive education through virtual classrooms: a study of the experiences of secondary science teachers in Malaysia during the pandemic**. *International Journal of Inclusive Education*, *28*(9), 1886-1903. https://doi.org/10.1080/13603116.2022.2042403
During the COVID-19 pandemic, remote teaching was required to ensure that educators could continue teaching and that students could still attend classes. However, since the necessity for remote teaching occured, many teachers were not used to teaching virtually while ensuring that their students were given equal opportunities and environments to obtain a quality education. The aim of this study is therefore to explore the experiences of secondary school teachers in Malaysia in providing a more inclusive education during the pandemic specifically in science-related subjects via virtual

classrooms. An online survey was conducted among 126 science teachers. The findings indicate that the readiness of science teachers in providing inclusive education is not high. Their scores in terms of affective attitude, behaviour, cognition, competence and awareness were barely sufficient. Issues such as lack of experience teaching virtually, insufficient training and support from schools and educational authorities, and parents lacking technological competence and skills to facilitate their children's virtual classrooms at home were identified. This study has implications for researchers and educational institutions that intend to promote inclusive education in the context of remote teaching and learning.

Costa, A., & Faria, L. (2024). **Individualist-collectivist profiles in secondary school: an exploratory study of trait emotional intelligence and academic achievement**. *European Journal of Psychology of Education*, *39*(3), 2783-2803. https://doi.org/10.1007/s10212-024-00879-6
An individualist (I) or collectivist (C) cultural orientation affects individuals' attitudes, behaviours and values. This study aimed to identify the first-year secondary-school students' I–C profiles and explore their implications for students' trait emotional intelligence (EI), emotions towards school and academic achievement (GPA) throughout the 3-year secondary-school cycle. A total of 222 secondary-school students (58.6% females; Mage = 15.4; SD = .63 in the 10th grade) were enrolled in a longitudinal study. The cluster analysis identified three distinct I–C profiles: high individualist-low collectivist students, low individualistic-midlevel collectivist students and high individualist–high collectivist students. The results revealed significant differences between the I–C profiles regarding students' trait EI, emotions towards school and GPA throughout secondary school, in particular favouring the high individualist–high collectivist profile. These findings are discussed based on the practical implications for students' outcomes in the current secondary school system.

Costley, J., Gorbunova, A., Courtney, M., Chen, O., & Lange, C. (2024). **Problem-solving support and instructional sequence: impact on cognitive load and student performance**. *European Journal of Psychology of Education*, *39*(3), 1817-1840. https://doi.org/10.1007/s10212-023-00757-7
In terms of instructional sequencing and cognitive load research, it remains unclear what effect different instructional sequences have on cognitive load and how to use problem-solving support within instructional sequences to reduce cognitive load. The current study examines how instructional sequencing and problem-solving support interact with different types of cognitive load and learner performance. University students (n = 254) were randomly assigned to one of three conditions: an explicit instruction first sequence, an unsupported problem-solving first sequence, and a supported problem-solving first sequence. Results show that intrinsic load did not differ across the three conditions, extraneous load was lowest in the explicit instruction first and supported problem-solving first conditions, germane load was highest in the supported problem-solving first condition, and performance was highest in the explicit instruction first condition. Providing insight into specific ways instructional sequencing and problem-solving support can reduce cognitive load; results suggest that either problem-solving activities need support or explicit instruction is needed before problem-solving.

Cotán, A., Carballo, R., & Spinola-Elias, Y. (2024). **Giving a voice to the best faculty members: benefits of digital resources for the inclusion of all students in Arts and**

Humanities. *International Journal of Inclusive Education*, *28*(7), 1240-1257. https://doi.org/10.1080/13603116.2021.1991492
This article presents the testimonies of 24 faculty members of Arts and Humanities from five Spanish universities on the use of digital technology resources and their benefits for learning and educational inclusion of students with disabilities. They were selected by their own students with disabilities for their inclusive practices. Using a qualitative methodology, two semi-structured individual interviews were conducted with each participant to analyse different areas of inclusive pedagogy: beliefs, knowledge, designs and actions. The data were progressively analysed through a system of categories and inductive codes. The results show the digital resources that faculty members put into practice, as well as the different uses they make of them. In addition, the participants highlighted a number of benefits that digital technology has for the learning of all students, including those with disabilities. Finally, these results are discussed with those of previous studies, offering recommendations for the university to move toward a more inclusive education.

Cottini, M., Palladino, P., & Basso, D. (2024). **From the lab to the classroom: Improving children's prospective memory in a natural setting**. *British Journal of Educational Psychology*, *94*(3), 809-823. https://doi.org/10.1111/bjep.12682
Background Laboratory-based studies have shown that children's ability to remember intentions (i.e., prospective memory; PM) can be improved by asking them to imagine performing the PM task beforehand (i.e., episodic future thinking; EFT) or to predict their PM performance. Moreover, combining the two strategies resulted in an additional improvement in children's PM performance. However, the effectiveness of these encoding strategies on real-life PM tasks is still unknown. Aims The aim of the present study was to evaluate the effect of EFT instructions, performance predictions, and of their combination on children's PM in a natural setting, namely in the classroom. Sample Twelve classes composed by a total of 121 children (53% females) aged between seven and 9 years participated to the study. Methods As a PM task, children were asked by their teachers to deliver a letter to their parents and to bring it back to school the next day. Children were divided into four groups: control, prediction, EFT, and the EFT + prediction group. Parent reports on children's everyday prospective and retrospective memory failures were also collected. Results Results showed that encoding strategies were effective in enhancing children's PM performance. However, differences compared to previous laboratory-based findings emerged since predicting PM performance resulted to be most effective in enhancing real-life PM performance. Moreover, parent reports were related to children's PM performance. Conclusions These novel findings highlight the importance of studying PM interventions in natural settings in order to increase their ecological validity and inform educational practices.

Croset, M.-C., Caudron, S., Mondelain, L., Zaher, A., Chaachoua, H., & Mazens, K. (2024). **An arithmetical word problem-solving intervention for disadvantaged French kindergarten children**. *European Journal of Psychology of Education*, *39*(3), 3185-3211. https://doi.org/10.1007/s10212-024-00861-2
Previous research has shown the importance of conducting early interventions in mathematics in disadvantaged children. Solving arithmetical word problems is a field in which children particularly fail. In this study, preschoolers from disadvantaged French public schools (n = 101; Mage = 5–6) were taught strategies for using fingers to solve arithmetic word problems and compared with a control group. The intervention

consisted of collective rituals based on learning finger patterns and 7 sessions spread over 4 weeks, for about 20 min, focusing on explaining how to use the fingers to solve problems. The results showed that the intervention has a significant post-test impact on the targeted transformation problem-solving skill and that children with lower performances in problem-solving at the pre-test benefited more from the intervention. The intervention also indirectly benefited the other problem-solving skills. However, there was no intervention effect on the arithmetic addition task. Our research highlights that an intervention focused on the explicit teaching of finger strategies for problem-solving can be successfully implemented into ecological learning contexts, especially in disadvantaged areas.

Datta, P., & Skrebneva, I. (2024). **Does the type of educational setting (mainstream or specialist schools) and degree of impairment (low vision or blindness) have any influence on self-concept?** *International Journal of Inclusive Education*, *28*(7), 959-976. https://doi.org/10.1080/13603116.2021.1968520
This study investigated the self-concept of students with vision impairments who were placed in mainstream and specialist schools in South Australia. Self-Concept was studied across six dimensions, namely Physical, Moral, Personal, Family, Social and Academic Self-Concepts and the Total Self-Concept. The 'Tennessee Self-Concept Scale: Second Edition' was administered to 25 students with vision impairments (including low vision and blind students) who attended mainstream or specialist schools. Although most of the students with vision impairments obtained low scores on all dimensions of self-concept, namely physical, moral, personal, family, social and academic, there were some students who attended specialist schools and are blind that obtained normal scores in family, social and academic self-concepts. There were no significant differences between students with vision impairments that attended mainstream or specialist schools and between students with low vision and those who are blind across the six dimensions of self-concept and thus total self-concept. These findings have implications for mainstream teachers, special educators, support staff and a range of professionals in the education and special education sector in enabling a greater understanding of the self-concept achievement of the students with vision impairments that attended mainstream or specialist schools.

De Keersmaeker, K., Vanluydt, E., Onghena, P., & Van Dooren, W. (2024). **The relation between proportional vocabulary and proportional reasoning abilities in young children**. *European Journal of Psychology of Education*, *39*(3), 2201-2221. https://doi.org/10.1007/s10212-023-00767-5
Recent studies have shown that mathematical vocabulary is an important predictor for mathematical performance in kindergartners, primary school students, and secondary school students (e.g., King & Purpura, 2021; Peng & Lin, 2019; Ünal et al., 2021). However, a recent meta-analysis showed that mathematical vocabulary might be more important in some mathematical domains than in others (Peng et al., 2020). The current manuscript focusses on proportional reasoning, a mathematical subdomain containing a high amount of proportional vocabulary (a subtype of mathematical vocabulary), and consists of two studies. The first study describes the development of an instrument specially created to measure proportional vocabulary, as there was no good instrument available. The results provide indications that the scores on our new proportional vocabulary task are valid and reliable. This instrument was used in a second study to investigate whether second graders' proportional vocabulary is associated with (1)

proportional reasoning abilities, and (2) performance on proportional and additive word problems. The results showed that after controlling for gender, age and class, proportional vocabulary uniquely contributed to proportional reasoning abilities and performance on both proportional and additive word problems.

Degroote, E., Brault, M.-C., & Van Houtte, M. (2024). **Suspicion of ADHD by teachers in relation to their perception of students' cognitive capacities: do cognitively strong students escape verdict?** *International Journal of Inclusive Education*, *28*(9), 1740-1754. https://doi.org/10.1080/13603116.2022.2029962
Teachers play a crucial role in the diagnostic process of Attention-Deficit/Hyperactivity Disorder (ADHD) in students: They are often the first to identify ADHD-related behaviors in children and to signal them to parents. Research has demonstrated that the recognition and labeling of certain behaviors as evidential for ADHD by teachers vary with respect to student characteristics. This study examines if and how the association between teacher perception of students' ADHD-related behaviors and teacher suspicion of ADHD in students is moderated by teacher perception of students' cognitive capacities. Multilevel analysis was carried out on data collected in 2017 and 2018 from 939 students and 108 teachers in 15 Flemish (Belgium) and 16 Québec (Canada) schools in the context of a collaborative research project on ADHD-prevalence and identification. Results show that, when teachers perceive ADHD-related behaviors in students, they more readily suspect ADHD when students are cognitively stronger. This study suggests that teachers are more inclined to free cognitively stronger students from the blame of ADHD-related behaviors by administering them an ADHD-label.

Dhuey, E., Figlio, D., Karbownik, K., & Roth, J. (2019). **School Starting Age and Cognitive Development**. *Journal of Policy Analysis and Management*, *38*(3), 538-578. https://doi.org/10.1002/pam.22135
Abstract We present evidence of a positive relationship between school starting age and children's cognitive development from ages 6 to 18 using a fuzzy regression discontinuity design and large-scale population-level birth and school data from the state of Florida. We estimate effects of being old for grade (being born in September vs. August) that are remarkably stable—always around 0.2 SD difference in test scores—across a wide range of heterogeneous groups, based on maternal education, poverty at birth, race/ethnicity, birth weight, gestational age, and school quality. While the September-August difference in kindergarten readiness is dramatically different by subgroup, by the time students take their first exams, the heterogeneity in estimated effects on test scores effectively disappears. We do, however, find significant heterogeneity in other outcome measures such as disability status and middle and high school course selections. We also document substantial variation in compensatory behaviors targeted towards young-for-grade children. While the more affluent families tend to redshirt their children, young-for-grade children from less affluent families are more likely to be retained in grades prior to testing. School district practices regarding retention and redshirting are correlated with improved outcomes for the groups less likely to use those remediation approaches (i.e., retention in the case of more affluent families and redshirting in the case of less affluent families.) Finally, we find that very few school policies or practices mitigate the test score advantage of September-born children.

Dinçol Özgür, S. (2024). **The effects of prospective chemistry teachers' laboratory teaching experiences on their metacognitive thinking skills and perceptions of problem-**

solving skills. *European Journal of Psychology of Education*, *39*(3), 2057-2082. https://doi.org/10.1007/s10212-023-00760-y
The current study aims to examine the effects of prospective chemistry teachers' chemistry laboratory teaching experiences using different laboratory approaches on their metacognitive thinking skills and perceptions of problem-solving skills. The study is designed as "'the quasi-experimental non-equivalent pre-test/post-test control group research design." Twenty-seven prospective teachers from the Department of Chemistry Education at a public university participated in this study. The prospective chemistry teachers in the experimental group carried out laboratory teaching practices relying on the inquiry-based activities conjugated with a science writing heuristic approach; however, the prospective chemistry teachers in the control group carried out laboratory teaching practices relying on the traditional laboratory approach. The implementation process took 14 weeks. The results showed that there was an overall improvement in the perceptions of problem-solving skills and metacognitive thinking skills in each factor for the prospective chemistry teachers in the experimental group compared to the prospective chemistry teachers in the control group.

Duran, A., & Thacker Darrow, N. E. (2024). **LGBQ+ college students' expressions of grief during sexual identity development: photographic insights from a qualitative study**. *International Journal of Qualitative Studies in Education*, *37*(7), 1884-1906. https://doi.org/10.1080/09518398.2023.2233950
Featuring the experiences of 14 LGBQ+ college students at U.S. institutions across the country, this paper centers on photographs participants took and reflected on as they described expressions of grief relative to their sexual identity development (SID). Drawn from an interview-based narrative inquiry study focused on how LGBQ+ students detail ambiguous loss in SID by considering stories and photos, we employed narrative analysis to examine their photos and data gathered through two individual interviews with each participant. Guided by a conceptual framework integrating literature on SID and scholarship on the social constructionist model of grief, we identified four thematic expressions of grief: Navigating External and Internal Conflicts Shaped by Oppressive Structures, Articulating Varied Emotional Responses in SID, Processes Associated with Coming into Queerness, and Engaging with the Future as Unknown, Yet Filled with Hope. We provide implications for research, as well as for practice targeted at educational and counseling professionals.

Duru, E., Balkis, M., & Duru, S. (2024). **Fear of failure and academic satisfaction: the mediating role of emotion regulation difficulties and procrastination**. *European Journal of Psychology of Education*, *39*(3), 2901-2914. https://doi.org/10.1007/s10212-024-00868-9
This study investigates the mediating mechanisms that play a crucial role in the relationship between fear of failure and academic satisfaction and between fear of failure and procrastination. The study sample consists of 292 undergraduate students enrolled in different departments of the university. Within the scope of this study, emotion regulation difficulties may be one of the mediating mechanisms in this reciprocal relationship, the findings provide evidence that procrastination functions as a mediating variable in the relationship between fear of failure, difficulty in emotion regulation, and academic satisfaction while difficulty in emotion regulation acts as a mediator in the relationship between fear of failure and procrastination. Therefore, the findings of this study suggest that interventions aimed at improving the individual's emotion regulation

skills may play an important role in overcoming the negative effects associate with the fear of failure on procrastination and academic satisfaction.

Duru-Bellat, M. (2022). **Les inégalités sociales à l'école,en parler sans démobiliser : articuler sociologie et psychologie sociale**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(2), 11-27. https://doi.org/10.3917/lsdle.552.0011

Dussarps, C. (2024). **Persévérance des lycéens empêchés et scolarisés à distance**. *Les sciences de l'éducation : apports, enjeux, réflexion dans les champs de l'éducation et la formation*. Présenté à Yaoundé, Cameroon. Consulté à l'adresse https://hal.science/hal-04659974
Au sein du projet ANR PERSCOL (PERsévérance SCOLaire dans l'enseignement secondaire à distance, 2023-2026), qui réunit des chercheurs en sciences de l'éducation, en sciences de l'information et de la communication, en psychologie et informatique, nous cherchons à identifier les facteurs de persévérance des lycéens à distance dans le but, à long terme, de réduire le décrochage dans tout dispositif scolaire équivalent. Les élèves du CNED, empêchés pour des raisons très diverses (ex. état de santé physique ou mentale, éloignement, pratique d'un sport à haut niveau) font montre d'une autonomie et de capacités d'auto-régulation singulières. Nous nous demanderons alors quelles ressources (internes et issues de leur environnement) sont mobilisées par les élèves pour soutenir leur persévérance au regard de la raison qui les a conduits à être scolarisés à distance ? Pour répondre à cette question, nous exploiterons des données issues de questionnaires (600 participants à ce stade), d'entretiens (14) et de traces d'activité sur les plateformes depuis septembre 2023.

Dussarps, C., & Vaugier, E. (2024). **Persévérer à distance dans le second degré en France : une étude multidimensionnelle**. *91e congrès de l'ACFAS - Mobiliser les savoirs en français*. Présenté à Ottawa, Canada. Consulté à l'adresse https://hal.science/hal-04661975
De nombreux travaux (pré comme post pandémie) ont montré les difficultés posées par la distance, du fait de l'isolement notamment. Si les études sur l'enseignement supérieur à distance ne manquent pas, le vécu dans l'enseignement secondaire est moins étudié, particulièrement en France. Pourtant, le nombre de jeunes de moins de 18 ans quittant l'enseignement sans diplôme stagne, voire augmente ces dernières années (DEPP, 2020). Le programme de recherche PERSCOL (Persévérance Scolaire dans l'enseignement à distance au second degré en France) s'intéresse à la persévérance des apprenants dans l'enseignement secondaire à distance (particulièrement au CNED) à travers différentes disciplines (Sciences de l'Education et de la Formation, Sciences de l'Information et de la Communication, Psychologie, Informatique) et méthodes (questionnaires, entretiens, étude sémio-pragmatique des plateformes de formation, learning analytics). Il s'agit dans ce programme d'identifier les facteurs de persévérance des apprenants de façon longitudinale (considérant alors la persévérance comme un processus). Les premières investigations ont démarré début octobre 2023 sur un public de lycéens faisant leurs études entièrement à distance. Cette contribution vise à présenter nos premiers résultats de recherche, notamment en ce qui concerne les facteurs de persévérance, et à proposer un premier modèle de la persévérance dans l'enseignement à distance au second degré selon une démarche interdisciplinaire.

Eberhart, J., Bryce, D., & Baker, S. T. (2024). **Staying self-regulated in the classroom: The role of children's executive functions and situational factors**. *British Journal of Educational Psychology*, *94*(3), 995-1010. https://doi.org/10.1111/bjep.12700
Background Self-regulation is crucial for children's learning and development. Several studies have explored children's inter-individual differences in self-regulation, but little is known about sources of intra-individual variation. Aims This study addressed the variability of children's self-regulation across typical classroom situations and how this might be associated with children's executive functions (EFs). Sample The study included 148 children (54.7% girls; Mage = 56.73 months). Methods Self-regulation was assessed with an observational measure in teacher-led and child-led activities within naturalistic classroom settings. Children's EFs were assessed with direct assessments at the start and end of the school year. Results Linear mixed-effect models showed that children demonstrated higher levels of self-regulation in child-led in comparison with teacher-led activities. Children with higher levels of EFs at the start of the school year showed less variation across teacher-led and child-led activities in comparison with children with lower levels of EFs. Regarding other aspects of the classroom context, neither the group size in which the activity took place nor which school subject it was focused on were associated with children's self-regulation. However, in teacher-led activities the type of interaction involved in the activity and the type of task influenced children's self-regulation. Conclusion These results suggest that children who start school with higher levels of EFs are more able to adapt to different situations, highlighting the importance of fostering these skills in early childhood. In turn, children with lower levels of EFs may need additional support from teachers to remain self-regulated across different contexts.

Etherson, M. E., Smith, M. M., Hill, A. P., Sherry, S. B., Curran, T., Flett, G. L., & Hewitt, P. L. (2024). **Perfectionism, Feelings of Not Mattering, and Suicide Ideation: An Integrated Test of the Perfectionism Social Disconnection Model and the Existential Model of Perfectionism**. *Journal of Psychoeducational Assessment*, *42*(6), 725-742. https://doi.org/10.1177/07342829241237421
The Perfectionism Social Disconnection Model (PSDM) and the Existential Model of Perfectionism and Depressive Symptoms (EMPDS) are promising models of perfectionism and psychopathology. However, research examining suicide ideation within the PSDM is scarce, and no research has examined suicide ideation as an outcome in the EMPDS. Moreover, tests of the PSDM and EMPDS have been conducted separately and most research has examined the PSDM and EMPDS using cross-sectional or two-wave longitudinal designs, which do not provide a satisfactory test of mediation. In the current study, we addressed these limitations by testing whether perfectionism confers vulnerability to suicide ideation via feelings of mattering and anti-mattering (from the PSDM) and via difficulty accepting the past (from the EMPDS) in a three-wave longitudinal design in two independent samples of undergraduate students and community adults. Participants completed measures on three occasions over 6 weeks. Findings revealed that socially prescribed perfectionism indirectly predicted suicide ideation via difficulty accepting the past in both samples. In addition, in the undergraduate sample only, socially prescribed perfectionism indirectly predicted higher suicide ideation via anti-mattering, and self-oriented perfectionism indirectly predicted higher suicide ideation via mattering. Based on our findings, we advocate for future research to include suicide ideation in the PSDM and EMPDS, to integrate explanatory models, and to examine a mattering-specific EMPDS.

Ficapal-Cusí, P., Torrent-Sellens, J., Folgado-Fernández, J. A., & Palos-Sánchez, P. R. (2024). **Sudden e-learning: Exploring the role of user intention, enjoyment, and habit on university students' well-being**. *Higher Education Quarterly*, *78*(3), 1138-1161. https://doi.org/10.1111/hequ.12519
Suddenly, adjusting to a new way of learning is a major challenge for university students. The objective of this article was to study university student determinants of the well-being in the context of the sudden transition towards e-learning imposed by the COVID-19 lockdown. Based on the antecedents linked to the structure of e-learning and its influence on self-management and ease of use, as well as using the mediating role of user intention, perceived enjoyment, and habits, a model was tested to find well-being trajectories. Using a sample of 543 students from originally Spanish face-to-face universities and through a PLS-SEM methodology, this research obtained relevant results in two main directions. First, research found that the self-management and ease of use of e-learning systems constitute direct antecedents of student well-being. Furthermore, the research results confirmed two reinforcement itineraries of well-being. The intention built an itinerary to reinforce ease of use, and perceived enjoyment added explanatory power to self-management. However, the research also found a second explanatory and negative itinerary of sudden e-learning student well-being. This path of darkness is related to the adverse mediating effect exerted by the habit, understood from the perspective of technological dependence, when it interacts with perceived enjoyment. The article discusses their implications for educational strategy and policy, especially indicated for those e-learning practices solely based on the enjoyment and immersion experience of their students.

Flett, G. L., & Hewitt, P. L. (2024). **Toward Person-Focused Assessment and Understanding the Human Need to Be Perfect: Commentary and Introduction to the Third Special Issue on Perfectionism**. *Journal of Psychoeducational Assessment*, *42*(6), 599-611. https://doi.org/10.1177/07342829241245460
In the current introductory article, we discuss the importance of balancing the variable-centered research in the perfectionism field with a person-focused approach. We examine the utility of a person-centered approach in assessment, research, and theory and the need to revisit overlooked themes central to understanding people who are extreme perfectionists. Our analysis focuses on addressing the core unaddressed issue of why perfectionists as unique individuals absolutely need to be perfect. We describe measures to assess individual differences in this need to be perfect and themes reflecting the need to be perfect that require investigation. The papers in this third special issue on perfectionism are then introduced and considered as examples of the merits of a broad approach that goes beyond trait perfectionism to also include perfectionistic self-presentation and the cognitive experience of perfectionism. We conclude by examining how certain variable-centered studies described in the current special issue yield insights about perfectionists as people when individuals are considered from a person-focused perspective.

Flett, G. L., & Nepon, T. (2024). **When Adding One Questionnaire Item Makes a Difference: Representing the Theme of Feeling Cared About in the Expanded General Mattering Scale (The GMS-6)**. *Journal of Psychoeducational Assessment*, *42*(7), 785-797. https://doi.org/10.1177/07342829241255232
Converging lines of evidence suggest that a feeling of being cared for and cared about is a key element of the feeling of mattering to other people. In the current article, we

summarized theoretical observations and the findings of research investigations that indicate that the feeling of being cared about is central to the mattering construct. We then evaluated the role of feeling cared for in an extended six-item General Mattering Scale (GMS-6). A sample of 276 university students completed the GMS-6 and self-report measures of depression and loneliness. Psychometric tests established that a six-item version has one factor and enhanced internal consistency. Correlational analyses confirmed that mattering is associated negatively with depression and loneliness. Hierarchical regression analyses indicated that the additional focus on feeling cared about predicts unique variance in depression and loneliness beyond the considerable amount of variance predicted by the original GMS. The lack of feeling cared as measured by the GMS-6 was established as especially relevant to loneliness. Our discussion focuses on key directions for future research and for the need for a greater emphasis on caring as part of mattering from a construct validity perspective.

Flett, G. L., Nepon, T., Hewitt, P. L., Su, C., Yacyshyn, C., Moore, K., & Lahijanian, A. (2024). **The Social Comparison Rumination Scale: Development, Psychometric Properties, and Associations With Perfectionism, Narcissism, Burnout, and Distress**. *Journal of Psychoeducational Assessment*, *42*(6), 685-704. https://doi.org/10.1177/07342829241238300

In the current article, we describe the development and validation of the Social Comparison Rumination Scale. This measured was developed as a supplement to existing social comparison measures and to enable us to determine its potential relevance to perfectionism and other personality constructs. The Social Comparison Rumination Scale (SCRS) is a six-item inventory assessing the extent to which an individual is cognitively preoccupied and thinking repetitively about social comparison outcomes and information. Three studies with five samples of university students are described. Psychometric analyses established the SCRS consists of one factor assessed with high internal consistency and the measure is reliable and valid. Analyses showed that elevated levels of social comparison rumination are associated with trait perfectionism, perfectionistic automatic thoughts, perfectionistic self-presentation, ruminative brooding, burnout, depression, and fear of negative evaluation. Links were also established between social comparison rumination and both narcissism and dispositional envy. Overall, our findings support the further use of the SCRS and highlight the tendency of many people to think in deleterious ways about social comparisons long after the actual comparisons have taken place. We discuss social comparison rumination within the context of concerns about excessive social media use and young people being exposed to seemingly perfect lives that became a vexing cognitive preoccupation.

Gadosey, C. K., Schnettler, T., Scheunemann, A., Bäulke, L., Thies, D. O., Dresel, M., … Grunschel, C. (2024). **Vicious and virtuous relationships between procrastination and emotions: an investigation of the reciprocal relationship between academic procrastination and learning-related anxiety and hope**. *European Journal of Psychology of Education*, *39*(3), 2005-2031. https://doi.org/10.1007/s10212-023-00756-8

Although cross-sectional studies depict (negative) emotions as both antecedents and consequences of trait procrastination, longitudinal studies examining reciprocal relationships between procrastination and emotions are scant. Yet, investigating reciprocal relationships between procrastination and emotions within long-term frameworks can shed light on the mechanisms underlying these relationships. Additionally, the role of positive emotions concerning procrastination is largely

unattended to in the procrastination–emotion research; albeit, this perspective can inform preventive and intervention measures against procrastination. In the present study, we explored reciprocal associations between trait academic procrastination on the one hand and trait-like learning-related anxiety and hope on the other hand over one semester. Overall, N = 789 students in German universities participated in a three-wave online panel study. Participants responded to questions on academic procrastination as well as learning-related anxiety and hope at the beginning (T1), middle (T2), and end (T3) of the lecture period of the semester in approximately 6-week measurement intervals. A latent cross-lagged panel model was used to test the hypotheses. After accounting for autoregressive effects, our results showed that academic procrastination at T1 positively predicted learning-related anxiety at T2. In contrast, academic procrastination at T1 negatively predicted learning-related hope at T2, which in turn negatively predicted academic procrastination at T3. Our results highlight positive emotions (e.g., hope) as also significant factors for procrastination and suggest them as possible "protective factors" against procrastination. Boosting positive emotions as part of interventions against procrastination could potentially help reduce the tendency to procrastinate.

Gehrsitz, M., & C., W. (2024). ***The Effects of Compulsory Schooling on Health and Hospitalization over the Life Cycle*** (IZA Discussion Paper N° 17050). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17050.htm
This paper examines the effects of education on health and hospitalization over the life cycle. Using administrative data, we leverage a 1972 compulsory schooling reform within the United Kingdom which produced a large increase in educational attainment among affected cohorts. Our regression discontinuity design estimates suggest that the reform led to substantial reductions in hospitalization among men admitted for lifestyle-related conditions. We also report novel estimates showing that these effects vary heterogeneously over the life-cycle – with the largest health improvements occurring among men in their middle-aged years. However, we find no evidence that the reform impacted mortality during working-age years.

Guiaké, M., Ydaha, P., & Dzanvoula, C. T. G. (2024). **Les étudiants étrangers dans les universités camerounaises: motivations et expériences**. *Formation et profession*, *32*(1), 8. https://doi.org/10.18162/fp.2024.817

Gylling-Andersen, T. (2024). **Developing theory by engaging in collaborative transformations of educational practice**. *European Journal of Psychology of Education*, *39*(3), 2719-2738. https://doi.org/10.1007/s10212-024-00883-w
This article presents a methodological approach to educational psychology research in which researchers engage in collaborative transformations of educational practice while developing theory concerning the societal and scientific relevance of these transformative processes. The theoretical inspiration for this approach stems from German-Scandinavian Critical Psychology, Transformative Activist Stance, and the Change Laboratory Framework — three research traditions with common roots in cultural-historical psychology and activity theory. Empirically, the article is based on a transformative research collaboration between the author and a 2nd grade teacher at a Danish municipal primary school. The aim was to develop an intervention framework to support the development of cultures of care within communities of children, while

simultaneously producing theoretical knowledge about the conditions that enable the development of such cultures within the contradictory and dilemma-filled historical and socio-political context of Danish municipally governed schools. Empirical excerpts show how a novel intervention principle emerged as a synthesis of the researcher and the schoolteacher's respective, seemingly contradictory knowledge contributions. Against a backdrop of historical-institutional analyses, it is argued that this intervention principle represents a novel scope of possibilities for educational professionals struggling to manoeuvre within the various contradictions and common problems inherent to Danish municipally governed schools. In the discussion, it is argued that the transformative approach presented here seems particularly promising for the democratisation of knowledge production. This assertion is supported by a demonstration of how the approach is particularly flexible to continuously integrate critique, contributions, and contestations from co-researchers within educational practice, adults as well as children.

Henss, L., & Pinquart, M. (2024). **Coping with expectation violations in education: the role of optimism bias and need for cognitive closure**. *European Journal of Psychology of Education*, *39*(3), 2303-2323. https://doi.org/10.1007/s10212-023-00783-5
Although most individuals experience expectation violations in their educational years, individuals' coping strategies differ depending on situational and dispositional characteristics with potentially decisive influence on educational outcomes. As a situational characteristic, optimism bias indicates that individuals tend to update their expectations after unexpected positive feedback and to maintain their expectations after unexpected negative feedback. As a dispositional characteristic, a higher need for cognitive closure (NCC) indicates that individuals tend to both update (accommodation) and try to confirm expectations (assimilation) after unexpected negative feedback. To better understand mechanisms behind optimism bias and context-dependent effects of NCC in an educational context, we included controllability (attribution of success/failure to internal or external causes) and self-enhancement (amplifying positive self-relevant aspects) in an experimental case vignettes study. Our sample of n = 249 students was divided into four experimental groups (high/low controllability × positive/negative valence) and read four different case vignettes referring to expectation violations in an educational context. MANCOVA revealed that individuals updated their expectations after unexpected positive feedback only with stronger (vs. weaker) self-enhancement and that individuals maintained their expectations after unexpected negative feedback in controllable (vs. uncontrollable) situations. Furthermore, interindividual differences in NCC interacted with controllability in predicting expectation update. We conclude that considering the influences of controllability and self-enhancement, we can better understand and evaluate the adaptivity of the optimism bias and context-dependent effects of NCC in an educational context.

Hill, A. P., Madigan, D. J., Curran, T., Jowett, G. E., & Rumbold, J. L. (2024). **Exploring and Evaluating the Two-Factor Model of Perfectionism in Sport**. *Journal of Psychoeducational Assessment*, *42*(6), 612-634. https://doi.org/10.1177/07342829241231149
Perfectionism is a multidimensional personality trait with two higher-order dimensions; perfectionistic strivings and perfectionistic concerns. The purpose of the present study was to explore and evaluate the two-factor model for the first time using three instruments developed to measure perfectionism in sport. In doing so, we (i) assessed the fit of two-factor models when including and excluding various contentious subscales (other-

oriented perfectionism, parental pressure, coach pressure, organisation, and negative reactions to imperfection) and (ii) compared two-factor models to alternative one-factor (or unidimensional) models. Participants were recruited from community and university sports clubs in the UK (N = 527; M age = 18.07 years, SD = 0.49) and completed the Sport-Multidimensional Perfectionism Scale-2, the Multidimensional Inventory of Perfectionism in Sport, and the Performance Perfectionism Scale-Sport. Support was found for the two-factor model, with superior fit displayed each time the aforementioned subscales were excluded and, in all cases, when compared to a unidimensional model. The findings suggest that the two-factor model is an adequate representation of the underlying structure of instruments designed to measure perfectionism in sport with better fit and conceptual clarity offered by more parsimonious models.

Huang, C. L., Alimu, Y., & Yang, S. C. (2024). **Factors influencing ethnic minority students' helping behavior in cyberbullying: perceived severity of cyberbullying from various perspectives, the online disinhibition effect, and parental online discipline style**. *European Journal of Psychology of Education*, *39*(3), 1889-1911. https://doi.org/10.1007/s10212-023-00738-w
This study investigates the interrelationships among cyberbullying severity, online disinhibition, and parental online discipline styles and further predicts 189 Chinese ethnic minority undergraduate students' helping behaviors in various cyberbullying incidents. The t test analysis showed that females judged cyberbullying behaviors viewed from the victim's perspective as more harmful than males and were more willing to reach out to victims of specific cyberbullying incidents (outing and trickery and flaming). In contrast, males perceived a stronger toxic disinhibition effect and stronger technical intervention and monitoring from parents. The correlation analysis indicated that the perceived severity of cyberbullying from the two perspectives and the toxic disinhibition effect were correlated with all helping behaviors. Finally, the regression analysis revealed that gender, the perceived severity of cyberbullying from the two perspectives, the online disinhibition effect, and the parental online discipline style jointly predict students' helping behaviors with a moderate level of predictive power. Furthermore, perceived severities from both the bully and victim perspectives were common determinants for predicting students' helping behaviors. This study confirms the utility of perceived severity and determines the impact of research factors on minority bystanders' helping behaviors in cyberbullying, thereby addressing the research gaps in previous studies.

Huang, C. L., Ling, C., & Yang, S. C. (2024). **A new form of academic misconduct: the relationship among individual factors, attitudes, experience, and intentions toward Internet plagiarism**. *European Journal of Psychology of Education*, *39*(3), 2245-2266. https://doi.org/10.1007/s10212-023-00776-4
The popularity of Internet usage and the diverse and rich information available online make it easier for students to engage in academic misconduct, especially Internet plagiarism (IP). Therefore, this study investigated the IP intention of Chinese students and analyzed the influence of gender, educational level, achievement goals (AG), low self-control, acceptance, and plagiarism experience on it. A total of 551 students from high school to university participated in this study. It was found that male students had more IP experience than female students, and college students had more IP experience and higher IP intentions than high school students. Correlation analysis showed that all variables in this study were related to each other. Regression analysis showed that AG, low self-control, plagiarism acceptance, and past experience jointly predicted IP

intention with a high level of predictive explanatory power (64%). Specifically, students with a dominant mastery approach had lower IP intentions, whereas students with a more impulsive personality, more acceptance of IP, and more IP experience had higher IP intentions. Considering these findings, this article puts forward suggestions to reduce IP.

Hurtado, S. S., & Garcia, A. (2024). **The dissertation process as one of healing and unmasking for sexual assault survivors**. *International Journal of Qualitative Studies in Education*, *37*(7), 2055-2070. https://doi.org/10.1080/09518398.2023.2264235
Limited research exists around the complexities of scholars who identify as survivors and subsequently engage in research about sexual violence and the relationship between their own scholarship and survivor identities. As scholars of color and survivors, who work in higher education, we navigate our own trauma and the trauma of others on a regular basis. This study was a transformative opportunity to explore our own experiences with writing dissertations on campus sexual violence. Employing the concept of masking and unmasking, we engaged in a critical duoethnography to explore the depths of our survivor identity during and after writing our dissertations. Because we use duoethnography, we present transparency and value rather than findings and discussion. Our study fosters understandings regarding the relationship between survivorship and scholarship and how unmasking the dissertation process can be an act of resistance for marginalized doctoral candidates.

Iqbal, M. Z., Khan, T., & Ikramullah, M. (2024). **Toward academic satisfaction and performance: the role of students' achievement emotions**. *European Journal of Psychology of Education*, *39*(3), 1913-1941. https://doi.org/10.1007/s10212-023-00751-z
The present study used control-value theory to investigate the varied effects of students' achievement emotions on their academic outcomes, both at the attitudinal (academic satisfaction) and behavioral (academic performance) levels. The study found that the simultaneous effects of positive, negative, activating, and deactivating achievement emotions differ from their unique effects on academic outcomes. The study analyzed survey data from 2747 participants (N1 = 2335 Pakistani undergrad students and N2 = 412 international students studying in Pakistan). Overall, the data indicate factors that lead to the (dis)similar impacts of achievement emotions on academic performance and provide support for the proposed mediational effects. Notably, different emotions may have comparable or differing outcomes. The elements of positive expectation and involvement create equal or unique effects of positive emotions (hope and optimism) on academic achievement. Cognitive resources and the degree of awareness may provide equal or different academic outcomes for negative emotions (anger and boredom). For combinations of activating emotions (hope and anger) and deactivating emotions (optimism and boredom), level of dominance may influence academic accomplishments.

Jack, B. M., Chen, C.-C., Smith, T. J., & Wang, H.-H. (2024). **Predicting Students' Genuine Learning Interest in Socio-Scientific Issues within an Engaged Learning Context**. *Journal of Psychoeducational Assessment*, *42*(7), 771-784. https://doi.org/10.1177/07342829241252464
This study investigated the predictive effect of 11th grade Taiwanese students' (N = 878) self-assessed critical thinking, group participation self-efficacy, and active learning on their genuine learning interest (GLI) in socio-scientific issues (SSI). Results showed that active learning had a direct effect on GLI, while critical thinking and group participation

self-efficacy had indirect effects on GLI as mediated by active learning. Critical thinking showed a significant direct effect on active learning, and a significant indirect effect on active learning that was mediated by group participation self-efficacy.

Jasińska, K. K., Nematova, S., Brice, H., & Yang, X. (2024). **Neural Activation during Phonological Processing in Primary-School Children with Limited Reading Experience: Insights from Rural Côte d'Ivoire**. *Mind, Brain, and Education*, *18*(3), 307-322. https://doi.org/10.1111/mbe.12411
Phonological awareness (PA) is an important predictor and outcome of reading. Yet, little is known about the reciprocal relation between PA and reading across development without consistent reading experience (e.g., as a result of limited access to quality education and late enrolment in school). We tested the hypothesis that variable reading experience in childhood influences neural activation in regions involved in language and reading processing—left frontal and temporoparietal cortex. Sixty-nine primary-school children (Mage = 10.4) from rural low-literacy communities in Côte d'Ivoire completed a PA task while undergoing functional near-infrared spectroscopy neuroimaging (fNIRS) neuroimaging and a reading battery. We observed differences in left inferior frontal and bilateral temporoparietal activation for younger versus older children with similar reading skills, suggesting neural activations for phonological processing depends on the age when children have reading experience. Without consistent access to quality education, children may miss out on reciprocal interactions between phonological processing and reading shaping language processing in the brain.

Jin, T., & O'Regan, J. P. (2024). **"I Told Them I Want to Speak Chinese!" The Struggle of UK Students to Negotiate Language Identities While Studying Chinese in China**. *British Journal of Educational Studies*, *72*(4), 501-528. https://doi.org/10.1080/00071005.2024.2309608
This article leverages interview data from students of Chinese who enrolled at a UK university but pursued a period of study abroad in China, aiming to delve into their negotiation of language identities during their overseas experience. By employing Block's structural model in our discourse analysis, this research reveals the dynamic interplay between agency and structure, shedding light on the intricate process of language learning and identity formation. The findings underscore that structural contexts are integral to shaping students' agency, highlighting specific structural spheres that pose challenges to their development of Chinese language and multilingual identities. These spheres encompass the linguistic and cultural dominance of English as well as Chinese hospitality practices. Rooted in their habitus, participants' preconceived notions of the Chinese language and cultural aspects influence their journey, yielding either positive or negative impacts. Furthermore, participants' backgrounds and prior language learning experiences significantly contribute to their identity development. In advocating for a comprehensive approach, this study emphasises the integration of both agency and structural contexts as necessary to fully comprehend the intricate process of identity development.

Jóelsdóttir, L. B., & Andrews, P. (2024). **Danish third, sixth and eighth grade students' strategy adaptivity, strategy flexibility and accuracy when solving multidigit arithmetic tasks**. *European Journal of Psychology of Education*, *39*(3), 2363-2382. https://doi.org/10.1007/s10212-023-00786-2

In this paper, the multidigit arithmetic-related strategy adaptivity, strategy flexibility and solution accuracy of Danish compulsory school students is examined. Participants, 749 grade three, 731 grade six and 818 grade eight, were drawn from twenty demographically different schools. Drawing on a tri-phase assessment tool, each student completed a series of tasks designed to elicit shortcut strategies. First, students solved each task by means of their preferred strategy; those using shortcut strategies were construed as adaptive for that task. Second, students solved the same tasks by means of whatever alternative strategies they had available; those offering at least two strategies were construed as flexible for that task. Third, for each task, students were asked to indicate which of their strategies they believed was optimal. Across all grades, students were more flexible than adaptive. Overall, sixth graders exhibited higher levels of flexibility than third graders and marginally lower levels than eighth graders. Sixth graders exhibited higher levels of adaptivity than those in either grade three or grade eight. Students' accuracy, which improved with maturation, was influenced positively by both adaptivity and flexibility, with flexibility having the greatest influence in grade three and adaptivity in grade six. The findings raise further questions concerning, inter alia, culture's influence on students' strategy choices and the interaction of adaptivity, flexibility and maturity on accuracy.

Karaman, P. (2024). **Effects of using rubrics in self-assessment with instructor feedback on pre-service teachers' academic performance, self-regulated learning and perceptions of self-assessment**. *European Journal of Psychology of Education*, *39*(3), 2551-2574. https://doi.org/10.1007/s10212-024-00867-w
This study aims to explore the effects of pre-service teachers' use of rubric in self-assessment with instructor feedback on academic achievement and self-regulated learning. Their perceptions and experiences of the self-assessment intervention were also investigated. A total of 79 pre-service teachers participated in the study. A mixed methods approach was used as a blend of experimental and qualitative design. The quasi-experimental research model with pretest/posttest control group design was employed in the quantitative phase of the study. The pre-service teachers (N = 79) were assigned to either use of rubric in self-assessment involving tutor feedback condition or a non-self-assessment condition for their essay assignments. Besides, the pre-service teachers' perceptions and experiences of using self-assessment with instructor feedback were explored in the qualitative phase of the study. Data were collected using a rubric, an achievement test, a self-regulation in learning subscale and reflective journals. The results indicated that the rubric used in self-assessment with instructor feedback group had higher achievement and use of self-regulated learning strategies than the no-intervention group. The reflective journals also revealed that most of the pre-service teachers found the self-assessment a useful learning tool. They felt that it helped them to improve their learning by guiding them to set their own goals, monitor their progress and reflect on their learning through their own tasks. The implications for educational research and practice are discussed.

Kevin, R., Todd, L., Rebecca, S., & Hélène, H. (2024). **Differential effects of digital mindfulness-based interventions on creative potential and responsibility among middle school students**. *British Journal of Educational Psychology*, *94*(3), 919-946. https://doi.org/10.1111/bjep.12694
Background Creativity and responsibility are enhanced by meditation among adults, but such effects have not been studied in adolescents. Moreover, the determinants of the

ethical effect (such as responsibility) of meditation are unclear. Aims To address this gap by investigating the impact of digital in-class meditation programmes in middle school, focusing on intentions (self-centred vs. responsibility-centred), on adolescents' creative potential and sense of responsibility. These intentions are operationalized by different purpose-based meditations. Methods We conducted a cluster randomized controlled trial involving 107 year 7 adolescents from six classes, assigning them to two experimental groups and an active control group. Pre- and post-intervention assessments were conducted over an 11-week period, including a creativity (EPoC) test comprising four exercises (graphic and verbal, divergent and convergent thinking), a responsibility and a mindfulness scale. Results Our findings revealed no discernible effects on divergent thinking or self-reported mindfulness. However, we observed significant differences in graphic and verbal convergent creative thinking, as well as impacting responsibility scores, between a responsibility-centred meditation group and a self-centred meditation group. Moreover, distinctions were noted between control and self-centred meditation groups and between some classes. Effect sizes indicated that the interventions had a moderate but significant impact on the variables measured. Conclusion Our study reveals the effectiveness of digital meditation interventions in enhancing convergent creative thinking and responsibility among middle-school students. Notably, it shed new light on the importance of meditation intentions, which may be as significant as the form of meditation itself.

Kikas, E., Silinskas, G., & Härma, E. (2024). **Topic- and learning-related predictors of deep-level learning strategies**. *European Journal of Psychology of Education*, *39*(3), 2129-2153. https://doi.org/10.1007/s10212-023-00766-6
The aim of this study was to examine which topic- and learning-related knowledge and motivational beliefs predict the use of specific deep-level learning strategies during an independent learning task. Participants included 335 Estonian fourth- and sixth-grade students who were asked to read about light processes and seasonal changes. The study was completed electronically. Topic-related knowledge was assessed via an open question about seasonal changes, and learning-related knowledge was assessed via scenario-based tasks. Expectancies, interest, and utility values related to learning astronomy and using deep-level learning strategies were assessed via questions based on the Situated Expectancy-Value Theory. Deep-level learning strategies (using drawings in addition to reading and self-testing) were assessed while completing the reading task. Among topic-related variables, prior knowledge and utility value—but not interest or expectancy in learning astronomy—were related to using deep-level learning strategies. Among learning-related variables, interest and utility value of effective learning—but not metacognitive knowledge of learning strategies or expectancy in using deep-level learning strategies—were related to using deep-level learning strategies. This study confirms that it is not enough to examine students' knowledge and skills in using learning strategies with general or hypothetical questions, instead, it is of crucial importance to study students in real learning situations.

Kilp-Kabel, T., & Mädamürk, K. (2024). **The developmental trajectories of math skills and its relation to math interest in Grades three and five**. *European Journal of Psychology of Education*, *39*(3), 2681-2699. https://doi.org/10.1007/s10212-024-00807-8
Understanding math and the ability to use math in various situations can greatly contribute to a successful life. Different math skills are of importance for understanding and supporting math ability. In addition, math interest may influence math ability. We

investigated the relationship between math conceptual and procedural skills, their development over time, and the relation to math interest in Grades three and five. Participants in the study were Estonian students (N = 855), who were in Grade three (2019/2020) during the first testing and in Grade five (2021/2022) during the second testing. Students completed math competence testing which consisted of procedural and conceptual skill tasks and a questionnaire about math interest. Both person- and variable-oriented approaches were used in the analyses. Students' math conceptual and procedural skills in Grades three and five were moderately related to each other. Furthermore, based on latent profile analysis, three profiles of skills were identified in both grades, distinguishing between students with low, average, and high levels of skills in both skills, with the exception of an approximately average-skill group in Grade five that had low conceptual skills but average procedural skills. Students were likely to remain in similar-skill groups for both Grades three and five. Lastly, there was a significant difference in math interest in Grade three among the groups with stable low, stable average, and stable high skills from Grades three to five. Fostering interest in math may be beneficial for achieving a high level of math proficiency. Future research should prioritize the integration of person-oriented methods into studies aimed at enhancing understanding of math skill development.

Kim, A. J., Sherry, S. B., Mackinnon, S. P., Kehayes, I.-L., Smith, M. M., & Stewart, S. H. (2024). **Perceived Pressure for Perfection Within Friendships Triggers Conflict Behaviors, Depressive Symptoms, and Problematic Drinking: A Longitudinal Actor–Partner Interdependence Model**. *Journal of Psychoeducational Assessment*, *42*(6), 635-649. https://doi.org/10.1177/07342829241230710
Friendships are important for the mental well-being of emerging adults. Socially prescribed perfectionism, where individuals feel pressured to be perfect by others, can be destructive, leading to conflict with others, depressive symptoms, and problematic drinking. However, its impact on friendships is not well-explored. This study examined 174 emerging adult friendship dyads using a 4-wave, 4-month dyadic design. Data were analyzed using longitudinal actor–partner interdependence models. Using a novel friend-specific measure of socially prescribed perfectionism, we found that an individual's perceived expectation to be perfect from a friend was positively associated with increased conflict between friends, as well as with higher levels of depressive symptoms and problematic drinking in the individual. Findings lend credence to longstanding theoretical accounts and case histories suggesting socially prescribed perfectionism leads to harmful individual and relational outcomes and extends them to the specific context of friendships.

King, R. B., Luo, Y., & Xie, M. (2024). **Good Begets Good: The Role of Helping Others on Engagement and Achievement Among University Students**. *Research in Higher Education*, *65*(5), 989-1006. https://doi.org/10.1007/s11162-023-09768-1
Educational research has emphasized the importance of help-seeking in learning and engagement. However, little is known about the impact that help-giving may potentially have on student engagement and academic achievement. There is also a lack of knowledge about the environmental factors that might facilitate help-giving. This study investigated how help-giving is associated with student engagement and academic achievement by drawing on the Chinese College Student Survey (CCSS), which involved data from 67,182 Chinese college students. Structural equation modeling was used to analyze the data. Results showed that students who experienced a positive social

climate, particularly those who had positive social interactions with their peers, teachers, and university staff members were more likely to help their peers with schoolwork. In turn, these students who helped their peers were more cognitively, emotionally, and behaviorally engaged. They also had higher levels of academic achievement themselves. The results applied to students of different demographic characteristics and different school types. Theoretical and practical implications of the research are discussed.

Klapproth, F., & Brink, C. (2024). **Does students' ADHD diagnosis affect teachers' school-track decisions? An experimental study**. *European Journal of Psychology of Education*, *39*(3), 3047-3069. https://doi.org/10.1007/s10212-024-00795-9
With a sample of N = 46 in-service and pre-service teachers, we examined whether the labeling of primary-school students as having ADHD would affect teachers' recommendations for a school track in secondary school. Student vignettes were used to mimic real students. Student gender, their GPA—suggested by their last school report in primary school, their school-related behavior, and whether they were labeled as having ADHD or not were orthogonally varied. Students were more likely to be recommended for the highest track when their GPA indicated higher achievements and when their behavior was appropriate. Moreover, evidence was found that teachers applied gender stereotypes when making school-placement recommendations. When the students were high-achieving boys, their behavior mattered to a lower degree than when the students were high-achieving girls. However, the labeling of students as having ADHD did not affect teachers' decisions. Hence, the participants of this study were not prone to stereotyping students according to their label. Implications of the results were discussed.

Kočvarová, I., Kalenda, J., Vaculíková, J., Neupauer, Z., Černak, R. Š., & Włoch, A. (2024). **Adaptation and validation of the academic motivation scale for higher education across four Eastern European countries**. *Higher Education Quarterly*, *78*(3), 1048-1066. https://doi.org/10.1111/hequ.12510
The article focuses on adaptation and validation of the Academic Motivation Scale questionnaire (AMS-28) in higher education in four Eastern European countries: Czechia, Slovakia, Serbia, and Poland. The research was conducted with a total of 1711 respondents. We examined the construct validity of AMS-28 including measurement invariance and reliability according to national, gender and age groups. Our analysis confirmed its original seven-factor structure as well as its reliability. The tool is measurement invariant across all compared groups (gender, age, countries) except Poland, whose results are specific. The results identify new places on the world map where AMS-28 is functional. The tool appears functional in time, space and various language mutations. Despite satisfactory results, there is still room for future examination of the AMS-28 among different countries. In practice, the tool has a wide range of application possibilities.

Kreuz, J., & Luginbühl, M. (2024). **Demonstrating consensus in argumentative settings: Co-constructions in children's peer discussions**. *European Journal of Psychology of Education*, *39*(3), 1739-1757. https://doi.org/10.1007/s10212-024-00840-7
'Taking part' in conversations requires different activities from the interactants depending on the kind of conversation. This article investigates co-constructions in oral peer group discussions of elementary school children from grades 2 to 6 (7–12 years old). Although

dissent is the starting point of argumentations, negotiating processes in oral argumentations are often co-constructed by two or more speakers on different levels, including consensual contexts. Co-constructions presuppose that the second speakers recognize structures and expectations based on the turn of the first speaker and that they are able to complete or expand these structures. Therefore, co-constructions can be understood as an indicator for oral skills and as a key site of 'taking part' in small group discussions. The article will discuss two different kinds of co-constructions (morpho-syntactical and argumentative-structural) based on 60 transcripts from a bigger corpus of 180 peer discussions. The analysis will show that these co-constructions can be understood as synchronizations of thinking and acting and to what extent they are an indicator of oral skills and play an important role in cooperative learning settings. The results are relevant in school contexts when it comes to assess oral argumentation of students. For teachers, they are helpful to elicit requirements for children's argumentation skills and to design tasks conducive to learn to argue and develop assessment tools accordingly.

Kunz, C., Schneijderberg, C., & Müller, L. (2024). **Well-supervised, highly motivated, and healthy? Using latent class analysis and structural equation modelling to study doctoral candidates' health satisfaction**. *Higher Education Quarterly*, *78*(3), 844-859. https://doi.org/10.1111/hequ.12479
More and more empirical studies address doctoral candidates' health. Yet, the mechanisms linking supervision and doctoral candidates' health often remain unclear. We start to fill this research gap with classifications of supervisors produced by latent class analysis, which were introduced into structural equation models with motivation towards the dissertation research as a mediator to predict doctoral candidates' health satisfaction. We used data from more than 200 doctoral candidates from a German university. Three types of supervisor support were extracted (poor support: 18.4%; good support: 26.4%; very good support: 55.2%). Poor support was significantly negatively associated with doctoral candidates' levels of motivation and health satisfaction. The relationship between poor support and health was partly mediated by motivation. By means of the advanced statistical models, mechanisms linking supervision and doctoral candidates' health could be identified and research on the dimensions of (very) good supervisor support could be expanded.

Lapointe, K., Araújo-Oliveira, A., & Amamou, S. (2024). **Connaitre les facteurs de stress chez les futures personnes enseignantes en contexte de stage : soutenir leur bien-être**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 7-12. https://doi.org/10.7202/1111355ar
Cet article traite des facteurs de stress rencontrés par des personnes stagiaires (PS) finissantes au baccalauréat en éducation préscolaire et en enseignement primaire. Les données analysées proviennent d'un entretien de groupe semi-dirigé auquel ont participé dix PS d'une région urbaine du Québec, réalisé après leur dernier stage. Un modèle de facteurs de stress adapté aux PS en enseignement a été élaboré à partir de celui de Bonello et al. (2019) développé pour des PS en gestion. Si les résultats suggèrent, d'une part, que le stage final représente un grand défi pour les PS qui sont confrontées à de nombreux facteurs de stress (tels que la charge de travail exigé, l'ambigüité des rôles, les interactions avec les personnes formatrices, l'équilibre entre la vie professionnelle et personnelle, le maintien d'un bon état de santé physique et psychologique, etc.), ils soulignent également que l'accompagnement offert par la

personne superviseure de stage et la personne enseignante associée peut favoriser l'état de bien-être des PS.

Lau, C. H.-H., Ahn, B. "Tony", Maurice-Ventouris, M., & Harley, J. M. (2024). **Latent profiling students' emotions towards media literacy and examining its relationship to media credibility**. *European Journal of Psychology of Education*, *39*(3), 3071-3090. https://doi.org/10.1007/s10212-024-00796-8
Media literacy has been gaining traction as a part of higher education curricula to support learning as educational institutions are recognizing the importance of developing students' media literacy skills. However, students' emotional reactions towards media literacy can be vastly different and, in turn, may impact their perception of truth and credibility of mixed media messages. In this study, we explored 68 non-health professions university students' unique emotional profiles towards media literacy. We further examined whether students with different emotional profiles would differ in their credibility ratings (truthfulness, trustworthiness, and believability) of media messages that were drawn from mainstream and fake news sources. We also investigated the relationship between emotion profiles and emotional reactions towards mainstream versus fake news messages. We employed a probabilistic, latent clustering approach, latent profiling analysis (LPA), to generate latent categories of emotion profiles. LPA revealed four distinct emotion profiles that students endorsed: (1) low emotions, (2) moderate emotions, (3) high negative emotions, and (4) high positive emotions towards learning media literacy. Additional findings revealed that students with a low emotional profile tended to rate all media messages as more truthful, trustworthy, and believable than other emotion groups. Moreover, we identified that students in the moderate emotions and high negative emotions group rated fake messages with more positive emotions. This study offers insight towards the significance of understanding how emotions towards media literacy can impact the outcomes of media perception. This is an important step that will encourage educators to develop more engaging media literacy instruction and interventions.

Leclercq, V., Bellocchi, S., Blanc, N., & Broc, G. (2024). **How do teachers appropriate and implement a newly introduced reading and spelling instructional method? A qualitative investigation of barriers, levers, and recommendations**. *European Journal of Psychology of Education*, *39*(3), 2325-2340. https://doi.org/10.1007/s10212-023-00780-8
Learning to read and spell constitutes a major societal concern. As a result, different studies have been conducted to evaluate the effectiveness of different instructional methods. However, few studies have investigated how teachers appropriate and implement a newly reading and spelling instructional method in the classroom. In order to grasp information regarding this appropriation and implementation, we set up a qualitative study. An online questionnaire was completed by 116 teachers and an interview was conducted with 15 other teachers who voluntarily used a reading and spelling instructional method that they had never used before. A thematic content analysis and the QDA Miner Lite software (ProvalisResearch) were used to analyze the data. The results showed that the conditions underlying appropriation can be organized into three categories: (1) "Context" with the teacher profile, the class profile, and the organizational context, (2) "Implementation conditions" with the resources and time allocated to the implementation of the instructional method and training and supervision conditions, and (3) "Cognitive and Behavioral Appropriation" with characteristics of the instructional method and the knowledge/understanding of the theoretical

underpinnings. We thus provide recommendations aiming at improving appropriation of instructional methods, and we highlight methodological challenges for planning effective assessments.

Lee, E., List, A., Campos Oaxaca, G. S., Lee, H. Y., & Du, H. (2024). **Using rhetorical devices to improve integration in writing based on multiple texts**. *European Journal of Psychology of Education*, *39*(3), 2405-2433. https://doi.org/10.1007/s10212-023-00778-2
This study developed a brief training, the Integrative Writing Training (IWT), to introduce students to two types of rhetorical devices (i.e., direct and indirect integration) that can be used to communicate cross-textual connections through writing. The training did not significantly increase the volume of integration included in students' written responses, composed based on multiple texts, relative to a control group; although improvements were found when students were compared to others receiving a writing-organization focused training. Directions for future research and, particularly, the need to attend to students' use of rhetorical devices to communicate integration when writing based on multiple texts are discussed.

Lee, T. Y., Sim, L. W., Anwar, M. S. B. M., Cheung, P., Lee, K., Ansari, D., … Rifkin-Graboi, A. (2024). **Domain specificity of mastery-motivation-related behaviours in relation to Singaporean preschoolers' mathematical performance**. *European Journal of Psychology of Education*, *39*(3), 3115-3138. https://doi.org/10.1007/s10212-024-00794-w
Mastery motivation predicts achievement, but intricacies amongst pre-schoolers are unclear. In keeping with the Specificity Principle, school-age, and adolescent research demonstrates the importance of considering the setting conditions in which mastery motivation is observed. Here, Singaporean 4-year-olds' (N = 63) mastery-motivation-related behaviour (MMRB) (e.g. signs of persistence, focus, and pleasure) in mathematical and non-mathematical activities were observed. Relations between numeracy and MMRB during a mathematical game (outcome relevant setting) were determined, controlling for MMRB in other activities (outcome irrelevant settings). Association between MMRB during the mathematical game and receptive language (outcome irrelevant setting) was also examined. Consistent with the Specificity Principle, MMRB during the mathematical game was (i) associated with numeracy, after controlling for MMRB in other activities and (ii) did not predict language. Enhancing preschoolers' experiences, especially when implemented in contexts related to areas targeted for improvement, may benefit outcomes. These skills acquired in early life can become important predictors of future ability.

Leites, V. R., Seferian, D. T., & Martínez, J. A. H. (2024). **Assessing self-regulated processes: what do primary school students do, say and think in the process of understanding a text?** *European Journal of Psychology of Education*, *39*(3), 2531-2550. https://doi.org/10.1007/s10212-024-00830-9
Self-regulation has a positive impact on learning and academic achievement, but due to its nature, it is difficult to assess it in a valid and reliable manner. This study aims to explore the validity of three self-regulation assessment methods in text comprehension tasks (questionnaire, think-aloud and traces) as well as to identify the variables associated with reading performance. For this purpose, individual sessions were conducted with 96 sixth-grade primary education students, who were asked to read a text and complete two reading comprehension tasks working in a virtual environment. Task traces were recorded, think-aloud was recorded and coded, and participants

answered a self-report questionnaire about the strategies used. A limited relationship was found between self-regulation measured by means of the questionnaire, think-aloud and traces, and the relationship between think-aloud and traces was moderate. Regarding the factors related to text comprehension task performance, think-aloud and task time measurements were found to be better predictors of performance than the questionnaire.

Lemoine, L., Bernier, T., Peter, L., Noël, Y., & Besançon, M. (2024a). **Teachers' attitudes toward inclusive education for children with disabilities**. *European Journal of Psychology of Education*, *39*(3), 2867-2900. https://doi.org/10.1007/s10212-024-00812-x
Many international organizations have called on governments to make inclusive schooling for children with disabilities a priority. Although the number of children with disabilities enrolled in France's mainstream schools has doubled over the last 15 years, inclusion rates vary according to type of disability and educational stage. Another important parameter is the efficacy of inclusive schooling, which may depend on teachers' attitudes toward working with students with disabilities. In the present study, we used measures of 440 in-service teachers' and 135 pre-service teachers' attitudes toward inclusive education to investigate possible links between these attitudes and three variables: teacher status (pre-service vs. in-service), educational stage, and type of disability. Participants completed the Multidimensional Attitudes Toward Inclusive Education Scale between January and April 2021, giving responses with respect to inclusive education in general and to five categories of disabilities. In-service and pre-service teachers had similar attitudes toward inclusive education in general, but pre-service teachers had significantly more positive attitudes than in-service teachers toward students with cognitive disabilities, sensory disabilities, and motor disabilities. Our findings suggest ways for promoting the inclusion and well-being at school of both non-typically developing and typically developing children.

Lemoine, L., Bernier, T., Peter, L., Noël, Y., & Besançon, M. (2024b). **Teachers' attitudes toward inclusive education for children with disabilities**. *European Journal of Psychology of Education*, *39*(3), 2867-2900. https://doi.org/10.1007/s10212-024-00812-x
Many international organizations have called on governments to make inclusive schooling for children with disabilities a priority. Although the number of children with disabilities enrolled in France's mainstream schools has doubled over the last 15 years, inclusion rates vary according to type of disability and educational stage. Another important parameter is the efficacy of inclusive schooling, which may depend on teachers' attitudes toward working with students with disabilities. In the present study, we used measures of 440 in-service teachers' and 135 pre-service teachers' attitudes toward inclusive education to investigate possible links between these attitudes and three variables: teacher status (pre-service vs. in-service), educational stage, and type of disability. Participants completed the Multidimensional Attitudes Toward Inclusive Education Scale between January and April 2021, giving responses with respect to inclusive education in general and to five categories of disabilities. In-service and pre-service teachers had similar attitudes toward inclusive education in general, but pre-service teachers had significantly more positive attitudes than in-service teachers toward students with cognitive disabilities, sensory disabilities, and motor disabilities. Our findings suggest ways for promoting the inclusion and well-being at school of both non-typically developing and typically developing children.

Levinson, M. (2024). **Encore ça change ...** *Theory and Research in Education*, *22*(2), 164-171. https://doi.org/10.1177/14778785241258523
'Finding Consensus on Well-Being in Education' is an ambitious and inspiring work in favor of establishing flourishing as the aim of education in classrooms and schools worldwide. The authors offer theories of action to explain how education for flourishing would be virtuously self-sustaining in its ideal state, how we could transition from current educational policies and practices to those that foster flourishing, and why schools currently impede student, teacher, and social flourishing. This commentary critically examines each theory of action, raising questions about the reasons that schools currently fail to promote flourishing and why and how they might do in the future. I argue that David Cohen's classic essay 'Plus Ça Change . . .' provides important insight into why education for flourishing may take as long to develop and take to scale in the twenty-first century as Deweyan progressive education took (and is continuing to take) in the twentieth century. The kind of education that the authors of 'Finding Consensus' are calling for is hard and ambitious work that may take a very long time to get right – even as it is also well worth trying to do so.

Li, W., Wang, F., & Mayer, R. E. (2024). **Increasing the realism of on-screen embodied instructors creates more looking but less learning**. *British Journal of Educational Psychology*, *94*(3), 759-776. https://doi.org/10.1111/bjep.12677
Background Although adding embodied instructors on the screen is considered an effective way to improve online multimedia learning, its effectiveness is still controversial. The level of realism of embodied on-screen instructors may be an influencing factor, but it is unclear how it affects multimedia learning. Aims We explored whether and how embodied on-screen instructors rendered with different levels of realism in multimedia lessons affect learning process and learning outcomes. Samples We recruited 125 college students as participants. Methods Students learned about neural transmission in an online multimedia lesson that included a real human, cartoon human, cartoon animal or no instructor. Results Students learning with cartoon human or cartoon animal instructors tended to fixate more on the relevant portions of the screen and performed better on retention and transfer tests than no instructor group. The real human group fixated more on the instructor, fixated less on the relevant portion of the screen and performed worse on a retention test in comparison to the cartoon human group. Fixation time on the instructor fully mediated the relationship between instructor realism and retention score. Conclusions The addition of embodied on-screen instructors can promote multimedia learning, but the promotion effect would be better if the embodied instructor was a cartoon animal or cartoon human rather than a real human. This suggests an important boundary condition in which less realism of on-screen embodied instructors produces better learning processes and outcomes.

Li, X., Zhang, F., Duan, P., & Yu, Z. (2024). **Teacher support, academic engagement and learning anxiety in online foreign language learning**. *British Journal of Educational Technology*, *55*(5), 2151-2172. https://doi.org/10.1111/bjet.13430
Previous studies have substantiated the pivotal role of emotions and teachers in student learning, but the underlying mechanism of teachers and emotions on academic engagement remains underexplored. The present study examined the mediating role of teacher support in the relationship between foreign language learning anxiety (FLLA) and academic engagement in online classrooms. Participants were 415 Chinese university students who completed an online questionnaire. The findings of structural

equation modelling indicated that teacher support had a partial mediation effect between FLLA and academic engagement. FLLA exhibited a significant negative impact on academic engagement, both directly and indirectly via perceived teacher support. Through both direct and indirect effects, FLLA could explain 44.8% of the variation in academic engagement and the mediation effect accounted for 47.3% of the total effect. The practical implication is that foreign language teachers should extend more support for learners during online learning, and provide learners with feedback adapted to their emotions. Practitioner notes What is already known about this topic Emotions have a significant impact on learners' engagement, and positive academic emotions facilitate students' engagement in the class. Students will be more engaged in learning when they perceive support from their teachers. Teacher support was an influential external predictor of students' mood swings. What this paper adds The structural equation modelling shows that teacher support served as a partial mediator between foreign language learning anxiety and academic engagement. Students' social engagement and perceived emotional support were found to have a greater impact on online foreign language learning. This paper further corroborates the relationship among the presences in the CoI framework. Implications for practice and/or policy Mitigating foreign language learning anxiety and improving teacher support are necessary for effective foreign language learning in future online classes. Teachers need to ensure continued intellectual support and provide more emotional support for learners. Teachers are recommended to deliver feedback that aligns with students' emotional state.

Li, Yufeng, & Ho, E. S.-C. (2024). **What does PISA Tell Us about the Paradoxes of Students' Well-Being and their Academic Competencies in Mainland China?** *Child Indicators Research*, *17*(4), 1443-1469. https://doi.org/10.1007/s12187-024-10146-1
Recent research has shown a growing interest in understanding the relationship between students' well-being and their academic achievement. However, many studies have narrowly focused on the linear relationship and hedonic well-being, such as life satisfaction and positive affect, leading to ambiguous results regarding the association between well-being and academic performance. Concerns persist about potential trade-offs between well-being and academic success, particularly with Chinese students often perceived as sacrificing well-being for academic excellence. This study adopts a broader perspective, considering both hedonic (measured by life satisfaction and positive affect) and eudemonic well-being (measured by meaning in life) to investigate the well-being of students from mainland China. Additionally, it examines the linear and curvilinear relationship between these well-being indicators and two academic competencies: reading performance and reading self-concept. Utilizing data from 12,058 mainland Chinese students (47.9% girls) who participated in PISA 2018, the findings reveal that mainland Chinese students exhibit lower levels of life satisfaction but higher levels of positive affect and meaning in life compared to the OECD countries' average. Results from multi-level modelling and the Johnson-Neyman technique suggest no simple and convincing trade-offs between students' well-being and academic competencies. While the relationships between two hedonic well-being indicators and reading performance are inverted U-shaped, the relationship between eudemonic well-being and reading performance is U-shaped. Additionally, all three well-being indicators show predominantly positive associations with reading self-concept. These results underscore the importance of considering the multi-faceted nature of student well-being and

challenge assumptions regarding trade-offs between well-being and academic competencies.

Li, Yuhua, Liu, C., Huo, Z., Zhang, L., Han, J., Li, Q., & Feng, T. (2024). **Task aversiveness and outcome value mediate the relationship between self-control and academic procrastination among primary school students**. *European Journal of Psychology of Education*, *39*(3), 3029-3045. https://doi.org/10.1007/s10212-024-00851-4
Student academic procrastination has been established as a strong predictor of several unfavorable consequences such as poor academic performance, low academic self-efficacy, and negative emotional experience. Increasing knowledge on what variables affect academic procrastination can assist nurturers and educators in minimizing student academic procrastination in the primary school setting. Based on the temporal decision model, this study examined the link between self-control and academic procrastination via the mediational role of task aversiveness and outcome value. The model was tested using structural equation modeling and cross-sectional data from 3028 primary school students (50.8% boys) in grades 3–6. The results showed a positive association between the impulse system and academic procrastination, and a negative association between the control system and academic procrastination among primary school students. Moreover, both task aversiveness and outcome value were found to mediate the link between self-control and academic procrastination among primary school students. These findings suggest that encouraging and guiding students to think more about the positive outcome and less about the negative engagement of tasks may be an effective strategy to reduce their academic procrastination.

Liang, Z., & Chen, Y. (2024). **An Intersectional Exploration of Outness, Encountered Discrimination and Violence, and Non-Suicidal Self-Injury among Asexual Youth across Gender Identities**. *Journal of Youth and Adolescence*, *53*(9), 2045-2059. https://doi.org/10.1007/s10964-024-01999-4
Current research on asexual youth is limited, especially in understanding the impact of their outness and the intersection of sexual orientation with gender minority identities. This study investigates the influence of outness on experiences of harassment, discrimination, violence, and the risk of non-suicidal self-injury (NSSI) among asexual youth, with a focus on those with transgender and non-binary identities. Data for this study were obtained from the 2021 Ace Community Survey, an international online survey designed to assess the needs and health status of the Ace community, targeting respondents aged 13 and older. The analysis involved a subsample of 5574 respondents aged 13 to 24 (mean age = 19.28), including 2361 cisgender (mean age = 19.65), 1,195 transgender (mean age = 18.80), and 2,018 non-binary individuals (mean age = 19.13). The results revealed that experienceds of sexual violence, verbal aggression, and physical harassment and bullying not only correlated with but also completely mediated the relationship between outness and NSSI. Asexual transgender youth experienced heightened levels of discrimination and NSSI but demonstrated notable resilience against the negative effects of identity disclosure, highlighting complex dynamics of vulnerability and protection within these communities.

Lipka, O., & Sarid, M. (2024). **Adjustment of Israeli undergraduate students to emergency remote learning during COVID-19: a mixed methods examination**. *International Journal of Inclusive Education*, *28*(9), 1720-1739. https://doi.org/10.1080/13603116.2022.2033856

Using a mixed method approach, the study examined the emotional and academic adjustment to higher education amongst undergraduate students, in light of the Spring, 2020 COVID-19 pandemic outbreak. The undergraduate students' social, emotional, institutional and academic adjustment, during the COVID-19 outbreak pandemic was compared with a database of undergraduates examined before the pandemic, which served as a control group. Four hundred and twenty-three undergraduates from 30 academic institutions in Israel participated in the study: 226 before COVID-19 and 197 undergraduates examined during the Spring, 2020 COVID-19 outbreak. The results indicated that undergraduate students during the Spring, 2020 pandemic had significantly lower academic, social, emotional and institutional adjustment compared with controls tested before the pandemic. In the COVID-19 sample, higher self-perception of satisfaction with life predicted better adjustment. Emotional stress as well as financial burden reported by undergraduates were associated with lower adjustment. Qualitative analysis revealed that social isolation was considered the most disturbing factor. Findings showed that there is a need to support students' social, emotional and academic concerns during COVID-19 and also highlighted the role of instructors' and support staff in particular.

List, A. (2024). **Critique generation when reading two opposing newspaper texts**. *European Journal of Psychology of Education*, *39*(3), 1783-1816. https://doi.org/10.1007/s10212-023-00748-8
Two studies investigated students' critique generation, an elaborated form of content evaluation wherein students identify information selectively, inaccurately, or incompletely presented in text(s) and consider where such selective presentation may stem from. Critique generation, as an important critical reading outcome, was examined here, within the context of students' reasoning about two op-eds, presenting conflicting points of view on a controversial social issue — whether or not Amazon should replace local libraries. Study 1 catalogued the types of critiques that students generated. Study 2 linked critique generation with both students' conceptions of what the task of critique entails and with students' reports of strategy use, although not with a host of, expected to be relevant, individual difference factors (e.g., need for cognition, media literacy). Both studies found critique generation to be significantly associated with performance on an argumentative writing task. Contributions of these two studies include documenting critique types that may distinctively emerge when students are asked to reason about a controversial social, rather than scientific, issue and identifying learner-reported strategies that constitute promising paths for fostering critique generation in future work.

Liu, X., Zhang, Y., & Cao, X. (2024). **Achievement goal orientations in college students: longitudinal trajectories, related factors, and effects on academic performance**. *European Journal of Psychology of Education*, *39*(3), 2033-2055. https://doi.org/10.1007/s10212-023-00764-8
Achievement goal orientations have a significant impact on students' self-regulation and development. An individual's achievement goal orientations may change at some critical stages. The sample of this study came from a survey of college students conducted in China for four consecutive years. The study used a growth mixture model to identify the longitudinal trajectories of achievement goal orientations during the college years, constructed a logistic regression model to analyze the related factors of students in different classes, and further examined the effects on academic

performance. The results indicate that the longitudinal trajectories of all the 2 × 2 achievement goal orientations can be divided into decreasing class and increasing class. Taking the increasing class as the reference, extroversion, high BMI, high sleep duration, and major are related factors of students in the decreasing class of performance-approach goals. Extroversion and father's education level are associated with students in the decreasing class of mastery-avoidance goals. Extroversion, high sleep duration, father's education level, family economic status, and family social status correlate with students in the decreasing class of mastery-approach goals. In addition, there are significant differences in the academic performance of students in different trajectory classes.

Lorijn, S. J., Zwier, D., Laninga-Wijnen, L., Huisman, M., & Veenstra, R. (2024). **A New School, a Fresh Start? Change and Stability in Peer Relationships and Academic Performance in the Transition from Primary to Secondary School**. *Journal of Youth and Adolescence*, *53*(9), 1987-2001. https://doi.org/10.1007/s10964-024-01991-y
Previous studies on peer relationships in school transitions neglected individual differences, or did not examine the relation with academic performance in secondary school. This study followed 649 students from their last year of primary school to their first year in secondary school (Mage at T1 = 11.6 (SD = 0.6); 53.6% girls). Results revealed that students became more attached to peers, less lonely, and were stable in victimization across the transition. Particularly students with more negative peer experiences in primary school enjoyed a "fresh start" in terms of peer experiences in secondary school. Students who had more co-transitioning peers experienced greater reductions in loneliness. Changes in peer experiences over the transition did not relate to academic performance in secondary school.

Lu, Y.-J., Tseng, B.-L., & Huang, G.-C. (2024). **Development and Validation of a School Alienation Scale for Junior High School Students in Taiwan**. *Youth & Society*, *56*(6), 995-1012. https://doi.org/10.1177/0044118X231225242
This study addressed the issue of school alienation (SA) among high school students in Taiwan; SA is believed to contribute to dropout, violence, gangs, and deviant behavior. To measure SA, we propose a four-construct model in this study, comprising powerlessness, normlessness, meaninglessness, and social isolation. Using two studies, an SA scale (SAS) was developed and validated. Study 1 developed and preliminarily validated the four constructs of SA using item and exploratory factor analyses with 227 junior high school students as participants. Study 2 validated the theoretical structure of SA using second-order confirmatory factor analysis with a sample of 708 junior high school students. The cross-validation of Studies 1 and 2 demonstrated that the proposed SAS is robust, valid, and effective for measuring the degree of SA among students.

Ma, M., Likhanov, M., & Zhou, X. (2024). **Number sense-arithmetic link in Grade 1 and Grade 2: A case of fluency**. *British Journal of Educational Psychology*, *94*(3), 897-918. https://doi.org/10.1111/bjep.12693
Background Recent research suggested fluent processing as an explanation on why number sense contributes to simple arithmetic tasks—'Fluency hypothesis'. Aims The current study investigates whether number sense contributes to such arithmetic tasks when other cognitive factors are controlled for (including those that mediate the link); and whether this contribution varies as a function of participants' individual maths fluency levels. Sample Four hundred and thirty-seven Chinese schoolchildren (186

females; Mage = 83.49 months) completed a range of cognitive measures in Grade 1 (no previous classroom training) and in Grade 2 (a year later). Methods Number sense, arithmetic (addition and subtraction), spatial ability, visuo-spatial working memory, perception, reaction time, character reading and general intelligence were measured. Results Our data showed that the link between number sense and arithmetic was weaker in Grade 1 (Beta = .15 for addition and .06 (ns) for subtraction) compared to Grade 2 (.23–.28), but still persisted in children with no previous maths training. Further, math's performance in Grade 1 did not affect the link between number sense and maths performance in Grade 2. Conclusion Our data extended previous findings by showing that number sense is linked with simple maths task performance even after controlling for multiple cognitive factors. Our results brought some evidence that number sense-arithmetic link is somewhat sensitive to previous formal maths education. Further research is needed, as the differences in effects between grades were quite small, and arithmetic in Grade 1 did not moderate the link at question in Grade 2.

Magioli Sereno, M., & Ang, H. B. (Andy). (2024). **The impact of gamification on training, work engagement, and job satisfaction in banking**. *International Journal of Training and Development*, *28*(3), 362-384. https://doi.org/10.1111/ijtd.12324
This study contributes to the comparative analysis of outcomes between gamified and traditional training systems in the banking sector. On-the-job training is a vital aspect of the process of enhancing work performance within organizations. Thus, by employing a case-based asymmetric configural approach rooted in nonlinear and contrarian case analysis, this research investigates the impact of gamified training on human resource development. A global empirical survey of 388 banking employees revealed that a combination of complexity theory and configural analysis provides valuable insights into the outcomes of both gamified and conventional training methods. In the face of increasing competition, banks are compelled to enhance their professionalism by boosting employee motivation. It becomes apparent that there is no straightforward, necessary and sufficient path available to guarantee high levels of engagement and job satisfaction. Notably, some of these results challenge the expectations of self-determination theory (SDT), which posits the satisfaction of three basic psychological needs during training. These findings contribute to an enriched understanding of the nuanced application of complexity theory in the context of SDT research, particularly regarding the training and development of gamified systems for banking organizations and other service-oriented sectors that can benefit from such innovative training approaches.

Mao, Y., Wang, R., & Ji, H. (2024). **Acculturation and Academic Adjustment of Student Sojourners in the Chinese Higher Education Context**. *Journal of Studies in International Education*, *28*(3), 356-375. https://doi.org/10.1177/10283153221150114
The relationship between acculturation and academic adjustment has been under-investigated. A mixed longitudinal design was used in this article, with study 1 employing a questionnaire survey (N = 642) to explore student sojourners' academic adjustment status and its predictors, and study 2 adopting qualitative approaches (reflective journal and interview) to track changes in acculturation strategies and adjustment experienced by a sample of 12 participants. Study 1 found that acculturation strategies (integration and marginalization) and social support (from family, Chinese friends, and teachers) were significantly associated with the academic adjustment of student sojourners in the Chinese higher education context. Integration was positively associated with academic

adjustment, whereas marginalization was negatively associated. Study 2 revealed that student sojourners experienced changes in their acculturation strategies, students are suggested to embrace the integration strategy to sustain their academic journey in China. This study also provides implications for policymaking and education practices.

Martela, F. (2024). **Flourishing as the central aim of education: Steps toward a consensus**. *Theory and Research in Education*, *22*(2), 180-188. https://doi.org/10.1177/14778785241258857
Lately, several key experts have proposed that well-being and flourishing ought to be the ultimate aim of education. To make this aspiration into reality, we need (1) a shared normative vision, (2) a shared understanding of key features of flourishing, and (3) shared flagship indicators to assess flourishing. Normatively, while the aim of education indeed ought to be the lifelong flourishing of the students, promoting it requires recognizing potential trade-offs between students' current well-being and lifelong flourishing as well as each student's individualistic flourishing and the capability of the society to promote the flourishing of all. Flourishing itself involves the following three dimensions: subjectively experienced well-being, psychological functioning, and certain foundational capacities and virtues through which human potential is realized. We need consensus around these elements and their lead indicators to transform the abstract aspiration into a trackable target pursued through evidence-based practices by education systems around the world.

Martinez-Lincoln, A., Burgess, A. N., & Cutting, L. E. (2024). **Underutilized Techniques and Underrepresented Samples in Educational Neuroscience Research: An Introduction to the Special Issue**. *Mind, Brain, and Education*, *18*(3), 288-294. https://doi.org/10.1111/mbe.12425
As the field of educational neuroscience continues to expand, novel neuroscientific methods are met with both exhilaration and concern. Further, students who experience the greatest educational disparities (e.g., students from diverse linguistic backgrounds) are often the least represented in educational research, calling into question the generalizability of results. The current special issue highlights the importance of the utilization of novel experimental methods and inclusion of underrepresented samples in educational neuroscience. In this introduction to the special issue, we emphasize the importance of these studies in moving the field forward. We also provide a review of the included studies, as well as summarize the implications of these included studies to in the field of educational neuroscience.

Mason, E. J., Lifter, K., Cannarella, A., & Medeiros, H. (2024). **Assessing Developments in Play of Young Children**. *Journal of Psychoeducational Assessment*, *42*(7), 848-865. https://doi.org/10.1177/07342829241261835
This paper follows an earlier report of young children's object play activities investigated in a cross-sectional sample of 289 typically developing children. Thirty-minute videotaped observations were taken of children at 8, 12, 18, 24, 30, 36, 42, 48, 54, and 60 months of age in their homes. Forty-nine percent were boys. Children were identified as White (70%); mixed racial/cultural backgrounds (14%); Asian (7%); Black (6%); and Latinx (3%). This study reports patterns of cognitive development based on mastery scores derived from frequency and variety of activities in the 27 categories identified in the earlier study. Mastery scores afforded evaluation of the robustness of certain play categories, and the retention and reduction of others, yielding a final set of 14 to describe and assess

developments in play. Discussion centers on the value of differentiated categories along with scores that yield a standard for an assessment of children's play.

Matías-García, J. A., Cubero, M., Santamaría, A., & Bascón, M. J. (2024). **The learner identity of adolescents with trajectories of resilience: the role of risk, academic experience, and gender**. *European Journal of Psychology of Education*, *39*(3), 2739-2761. https://doi.org/10.1007/s10212-024-00839-0
In at-risk areas of social exclusion, a higher number of adolescents drop out of school. Dropout from compulsory education and early school leaving are associated with unemployment, poverty, and greater health problems, posing a significant threat to the youth's development and wellbeing. Nevertheless, some students manage to pursue formal education even in high-risk areas, exhibiting resilience. Interwoven between the processes of risk and resilience, the students' identity development plays a vital role. The present study aimed to analyze the learner identity of students who exhibit a resilience trajectory in areas at risk of social exclusion, and its relation to the degree of risk they face, their academic experience, and their gender. The sample consisted of 132 students from at-risk neighborhoods in Spain who successfully completed compulsory secondary education and continued beyond that level. To measure their academic selves, a modified version of the Twenty Statement Test (TST) was used, which was analyzed using a category system that included four dimensions: organization of the self, emotional valence, plane of action, and thematic reference. The results indicate the participants primarily used personal, positive, evaluative self-descriptions related to the academic world, mostly based on effort. A higher degree of risk was associated to more self-descriptions referring good relationships with others and class attendance, while higher academic experience was associated to more independent selves. The study also found several gender differences. The implications of these findings for research and social intervention in at-risk contexts are discussed.

Mattson, D., Kryska, K., Pei, J., Coles, C., Kable, J., Millians, M., … Rasmussen, C. (2024). **Math Abilities Among Children with Neurodevelopmental Difficulties: Understanding Cognitive Factors and Evaluating a Pilot Intervention**. *Canadian Journal of School Psychology*, *39*(3), 247-265. https://doi.org/10.1177/08295735241259061
Math development in children relies on several underlying cognitive functions, including executive functions (EF), working memory (WM), and visual-motor abilities, such as visual-motor integration (VMI). Understanding how these cognitive factors contribute to children's math performance is critical to supporting math learning and long-term math success. The present quasi-experimental waitlist control study (N = 28) aimed to (a) examine the unique contributions of EF, WM, and VMI to math abilities among children ages 5–8 years old with neurodevelopmental difficulties; (b) determine whether a math intervention (the Mathematics Interactive Learning Experience; MILE) that supports these cognitive processes was effective when modified to be delivered to small groups in a school setting, and (c) examine whether any participant characteristics, such as age or IQ, were correlated with post-intervention math score changes. At baseline, participants' math scores were significantly below the normative mean in all math content areas (ps < .01). EF, WM, and VMI were highly correlated with math ability; however, verbal WM was the only unique predictor of math ability in regressions analysis. Compared to a waitlist control group, children in the immediate MILE intervention group achieved significantly greater math gains overall. When all children who ultimately completed the intervention were considered together, significant improvement was observed in more

than half of math content areas. Furthermore, at the individual level, 85.7% of participants showed reliable change in at least one math content area. Implications for supporting math learning in children with neurodevelopmental difficulties are discussed.

Mazzone, A., Karakolidis, A., Pitsia, V., Freeney, Y., & O'Higgins Norman, J. (2024). **Witnessing bullying at work: Employee silence in higher education institutions**. *Higher Education Quarterly*, *78*(3), 640-655. https://doi.org/10.1111/hequ.12472
Workplace bullying is a widespread phenomenon within Higher Education Institutions (HEIs). Employee tendency to remain silent is one of the most common reactions to workplace bullying. Yet, employee silence in the context of workplace bullying is poorly studied. Building on the Conservation of Resources Theory (COR) and the Learned Helplessness Theory (LHT), this study investigated employee reluctance to take action when witnessing workplace bullying (employee silence). The sample comprised 560 employees working in 20 HEIs in Ireland. Respondents filled out a survey measuring employee silence, victimisation, and team psychological safety. Results showed a negative association between team psychological safety and employee silence, indicating a reluctance to report bullying among respondents with low levels of team psychological safety. In line with the COR and the LHT, a positive association was found between victimisation and employee silence. The paper concludes with a discussion of possible actions for bullying prevention in HEIs.

Mendes, R. A., Loxton, N. J., Stuart, J., O'Donnell, A. W., & Stainer, M. J. (2024). **Statistics anxiety or statistics fear? A reinforcement sensitivity theory perspective on psychology students' statistics anxiety, attitudes, and self-efficacy**. *European Journal of Psychology of Education*, *39*(3), 2461-2480. https://doi.org/10.1007/s10212-024-00802-z
This research investigates the role of reinforcement sensitivity theory (RST) in statistics education among two distinct samples of undergraduate psychology students. In Study 1, 318 students in a third-year statistics course completed self-report measures of RST, anxiety, attitudes, and self-efficacy concerning the study of statistics. In Study 2, 577 students from first-, second-, and third-year statistics courses participated. Controlling for age and gender, both studies found students who were high in goal-drive persistence reported lower statistics anxiety, higher statistics self-efficacy and more favourable attitudes toward learning statistics, while students who were high in the tendency to avoid threat reported higher statistics anxiety. Those with a more sensitive behavioural inhibition system reported greater statistics anxiety and less favourable attitudes, in Study 2 but not Study 1. Results indicate that RST dimensions account for as much as 23% of additional variance in statistics anxiety, 18% in statistics self-efficacy, and 11% in attitudes, after controlling for age and gender. These studies highlight the utility of RST dimensions, notably goal-drive persistence, threat sensitivity, and behavioural inhibition, in providing critical information as to personality differences among students that need to be considered when developing programs targeting statistics anxiety, attitudes, and self-efficacy.

Meyer, H. H., & Stutts, L. A. (2024). **The Effect of Mindset Interventions on Stress and Academic Motivation in College Students**. *Innovative Higher Education*, *49*(4), 783-798. https://doi.org/10.1007/s10755-024-09706-8
Stress levels are high among college students in the United States. Growth mindset and stress-is-enhancing mindset interventions offer ways to reduce stress, but minimal research has examined them. This study's aim was to examine the effect of mindset

interventions on mindsets, stress, academic motivation, and responses to hypothetical academic scenarios. Participants included 210 college students who were randomized to one of four groups: growth mindset (intelligence is malleable), stress mindset (stress is beneficial), synergistic (intelligence is malleable, and stress is beneficial), or control (brain functions). The growth mindset and the synergistic mindset group increased in growth mindset, and the growth mindset group had higher growth mindset than the stress mindset and control group post-intervention. The stress mindset and the synergistic group increased in stress-is-enhancing mindset, and both groups had higher stress-is-enhancing mindsets than the growth mindset and control group post-intervention. All groups decreased in stress and increased in academic motivation. The synergistic group was the only group to improve on all the main outcomes, and students in this group were less likely to want to withdraw from a course in both negative hypothetical academic scenarios (if they failed an assignment or were faced with a professor with a fixed mindset). Our findings suggest that students would benefit from increased access to mindset interventions.

Mguidich, H., Zoudji, B., & Khacharem, A. (2024). **Does imagination enhance learning? A systematic review and meta-analysis**. *European Journal of Psychology of Education*, *39*(3), 1943-1978. https://doi.org/10.1007/s10212-023-00754-w
Imagination-to-learn is a specific learning strategy that has been studied in many academic fields. The present study investigated whether imagination is beneficial overall for learning compared to conventional study strategies, while also identifying moderator factors affecting the global effect. A meta-analysis was conducted by scientifically rigorous experiments comparing the learning outcomes of students who were asked to form a mental image of the events described in learning material while reading (imagination condition) or were given no imagination instructions (control condition). A total of 21 experimental studies published on the PsycINFO, Web of Science, ProQuest Dissertations and Theses, ERIC and Google Scholar databases were included, yielding 70 pair-wise comparisons with N = 2625 participants. An overall positive effect of imagination-to-learn was found for both retention (g+ = 0.40, 95% CI [0.23, 0.58], z = 4.63, p < .001) and transfer (g+ = 0.51, 95% CI [0.22, 0.43, z = 3.43, p < .001]) performance. However, analysis of the funnel plots showed that publication bias was present in the reporting of learning outcomes. Analysis of the moderators indicated that the effect sizes differed significantly only with respect to learners' prior knowledge for transfer performance and their educational level for retention scores. Based on these findings, the present study provides important directions for future research and practices.

Nepon, T., Flett, G. L., & Hewitt, P. L. (2024). **Perfectionism, Self-Image Goals and Compassionate Goals in Health and Mental Health: A Longitudinal Analysis**. *Journal of Psychoeducational Assessment*, *42*(6), 650-667. https://doi.org/10.1177/07342829241239997
This research focuses on ego-focused self-image goals as central to understanding the vulnerability inherent in perfectionism and the link that perfectionism has with poorer health and emotional well-being. The present study expands theory and research on perfectionism from a unique motivational perspective through a longitudinal investigation of perfectionism, the pursuit of self-image goals related to self-improvement, and mental and physical health among 187 university students. Our central finding was that trait and self-presentational perfectionism were associated longitudinally with self-image goals and poorer mental and physical health. Longitudinal analyses showed that

perfectionistic self-presentation predicted subsequent self-image goals, controlling for initial self-image goals. Additionally, self-image goals were associated with worse mental and physical health and greater loneliness and social anxiety. Collectively, our results illustrate the benefits of assessing problematic personal goals in perfectionism and the need to revise existing motivational accounts by recognizing the important role ego-involved goals play in guiding much of what perfectionists do and how they act in their daily lives.

Nguyen, L. T. M., Tran, T., Pham, T. V., Le, H. T. T., Nghiem, T. T., La, T. P., … Ta, T. N. (2024). **Investigation of the relationship between teacher job satisfaction, empowerment and loyalty: the difference between teachers of ethnic majority students and teachers of ethnic minority students in Vietnam**. *International Journal of Inclusive Education*, *28*(8), 1293-1306. https://doi.org/10.1080/13603116.2021.1991488
While teacher loyalty, as in many other professions, generally stems from the satisfaction gained from their work, there remains considerable debate on how teachers of ethnic minority (EMI) students can derive satisfaction from their exceedingly exacting work. Although many researchers have investigated the relationship between teacher satisfaction and their loyalty to teaching, little is known about the variation in those characteristics between sub-groups of teachers teaching at EMI schools, especially in developing countries like Vietnam. This study therefore sought to understand the loyalty of teachers teaching at Vietnamese EMI schools. A structural equation model was used to analyze empirical data from a survey with 248 teachers. The findings indicated that teachers teaching EMI students, compared to their counterparts teaching ethnic majority (EMA) students, found evident satisfaction and showed unswerving loyalty to their teaching jobs.

Nicodemo, C., Nicoletti, C., & Vidiella-Martin, J. (2024). ***Starting School and ADHD: When Is It Time to Fly the Nest?*** (IZA Discussion Paper N° 17091). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17091.htm
Does deferring school entry for children born just before the enrollment cutoff date improve their mental well-being? We address this question using administrative data on prescriptions for attention deficit hyperactivity disorder (ADHD) in England. Higher ADHD rates among early school starters are often attributed to a peer-comparison bias caused by differences in relative age among classmates. However, previous studies do not consider other potential underlying mechanisms. By adopting a more comprehensive framework, we can confirm that relative age is the primary driver of the gap in ADHD rate in the long term. Furthermore, we find that such a long-term gap is driven by first-time prescriptions between ages 5 and 8, which is a critical period when the accuracy of ADHD diagnosis is most important. Based on these findings, our policy recommendations include sorting children by age and refining diagnostic decision-making in early primary school.

Núñez-Regueiro, F. (2024). **Cubic Relations of Autonomous and Controlled Motivation to Achievement: A Cross-National Validation of Self-Determination Theory Using Response Surface Analysis**. *Educational Psychology Review*, *36*(3), 71. https://doi.org/10.1007/s10648-024-09905-x
Self-determination theory (SDT) proposes to explain the relations between motivational states and human development. In education, a central tenet of the theory is that

experiencing autonomous motivation in school activities (i.e., genuine pleasure and enjoyment) fosters optimal learning processes, whereas experiencing controlled motivation (i.e., pressure from social or instrumental incentives) undermines them. Although the theory is well established empirically, little is known about how these motivations combine in their effects on achievement at school (interactions), and whether their effects depend on the intensity of motivations (nonlinearities) or on the context of study (national differences). Applying cubic response surface analysis to the TIMSS 2019 dataset on mathematics (N = 152,825 8th grade students from 37 countries), as well as replication data (N = 169,269 8th grade students from TIMSS 2015, N = 270 college students from SDT data), this study uncovers the existence of various kinds of nonlinear-interactive motivational processes in achievement, three of which systematically account for cross-national differences. In substance, these findings demonstrate that predictions based on SDT are close to universally true (93% of students), although they may not generalize well to extreme states of autonomous or controlled motivation (nonlinear and interactive processes). Implications for research and interventions on motivational processes are discussed.

Núñez-Regueiro, F., Boissicat, N., Gimbert, F., Pobel-Burtin, C., Croset, M.-C., Bosse, M.-L., & Nurra, C. (2024). **Involving the Body to Improve Letter Knowledge and Script: an Experimental Study in French Kindergarten**. *Educational Psychology Review*, *36*(3), 86. https://doi.org/10.1007/s10648-024-09923-9
Research suggests that providing children with activities that involve using their bodies to form the shapes of letters can help them acquire pre-reading skills. Little is known, however, as to the extent to which such embodied learning interventions are superior to more traditional pencil-and-paper activities, which of specific arm or body movements are most effective, and whether this approach compensates or exacerbates the learning gap between high- and low-skilled pre-readers. Using a preregistered randomized-controlled experiment (N = 160 kindergarten students, M = 5.18 years, 54% girls), the present study assessed the educational effects of 6-week-long training sessions with increasing degrees of bodily movement integration (pencil-and-paper training vs. arm training vs. arm-body training) on five measures of letter knowledge and script. Aligning with theories of embodied cognition and cognitive load in instructional designs, results showed that integrating arm movement exercises into handwriting training bore the greatest acquisitions in pre-reading skills overall and were most beneficial to students with initially low pre-reading skills (compensatory effect against learning inequalities). Implications are drawn on the need to consolidate and replicate present findings, while highlighting their potential for supporting educational effectiveness and equity in kindergarten.

Núñez-Regueiro, F., Escriva-Boulley, G., Azouaghe, S., Leroy, N., & Núñez-Regueiro, S. (2023). **"Motivated To Teach, but Stressed Out by Teacher Education": A Content Analysis of Self-Reported Sources of Stress and Motivation Among Preservice Teachers**. *Journal of Teacher Education*, *75*(1), 76-91. https://doi.org/10.1177/00224871231181374
Strong evidence exists for the high vocational calling reported by candidate teachers, but also for the high rates of attrition early in the profession. Current approaches often explain this paradox by the stress associated with first teaching experiences (i.e., vocational stress processes). By contrast, the present study focuses on the stress experienced during teacher education (i.e., academic stress processes), by analyzing the sources of stress and motivation described in writing by French preservice teachers.

Using systematic procedures for content analysis (N = 106 autobiographical texts), major results suggest that preservice teachers are mostly motivated by their positive views of the teaching profession, but that the academic demands they face during teacher education challenge their motivation to pursue the career. Implications are drawn on ways to analyze and tackle academic stress processes, in an effort to support candidate teachers' wellbeing and thus limit attrition rates.

Núñez-Regueiro, F., Santana-Monagas, E., & Juhel, J. (2024). **How Needs-Supplies Fit Processes With Teachers, Peers, and Parents Relate to Youth Outcomes: A Theoretical and Methodological Extension of Self-Determination Theory**. *Journal of Youth and Adolescence*. https://doi.org/10.1007/s10964-024-02049-9
According to self-determination theory (SDT), relationships that support the needs for autonomy, competence, and relatedness are essential to youth development. It is yet unknown whether adolescents differ in what constitutes "optimal" supplies of support. This research proposes methodological extensions to analyze how the degree of fit or misfit between needs versus supplies in support (i.e., from teachers, parents, and peers) relates to engagement in class, academic achievement, and well-being. Data were collected on 389 adolescents (M(age) = 14.3, SD(age) = 2.1, 58% female, low to high SES). Extending SDT's contention that "the more supplies the better", results suggest that the impact of supplies actually depends on the level of needs, and that commensurate (for parents) or surplus supplies (for teachers, peers) are most optimal. Therefore, while some youth require strongly supportive relationships to experience optimal development, others require much lower support, and may even suffer from higher support.

Nwosu, K. C., Unachukwu, G. C., Wahl, W. P., & Hickman, G. P. (2024). **Impacts of cooperative learning and a teacher-directed approach on the reading achievement of socio-economically disadvantaged students**. *European Journal of Psychology of Education*, *39*(3), 3139-3160. https://doi.org/10.1007/s10212-024-00875-w
Research has documented that socio-economically disadvantaged students (SEDSs) lag behind in reading when compared with their counterparts from privileged backgrounds. Although well-designed instructional interventions could improve students' reading achievement, what is still unknown is which pedagogical approach could improve the reading of SEDSs especially in the context of a developing nation. We compared the effects of two different approaches that contain metacognitive reading strategies with the conventional teaching method on the reading achievement (comprehension and vocabulary) of students with low socio-economic status. We adopted a non-randomized pretest–posttest control group design. One hundred and twenty-eight students from three community secondary schools participated in the study. Data were collected with a teacher-made reading achievement test. Using the mixed repeated-measures ANOVA, findings indicated no significant differences in their reading achievement across groups, though similar significant improvements were observed within groups. Gender also showed a significant main effect only on the comprehension achievement of the students showing that female students did better than their male counterparts in comprehension achievement. Results did not show a significant interaction effect between gender and method. It was concluded that the students' reading achievement could be improved in the three approaches.

O'Connor, K., & Bartolini, S. (2024). ***Effects of Teaching Practices on Life Satisfaction and Test Scores: Evidence from the Program for International Student Assessment (PISA)*** (IZA

Discussion Paper N° 17145). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17145.htm
Schools are ripe for policy intervention. We demonstrate that a greater prevalence of group discussion used in schools positively affects students' life satisfaction and noncognitive skills but has no impact on test scores, based on a sample from the 2015 PISA which includes more than 35 thousand students from approximately 1500 schools in 14 countries. We perform regressions of student life satisfaction on school-level group discussion and lecturing, including a battery of controls and random intercepts by school. For robustness we use instrumental variables and methods to account for school-selection. The impact of group discussion is meaningful – a one-standard-deviation increase leads to an increase in life satisfaction that is about one-half of the negative-association with grade repetition. In contrast, lecturing does not have any effects. We are the first to show group discussion improves student life satisfaction and noncognitive skills, and thereby likely positively affects later-life outcomes.

O'Hagan, S., Bond, C., & Hebron, J. (2024). **Autistic girls and emotionally based school avoidance: supportive factors for successful re-engagement in mainstream high school**. *International Journal of Inclusive Education*, *28*(9), 1919-1935. https://doi.org/10.1080/13603116.2022.2049378
School can be challenging for autistic girls who are at risk of internalised anxiety which can ultimately lead to school avoidance. Low attendance is acknowledged as negatively impacting educational attainment and exacerbating mental health difficulties. Semi-structured interviews were conducted with three autistic girls aged 13–15 years from different high schools, their parent(s) and key adult. Thematic analysis identified the first phase of re-engagement is developing a trusting student–key adult relationship. This provides the foundation for social and emotional intervention. Challenges were also acknowledged and possible improvements reflected upon. These results will aid educators and researchers aiming to support the successful inclusion of autistic girls at risk of experiencing emotionally based school avoidance in mainstream high schools.

Özer, M., & Fidrmuc, J. (2024). ***Education and Mental Health: Causal Effects and Intra-Family Spillovers*** (CESifo Working Paper Series N° 11213). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11213.htm
Mental health is essential for well-being and quality of life. Yet, our knowledge of the determinants of mental health is limited. We analyze the impact of education on mental health using survey data on self-reported health of Turkish women. To deal with the potential endogeneity, we rely on a natural experiment: an increase in the compulsory education from 5 to 8 years in 1997. The results suggest that education has a favorable effect on mental health, physical health, and being target of abusive behavior. We specifically consider intra-family spillovers, which are important: husband's education has favorable effects on the wife's mental health, and both parents' educational attainments improve mental health of children. We account for the implications of assortative mating whereby the spouses' educational attainment are correlated. We show that each spouse's education has a favorable impact on women's mental health, but the effect of husbands' education dominates that of wives' education. These effects are particularly pronounced among women who grew up in low-income provinces and in families without history of childhood abuse.

Palacios, D., Berger, C., Kanacri, B. P. L., Huisman, M., & Veenstra, R. (2024). **The role of academic performance, prosocial behaviour and friendships on adolescents' preferred studying partners: A longitudinal social network analysis**. *British Journal of Educational Psychology*, *94*(3), 681-699. https://doi.org/10.1111/bjep.12675
Background Peers constitute an important developmental context for adolescent academic behaviour providing support and resources to either promote or discourage attitudes and behaviours that contribute to school success. When looking for academic help, students may prefer specific partners based on their social goals regarding academic performance. Aims Based on the social goals for wanting to achieve academically (e.g., studying to be with friends, increasing/maintaining their own social status), we examine the extent to which adolescents' selection of preferred academic partners (with whom they would like to study) is driven by peers' academic performance, prosocial behaviour and friendships. Moreover, as high-achieving students play an important role in academic settings, whether they are more likely to prefer to study with similar high-achieving peers and friends was examined. Sample A total of 537 seventh-grade students from 13 classes over three waves. Methods Longitudinal social network analyses (RSiena). Results Adolescents were more likely to select high achievers, friends and prosocial peers as preferred academic partners. Furthermore, high achievers were more likely to choose other high achievers and friends as preferred academic partners. Conclusions Adolescents are likely to prefer as study partners someone they can learn from and who is more approachable, cooperative and friendly. Regarding high achievers, they would choose not only academic partners with similar academic interests and motivations to help them boost their academic achievement but also classmates with whom they like to spend time and share personal issues.

Perry, J. M., Ravat, H., Bridger, E. K., Carter, P., & Aldrovandi, S. (2024). **Determinants of UK students' financial anxiety amidst COVID-19: Financial literacy and attitudes towards debt**. *Higher Education Quarterly*, *78*(3), 625-639. https://doi.org/10.1111/hequ.12473
Due to the increased financial pressure—exacerbated by the COVID-19 pandemic—that students in higher education need to endure, considerable attention is being drawn towards the determinants of student financial anxiety. A conflicting picture has been captured about financial literacy, which has been shown to either be associated with better financial well-being or to be unrelated to financial stress. While discerning between financial knowledge ('objective' financial literacy) and perceived ability to manage personal finances ('subjective' financial literacy), this study also explores the impact that students' attitudes towards debt may exert on their financial anxiety. In a sample of 174 university students from the UK, we measured students' financial anxiety, objective and subjective financial literacy, attitudes towards debt and perceived impact of COVID-19 on financial behaviour. Bayesian analyses revealed that only attitudes towards debt and perception of the impact of the pandemic predicted students' financial anxiety. While the evidence in regard to financial literacy was inconclusive, mediation analyses showed that objective financial literacy indirectly impacted financial anxiety by increasing fear of debt. The findings suggest that students' financial anxiety may be reduced by adopting strategies that focus on the subjective perception of debt and of economic circumstances.

Petzel, Z. W., Farrell, L., McCormack, T., Turner, R. N., Rafferty, K., & Latu, I. M. (2024). **A collective action approach to improving attitudes and self-efficacy towards gender**

equality among male STEM academics. *European Journal of Psychology of Education*, *39*(3), 3161-3184. https://doi.org/10.1007/s10212-024-00844-3
Despite the implementation of equality interventions within higher education, progress towards gender parity in science, technology, engineering, and mathematics (STEM) remains slow. Male educators often exhibit poorer engagement with diversity initiatives, potentially contributing to persisting gender disparities in STEM given men's longstanding dominance in these programs. Two experiments investigate how equality interventions should be designed to maximize support from male educators. Experiment 1 (N = 72; Mage = 39.72, SDage = 12.33) used virtual reality to manipulate 2 factors among male academics: (1) exposure to gender inequality and (2) virtually taking the perspective of a female scientist. Using self-report and behavioral measures, viewing an empirical presentation outlining the prevalence of gender issues in STEM yielded the greatest support for equality initiatives following successful perspective-taking. Experiment 2 (N = 120; Mage = 32.48, SDage = 10.36) varied two additional factors among male academics: (1) evidence-based methods to reduce gender biases in STEM (i.e., promoting self-efficacy) and (2) blaming male academics for gender inequalities. Promoting self-efficacy and blaming men for disparities led to greater confidence in male academics' ability to address gender inequalities in their field. Notably, higher self-efficacy accounted for greater support for equality initiatives and internal motives to engage with diversity programs. Findings provide an empirical framework and high-tech training tools for promoting engagement with diversity initiatives among male educators, informing development of interventions within higher education to improve student and faculty experiences in STEM.

Pfänder, S., Schumann, E., Freyburger, P., Behrens, H., & Buchheim, A. (2024). **Participation practices in mother-child interactions: longitudinal case studies**. *European Journal of Psychology of Education*, *39*(3), 1673-1697. https://doi.org/10.1007/s10212-023-00787-1
In recent years, Conversational Analysis (CA) has seen an increasing interest in longitudinal studies (Deppermann & Pekarek Doehler, 2021). The recurrent experience of interactional practices leads interactants to develop routines that may sediment into entrenched patterns over time (Dreyer, 2022). Longitudinal CA thus aims to track the emergence and sedimentation of interactional practices over time. In this contribution, we analyse interactional practices of participation in play-situations. Participation in joint activities is a universal form of human sociality (Goodwin & Goodwin, 2005). Here, we focus on how children perform their own agentive participant's work and how mothers support their children in doing so. Investigating a longitudinal data set of mother-child play-interactions at ages 1 and 5, we ask whether participation patterns emerge as early as in the first year and are sedimented in the fifth year, as well as whether the synchronisation of embodied action provides crucial resources for the achievement of active participation in joint activities.

Piszczor, J., Kamm, J. M., Jones, M., Rubright, C., & Soble, J. R. (2024). **An Examination of WAIS-IV Digit Span Performance Inconsistency as a Novel Embedded Performance Validity Test Among Adults Clinically Referred for Attention-Deficit/Hyperactivity Disorder**. *Journal of Psychoeducational Assessment*, *42*(7), 882-892. https://doi.org/10.1177/07342829241262858
Embedded performance validity tests (PVTs), like Digit Span PVTs from Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV), offer a valuable means of evaluating validity without extending administration time. This study investigated the utility of novel indices

of performance inconsistency for WAIS-IV Digit Span (DS IRs) in the detection of invalid performance among 705 adults referred for ADHD evaluation. Results showed DS IR indices were inadequate in classifying overall validity status (areas under the curve = 0.52–0.59). Predictably, four established Digit Span PVTs effectively distinguished between valid and invalid performance score groups (areas under the curve = 0.74–0.78) with 32–49% sensitivity and 86–93% specificity at optimal cut-scores. Overall, individuals with noncredible performance scores did not differ significantly from those with valid scores regarding performance inconsistency on WAIS-IV Digit Span.

Plante, I., Chaffee, K. E., Gauthier, E., Olivier, E., & Dupéré, V. (2024). **Understanding boys' underrepresentation in private and enriched programmes during the transition to secondary school**. *British Journal of Educational Psychology*, *94*(3), 777-791. https://doi.org/10.1111/bjep.12678
Background In the past decades, there has been a growing concern to understand why boys struggle in school. One of the turning points in students' educational trajectories likely to exacerbate boys' academic difficulties is students' enrolment in private or enriched school programmes, as boys are underrepresented in such programmes. Method To better understand this gender imbalance, our research draws on a longitudinal design to examine whether grade 6 students' externalizing behaviours, school engagement and school grades in mathematics and language arts relate to secondary school programme attendance, among a sample size of 577 students (277 boys). Results Path analysis showed that only language arts grades predicted enrolment in private or selective public programmes and contributed to boys' underrepresentation in these programmes. Conclusions Such findings have important implications for understanding boys' underachievement and low persistence in school as well as to guide interventions to promote gender and overall educational equity in school.

Prinsloo, P., Khalil, M., & Slade, S. (2024). **Vulnerable student digital well-being in AI-powered educational decision support systems (AI-EDSS) in higher education**. *British Journal of Educational Technology*, *55*(5), 2075-2092. https://doi.org/10.1111/bjet.13508
Students' physical and digital lives are increasingly entangled. It is difficult to separate students' digital well-being from their offline well-being given that artificial intelligence increasingly shapes both. Within the context of education's fiduciary and moral duty to ensure safe, appropriate and effective digital learning spaces for students, the continuing merger between artificial intelligence and learning analytics not only opens up many opportunities for more responsive teaching and learning but also raises concerns, specifically for previously disadvantaged and vulnerable students. While digital well-being is a well-established research focus, it is not clear how AI-Powered Educational Decision Support Systems (AI-EDSS) might impact on the inherent, situational and pathogenic vulnerability of students. In this conceptual paper, we map the digital well-being of previously disadvantaged and vulnerable students in four overlapping fields, namely (1) digital well-being research; (2) digital well-being research in education; (3) digital well-being research in learning analytics; and (4) digital well-being in AI-informed educational contexts. With this as the basis, we engage with six domains from the IEEE standard 7010–2020—IEEE Recommended Practice for Assessing the Impact of Autonomous and Intelligent Systems on Human Well-Being and provide pointers for safeguarding and enhancing disadvantaged and vulnerable student digital well-being in AI-EDSS. Practitioner notes What is already known about this topic Digital well-being research is a well-established focus referring to the impact of digital engagement on

human well-being. Digital well-being is effectively inseparable from general well-being as it is increasingly difficult to disentangle our online and offline lives and, as such, inherently intersectional. Artificial Intelligence shows promise for enhancing human digital well-being, but there are concerns about issues such as privacy, bias, transparency, fairness and accountability. The notion of 'vulnerable individuals' includes individuals who were previously disadvantaged, and those with inherent, situational and/or pathogenic vulnerabilities. While current advances in AI-EDSS may support identification of digital wellness, proxies for digital wellness should be used with care. What this study contributes An overview of digital well-being research with specific reference how it may impact on vulnerable students. Illustrates specific vulnerabilities in five domains from the IEEE standard 7010–2020—IEEE Recommended Practice for Assessing the Impact of Autonomous and Intelligent Systems on Human Well-Being selected for their significance in online learning environments. Pointers for the design and implementation of fair, ethical, accountable, and transparent AI-EDSS with specific reference to vulnerable students. Implications for practice and/or policy Fairness, equity, transparency and accountability in AI-EDSS affect all students but may have a greater (positive or negative) impact on vulnerable students. A critically informed understanding of the nature of students' vulnerability—whether as inherent, situational and/or pathogenic, as well as temporal/permanent aspects—is crucial. Since AI-EDSS can exacerbate existing vulnerabilities resulting in pathogenic vulnerability, care is needed when designing AI-EDSS.

Retelsdorf, J., Cruz Neri, N., Möller, J., Köller, O., & Nagy, G. (2024). **Correlated change in habitual and situational reading motivation**. *European Journal of Psychology of Education*, *39*(3), 2827-2847. https://doi.org/10.1007/s10212-023-00777-3
We aim to examine similarities and differences in the developmental patterns of habitual (HRM) and situational reading motivation (SRM). We investigated the correlated change of SRM and two aspects of HRM: habitual reading enjoyment and habitual reading for interest. The sample comprised N = 1508 students with four waves of data collections spaced approximately every 18 months. Applying multivariate curve-of-factors models, first we found a decline in all three aspects of reading motivation from T1 to T3, and a stable trajectory from T3 to T4. Second, all three aspects of reading motivation correlated strongly regarding time-specific aspects, as well as level and trend factors. Third, the two HRM aspects showed higher correlations than did any aspect of HRM with SRM. Implications of the correlated declines of HRM and SRM, and for future research on reading motivation in general, are discussed.

Rickert, N. P., Dancis, J. S., & Skinner, E. A. (2024). **Dynamics of teacher autonomy support in early adolescence: feedforward and feedback effects with students' autonomy, competence, relatedness, and engagement**. *European Journal of Psychology of Education*, *39*(3), 2575-2601. https://doi.org/10.1007/s10212-024-00852-3
This study examined the reciprocal dynamics of teacher autonomy support with student motivation and engagement during late elementary and early middle school. A total of 861 students in grades 5–7 reported on three components of teacher autonomy support (choice, relevance, and respect), as well as their own engagement and self-system processes (autonomy, competence, and relatedness) at the beginning and end of the same school year. Examination of feedforward effects showed that changes in aggregated teacher autonomy support predicted changes in all three self-processes and engagement; but feedback effects suggested that only student autonomy uniquely

predicted changes in the autonomy support teachers subsequently provided. The three components of teacher autonomy support showed somewhat differentiated feedforward and feedback effects depending on the individual student outcome. Finally, person-centered analyses suggested that the effects of the components of autonomy support were cumulative. Together, such feedforward and feedback effects could create virtuous and vicious cycles that may contribute to the generation and maintenance of differentially motivationally supportive teacher-student transactions.

Rousseau, L. (2024). **Dispelling Educational Neuromyths: A Review of In-Service Teacher Professional Development Interventions**. *Mind, Brain, and Education*, *18*(3), 270-287. https://doi.org/10.1111/mbe.12414
Despite considerable progress made in educational neuroscience, neuromyths persist in the teaching profession, hampering translational endeavors. The initial wave of interventions designed to dispel educational neuromyths was predominantly directed at preservice teachers. More recent work in the field, reviewed here, has shifted its focus primarily to in-service teacher professional development interventions. We discuss various interventional approaches, including refutation texts embedded into a brief training in foundational neuroscience, personalized refutation texts, insightful reflections upon science of learning key concepts (e.g., brain plasticity), and immersive experiences within research groups, highlighting their strengths and limitations. The evolving nature of scientific knowledge, the imperative to respect educators' personal and professional sensitivities, as well as challenges posed by conceptual change, are also addressed. This narrative review underscores the need to bring neuromyth investigations into the classroom environment.

Rubio, A., Oyanedel, J. C., Viñas, F., Torres-Vallejos, J., Céspedes-Carreño, C., Pedraza, D., & Benbenishty, R. (2024). **Implicit theories of intelligence and academic self-efficacy as mediators of the relationship between psychopathology and mathematical performance in adolescents**. *European Journal of Psychology of Education*, *39*(3), 1865-1886. https://doi.org/10.1007/s10212-023-00753-x
This study analyzed the mediating role that implicit theories of intelligence and academic self-efficacy may play in the relationship between psychopathology and mathematical performance. The sample consisted of 838 students from first and second year of high school. A numerical calculation test was applied, followed by psychopathology self-report scales, implicit theories of intelligence, and academic self-efficacy. Serial multiple mediation models were tested. The results showed a complete mediation of the effect of psychopathology on mathematical performance through implicit theories of intelligence and academic self-efficacy. The effect of entity theories of intelligence on mathematical performance was both direct and through academic self-efficacy, whereas the effect of incremental theories of intelligence was only through academic self-efficacy. Identifying the variables that mediate the relationship in question is crucial to develop targeted interventions to prevent the development of a vicious circle between psychopathology and poor school performance.

Runacres, J., Herron, D., Buckless, K., & Worrall, S. (2024). **Student carer experiences of higher education and support: a scoping review**. *International Journal of Inclusive Education*, *28*(7), 1275-1292. https://doi.org/10.1080/13603116.2021.1983880
Student carers are students who provide unpaid support to an individual who could not manage without their care. A scoping review was undertaken to determine the themes

and concepts which underpin student carers' experiences within higher education, examine student carers' experiences of support and identify any gaps in the literature. A comprehensive literature search was conducted between February and May 2020. The search yielded 2,484 items, of which 14 articles were included in the review. Data from each article were extracted, charted and analysed using thematic analysis. The articles revealed that caring responsibilities could have a negative impact on student carers' physical and mental health, university performance and financial status. Both formal and informal sources of support were referenced. Further, it was noted that universities had rigid rules and policies which did not suit the flexible needs of student carers. A paucity of research examined the impact studying had on student's ability to provide care. Finally, issues relating to research design were observed, and a lack of demographic information or detail on the caring duties performed was found. A more robust evidence base is required to facilitate the development of interventions to support student carers in education.

Ruotsalainen, J., Pakarinen, E., Poikkeus, A.-M., & Lerkkanen, M.-K. (2024). **Associations between students' reading performance and literacy instruction in first grade: a cross-lagged study**. *European Journal of Psychology of Education*, *39*(3), 2223-2244. https://doi.org/10.1007/s10212-023-00784-4
This cross-lagged study examined the classroom-level associations between the reading performance of first-grade students (N = 537) and observed literacy instruction activities in classrooms (N = 30) in the autumn and spring terms. The multilevel analyses indicated that lower average word reading skills in the classrooms (i.e., there were more students who were learning to read) in the autumn were associated with higher amount of activities supporting consolidation of reading and spelling skills in the spring. In contrast, higher average word reading skills in the classrooms in the autumn were associated with higher amount of independent meaning-focused activities in the spring. Higher extent of whole-group meaning-focused activities in the autumn was positively associated with reading comprehension at classroom level in the spring, whereas independent phonological recoding practice in the autumn was negatively associated with reading comprehension in the spring. The study provides novel understanding of the associations between students' reading performance and literacy instruction especially showing how students' reading skills at classroom level may inform instruction in the classroom. This information may guide teachers to adapt their instruction at classroom level but also to identify the students needing differentiation. The results also acknowledge the affordances and limitations students' skills may set for the instruction.

Sanchez-Larrea, S. (2024). ***La communication verbale en EPS : facteurs personnels et situationnels influençant le style motivationnel de l'enseignant et la motivation des élèves*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-04649256
Fondé sur une approche historico-culturelle du développement (Bruner, 1992 ; Vygotsky, 1934), ce travail de thèse porte sur la communication verbale en Education Physique et Sportive (EPS). À l'interface d'une approche interactionniste du langage (Bronckart, 1997) et de la théorie de l'autodétermination (Deci & Ryan, 2012), les interactions langagières sont appréhendées sous le prisme du style motivationnel (soutenant/contrôlant) de l'enseignant contribuant à instaurer un climat de classe (Reeve & Cheon, 2021). Ce climat perçu par les élèves alimente la satisfaction/frustration des besoins psychologiques fondamentaux (Deci & Ryan, 2000), qui à son tour, impacte

leur motivation situationnelle, et leurs comportements verbaux exprimés de manière proactive (engagement agentique), (Reeve et al., 2022). Or, la motivation à contrôler l'environnement est une disposition personnelle (Burger & Cooper, 1979) qui impacte le style paralinguistique des individus (Dembroski et al., 1984). Ce trait de personnalité et l'expertise de l'enseignant pourraient influencer son mode de communication. Cependant, des données observationnelles prenant en compte sa personnalité manquent dans la littérature pour analyser son discours dans les interactions socio discursives qu'il entretient avec les élèves. De même, le désir de contrôle des élèves pourrait influencer leurs perceptions du climat de classe. L'objet de la thèse consiste à examiner les conditions d'intervention propices à favoriser l'engagement des élèves dans l'interaction verbale tout au long d'une séance d'apprentissage-enseignement.

Sánchez-Pérez, N., Fuentes, L. J., & González-Salinas, C. (2024). **The contribution of children's effortful control to math performance is partially mediated by math anxiety**. *European Journal of Psychology of Education*, *39*(3), 2655-2679. https://doi.org/10.1007/s10212-024-00801-0
This study aimed to ascertain the contribution of children's effortful control (EC) to math achievement by testing the mediational involvement of math anxiety. Participants were 704 children (367 girls) aged between 7 and 12 years (M = 9.43, SD = 1.23). Children's EC was measured by parent's report, math anxiety was assessed through self-report, whereas math achievement was evaluated by performance on standard math tests. The models tested involved EC higher-order factor or specific EC components (activation control, attentional focusing, and inhibitory control). The results showed that activation control, attentional focusing, and EC higher-order factor contributed to math performance directly and through the mediation of math anxiety. Inhibitory control did not yield a significant effect on math performance. The findings suggest that children with higher dispositional effortful self-regulation tend to experience lower levels of math anxiety, with positive effects on math performance.

Sari, N. P., Luijk, M. P. C. M., Jansen, P. W., Prinzie, P., & van IJzendoorn, M. (2024). **Academic achievement of children with autistic symptoms compared to typically developing children**. *European Journal of Psychology of Education*, *39*(3), 1979-2003. https://doi.org/10.1007/s10212-023-00758-6
Children with autistic symptoms experience challenges in school settings, yet little is known about their academic profiles and the mechanisms underlying the association between autistic symptoms and academic achievement. This study examined the association between autistic symptoms and academic achievement in a population-based sample of children with and without (sub)clinical autism spectrum disorder (ASD). We also investigated potential sex differences and assessed if the association is mediated by vocabulary skills and behavior problems. Information was available for 2038 participants (48.3% boys), and autistic symptoms were assessed using the Social Responsiveness Scale (M = 6.8 years). Diagnosis of ASD was clinically confirmed in 28 children. Academic achievement was determined by a nationwide, standardized test assessed at the end of primary school (M = 11.8 years). Children with more autistic symptoms in early childhood had lower achievement scores in language, mathematics, and world orientation by the end of primary education. There were no sex differences. Furthermore, vocabulary skills and behavior problems partly mediated the association between autistic symptoms and academic achievement. Then, by using propensity matching technique, we compared 140 matched typically developing peers with 28

children diagnosed with ASD. These results indicated no differences in academic achievement between children diagnosed with ASD and their matched typically developing peers. We conclude that autistic symptoms associate with lower academic achievement but by carefully matching on background variables and potential confounders, the academic achievement of children with clinical ASD might not differ from that of their typically developing peers.

Savina, E., & Fulton, C. (2024). **Students' and teachers' emotions in the classroom: an ecological dynamic systems perspective**. *European Journal of Psychology of Education*, *39*(3), 2763-2781. https://doi.org/10.1007/s10212-024-00880-z
This paper synthesizes research on student and teacher emotions in the classroom through the lens of the Ecological Dynamic Systems model. It places emotions in immediate contexts in the classroom including emotionally expressive environment, learning/instruction, and relationships. The paper identifies specific antecedents of emotions within each context. It further discusses how the intersection of classroom events and teachers' and students' goals, beliefs, and relational experiences give rise to emotions. Emotions in the classroom further reflect the complex transactions between classroom and socio-historical contexts. The paper discusses how emotions are influenced by broad socio-cultural factors including educational policies and reforms, school demographics, and culture at large. Finally, it focuses on the role of appraisal for the emotions in the classroom and how appraisals are contextualized by students' and teachers' beliefs and personal experiences. Understanding the interplay of various contexts for emotions in the classroom will inform teacher preparation, designing instructional and behavioral interventions as well as educational policies and reforms.

Schönfelder, N. (2024). **Multimodal repetitions in children's co-construction of arguments**. *European Journal of Psychology of Education*, *39*(3), 1759-1781. https://doi.org/10.1007/s10212-023-00789-z
The study examines the interactive functions of gesture repetitions as a specific form of interpersonal synchronization in argumentative decision-making processes of peers (1–6 graders). Based on a collection of 13 instances, gesture repetitions are investigated in the process of collaboratively co-constructing arguments. Drawing on multimodal interaction analysis, a description is provided of how gestures are aligned and laminated with other multimodal resources, such as body posture and gaze, into multimodal repetitions during the co-construction of both arguments and counterarguments. The study illustrates the way in which multimodal repetitions serve to mark coherence between the participants' turns and contribute to the argument. As the multimodal resources are highly synchronized with each other, multimodal repetitions also make the collaboration of specific participants publicly visible to all interactants, thereby attaching more importance to the sharedness—and persuasiveness—of the constructed argument. The analysis therefore focuses on both depictive and pragmatic gestures that are conceived as parts of multimodal gestalts (Mondada, 2014), and describes different trajectories of co-constructions that entail interactively successful as well as unsuccessful examples.

Schwartze, M. M., Frenzel, A. C., Goetz, T., Lohbeck, A., Bednorz, D., Kleine, M., & Pekrun, R. (2024). **Boredom due to being over- or under-challenged in mathematics: A latent profile analysis**. *British Journal of Educational Psychology*, *94*(3), 947-958. https://doi.org/10.1111/bjep.12695

Background Recent research on boredom suggests that it can emerge in situations characterized by over- and under-challenge. In learning contexts, this implies that high boredom may be experienced both by low- and high-achieving students. Aims This research aimed to explore the existence and prevalence of boredom due to being over- and under-challenged in mathematics, for which empirical evidence is lacking. Sample We employed a sample of 1.407 students (fifth to ninth graders) from all three secondary school tracks (lower, middle and upper) in Bavaria (Germany). Methods Boredom was assessed via self-report and achievement via a standardized mathematics test. We used latent profile analysis to identify groups characterized by different levels of boredom and achievement, and we additionally examined gender and school track as group membership predictors. Results Results revealed four distinct groups, of which two showed considerably high boredom. One was coupled with low achievement on the test (i.e. 'over-challenged group', 13% of the total sample), and one was coupled with high achievement (i.e. 'under-challenged group', 21%). Furthermore, we found a low boredom and high achievement (i.e. 'well-off group', 27%) and a relatively low boredom low achievement group (i.e. 'indifferent group', 39%). Girls were overrepresented in the over-challenged group, and students from the upper school track were underrepresented in the under-challenged group. Conclusion Our research emphasizes the need to openly discuss and further investigate boredom due to being over- and under-challenged.

Shariati, S., Nazari, S., Norouzi Seyed Hossini, R., Manzano-Sánchez, D., & Norouzi, E. (2024). **Hybrid Pedagogical Intervention can Decrease Impulsivity and Antisocial Behavior and Improve Motor and Cognitive Functions Among Iranian Adolescent**. *Canadian Journal of School Psychology*, *39*(3), 266-285. https://doi.org/10.1177/08295735241257017
The present study aimed to investigate the impact of a hybrid pedagogical model consisting of Teaching Games for Understanding (TGFU) and Teaching for Personal and Social Responsibility (TPSR) on the impulsivity, antisocial behaviors, and cognitive function of adolescent students. The study involved 60 male adolescent school students with an average age of 13.32 ± 1.65 years. The research was conducted in four stages: pre-test, teaching game and responsibility through table tennis sessions, post-test, and follow-up. The results of rANOVA indicated a significant decrease in impulsivity and antisocial behaviors from the beginning to the end of the intervention, along with an improvement in responsibility, cognitive, and motor function. Notably, the hybrid pedagogical model participants reported lower scores for impulsivity and antisocial behavior and higher scores for cognitive and motor function than their counterparts in the control group. The findings of the present study provide evidence for the effectiveness of hybrid pedagogical model in adolescent school students and physical education settings. These results suggest that hybrid pedagogical model can be a valuable addition to standard interventions such as psychotherapy, for reducing psychological problems and impulsivity in adolescent students.

Shaw, S. R., Pecsi, S., Infantino, E., Kang, Y. H., Verma, N., & von Hagen, A. (2024). **Registered Reports in School Psychology Research: Initial Experiences, Analyses, and Future**. *Canadian Journal of School Psychology*, *39*(3), 191-198. https://doi.org/10.1177/08295735241263912
This editorial is companion to the first registered report published in the Canadian Journal of School Psychology entitled, "Scope of School Psychological Practice in Germany: Part 1" by Alexa von Hagen et al. This manuscript outlines the importance of evidence-based

practices in school psychology, identifies weaknesses in the foundation of current research practices, and discusses registered reports as a tool to enhance research rigor by mitigating biases such as p-hacking and publication bias. Registered reports have gained traction despite initial reservations from researchers due to perceived constraints and barriers; this approach to publication of scholarly articles can lead to a positive shift in the relationship between authors and editors during the publication process, fostering collaboration, transparency, and credibility in the research practice and ultimately leading to improved evidence-based practice. Initial experiences from the first registered report in the field of school psychology are examined, noting advantages, disadvantages, and future recommendations. The adoption of registered reports signifies a cultural shift toward more robust, transparent, and credible research practices in school psychology, leading to true evidence-based practice with increased likelihood of implementation.

Siebecke, D. E. (2024). **Does social well-being predict academic resilience and achievement? Analysis of Swedish PISA 2018 data**. *European Journal of Psychology of Education*, *39*(3), 2105-2128. https://doi.org/10.1007/s10212-023-00762-w
In recent years, Sweden has been struggling with issues of educational inequity as the influence of students' socioeconomic status on their academic achievements has amplified. Nonetheless, academically resilient students who demonstrate high achievement despite socioeconomic disadvantages offer hope for a more equitable future. Previous research has primarily focused on the relationship between well-being and academic achievement, with less emphasis on the connection between academic resilience and well-being. Thus, this study investigates the extent to which students' well-being predicts their academic achievement and resilience, with a special focus on the social well-being of socioeconomically disadvantaged students. Using the Swedish PISA 2018 dataset and structural equation modeling technique, the measurement properties of social well-being were first tested, and its dimensions were then related to students' academic resilience and achievement. The findings reveal that student-reported teacher support positively predicts their academic resilience and achievement, whereas exposure to bullying is detrimental to their academic achievement.

Silseth, K., & Furberg, A. (2024). **Bridging group work and whole-class activities through responsive teaching in science education**. *European Journal of Psychology of Education*, *39*(3), 2155-2176. https://doi.org/10.1007/s10212-023-00770-w
Previous studies have shown both benefits and challenges of group work and whole-class activities in educational settings. One overall finding in the existing literature is that it is challenging for teachers to facilitate whole-class conversations that realise the rich potential of student discussions and undertakings during group work. This article investigates how teachers can facilitate productive consolidating whole-class conversations building on students' group work experiences by enacting responsive teaching practices, implying foregrounding students' experiences and ideas, and pursuing the substance of the students' experiences and ideas in instructional work. Based on a sociocultural perspective, we analyse sequences of classroom interactions where students' experiences from their lifeworld are invoked in a) settings where student engage in small group activities and b) teacher facilitated whole-class conversations. The educational context is a science project about genetics involving lower secondary school students and their science teacher. Our analysis shows that in group work settings, students' everyday experiences are invoked but are seldom picked up on and pursued

in group conversations as resources for engaging with science matters. In whole-class conversations facilitated by the teacher, especially in situations in which the teacher assumed a responsive teaching approach, students' everyday experiences were more often realised as resources for shared meaning making and engagement with scientific concepts and ideas. We discuss this study's implications for teachers designing productive learning activities that combine group work and whole-class activities.

StEvens, C. (2024). **The lived experience of autistic teachers: a review of the literature**. *International Journal of Inclusive Education*, *28*(9), 1871-1885. https://doi.org/10.1080/13603116.2022.2041738
To date, discussion regarding autism in education has been primarily concerned with autistic students, and research usually relates to pedagogical practices that can be implemented by neurotypical teachers to support them. Seldom does the conversation around autism in the classroom consider autistic teachers, which automatically negates lived experience which could provide critical insights into inclusive education. This review examines literature which is concerned with the lived experiences of autistic teachers in education settings from early childhood to high school, with the purpose of illuminating the understanding of autism in schools. This study finds that autistic teachers are more prevalent than traditional ideas about education have suggested, with many teachers deciding to hide their autism due to negative stereotypes and discriminatory behaviour. This study focuses on the range of strengths and challenges that autistic teachers experience and highlights a gap in the literature exploring lived experience of autistic teachers, conducted by autistic researchers. The study concludes that autistic voices are essential for addressing disconnects between inclusive education theory and practice; a disconnect which creates barriers to success for autistic people in society.

Su, A., & He, G. (2024). **The effects of parents' failure beliefs on children's math achievement: children's math self-efficacy, responses to failure and intelligence mindset as mediators**. *European Journal of Psychology of Education*, *39*(3), 3011-3028. https://doi.org/10.1007/s10212-024-00833-6
Although parents have been shown to be key to children's motivation and learning, little is known regarding the specific ways in which parents might influence their children's academic outcomes. The present study aimed to explore the direct effect of parents' failure beliefs on children's math achievement as well as the mediating effects of children's math self-efficacy, responses to failure and intelligence mindset in this context. The participants included 451 Chinese fifth-grade children and their parents. The results of this research revealed that (a) parents' failure beliefs were directly and positively associated with children's math achievement; (b) parents' failure beliefs affected children's math achievement through the chain mediating effects of children's responses to failure and math self-efficacy as well as the chain mediating effects of children's failure beliefs and intelligence mindset; and (c) children's responses to failure played fully mediating roles in the relationship between parents' failure beliefs and children's intelligence mindset as well as in the relationship between parents' failure beliefs and children's math self-efficacy. All of these findings can guide parents in their attempts to support their children's education most effectively.

Sunde, P. B., De Smedt, B., Verschaffel, L., & Sunde, P. (2024). **Grade one single-digit addition strategies as predictors of grade four achievement in mathematics**. *European*

Journal of Psychology of Education, *39*(3), 2083-2103. https://doi.org/10.1007/s10212-023-00761-x
Early detection of and relevant information on children's mathematical difficulties is important to initiate targeted teaching and intervention. This study investigated the extent to which strategy use in single-digit addition provides additional predictive information about 61 grade one children's (6-year-old) mathematical achievement 3 years later that is not available from a standardised mathematics achievement test. Four predictors available in year one (arithmetic strategy use, mathematical achievement, non-verbal reasoning skills and sex) explained 54% of the variation in grade four mathematics achievement. Arithmetic strategy use was the most important single predictor of year four mathematics achievement (R2 = 30%) and explained an additional 12% variation if added to a model comprised by the three other year one predictors. This result suggests that systematically obtained measures of how young children solve single-digit arithmetic problems might provide useful information about their foundational number knowledge, which in turn may reveal how well they achieve later in school.

Syväoja, H. J., Sneck, S., Kukko, T., Asunta, P., Räsänen, P., Viholainen, H., … Tammelin, T. H. (2024). **Effects of physically active maths lessons on children's maths performance and maths-related affective factors: Multi-arm cluster randomized controlled trial**. *British Journal of Educational Psychology*, *94*(3), 839-861. https://doi.org/10.1111/bjep.12684
Background Physical activity (PA) may benefit academic performance, but it is unclear what kind of classroom-based PA is optimal for learning. Aim We studied the effects of physically active maths lessons on children's maths performance and maths-related effects, and whether gender and previous mathematical or motor skills modify these effects. Sample A total of 22 volunteered teachers and their pupils with signed consent (N = 397, mean age: 9.3 years, 51% females) participated in a 5-month, teacher-led, multi-arm, cluster-randomized controlled trial. Methods The intervention included a PAL group (20 min of physically active learning in each 45-min lesson), a breaks group (two 5-min PA breaks in each 45-min lesson) and a control group (traditional teaching). Maths performance was assessed with a tailored curriculum-based test. Maths-related enjoyment, self-perceptions and anxiety were measured with a self-reported questionnaire. The individual-level intervention effects were tested via covariate-adjusted linear mixed-effect models with school classes serving as random effects. Results Changes in maths performance or self-perceptions did not differ between the intervention groups. Maths anxiety in learning situations increased in the PAL group (effect .28, 95% CI = .01–.56); there was no change in the other groups. Subgroup analyses suggested that maths anxiety increased in the PAL group among children in the two lowest tertiles of motor skills. It decreased in the highest tertile. Enjoyment decreased in the breaks group among pupils in the lowest motor skill tertile. Conclusions Physically active maths lessons did not affect maths performance or self-perceptions but had divergent effects on maths anxiety and enjoyment, depending on motor skills.

Taheri, E., Shareh, H., & Hasanvand, F. (2024). **The effect of images and attitudes towards curiosity on depression, anxiety, and fear of consequences of academic success in elementary students: the mediating role of critical thinking**. *European Journal of Psychology of Education*, *39*(3), 2991-3010. https://doi.org/10.1007/s10212-024-00854-1
Students' mental health quality in schools significantly influences the development and increase of students' research and questioning abilities. Few studies have sought to investigate the role of images and attitudes towards curiosity (CIAC) on elementary

student depression and anxiety, and fear of consequences of academic success (FCAS). This study examined the effects of images and attitudes towards curiosity on depression and anxiety, and fear of consequences of academic success in elementary students by mediating the roles of critical thinking (CT). Results from a sample of 450 elementary students in Iran showed that the direct path coefficients of images of and attitudes towards curiosity to fear of consequences of academic success and depression and anxiety were not significant. However, with the inclusion of critical thinking as a mediating variable, the indirect effect coefficient was significant. Additionally, there were positive relationships between images and attitudes towards curiosity and critical thinking.

Takamatsu, R., Min, M. C., Aktar, R., Wang, L., Gao, X., & Akamatsu, D. (2024). **Gender and conceptual breadth of barriers to higher education in Asian countries**. *Higher Education Quarterly*, *78*(3), 1016-1030. https://doi.org/10.1111/hequ.12505
Psychological studies of the denial of prejudice and discrimination have suggested that although members of target groups are sensitive to episodes of discrimination, they may deny episodes of discrimination to maintain a positive self-image. Here, through two studies, we investigated the role of the perceiver and target gender in shaping perceived barriers to education from a transnational feminist perspective. The participants were 132 Japanese university students (Study 1) and 1143 students from four Asian countries (Bangladesh, China, Myanmar, and Japan) (Study 2). They read three vignettes depicting different types of obstacles to higher education and rated the extent to which each example constituted a barrier to education. Our results support the sensitivity hypothesis. Regardless of their cultural background, the female participants tended to perceive more barriers to education than their male counterparts. However, the denial hypothesis was not consistently supported. The authors discuss the meaning of denial of educational barriers among female students and future directions.

Tan, T. X., Wang, J. H., & Zhou, Y. (2024). **COVID-19 school closures and Chinese children's school readiness: Results from the natural experimental data**. *British Journal of Educational Psychology*, *94*(3), 976-994. https://doi.org/10.1111/bjep.12699
Aims To determine the associations between COVID-19 school closures and school readiness skills for Chinese kindergarteners. Design We utilized the natural experimental condition created by local COVID-19 outbreaks in 2022 (Study 1) to compare school readiness skills of children whose kindergartens were closed for 5 months (Group 1) with children whose kindergartens stayed open (Group 2). We further compared the school readiness skills of one pre-COVID-19 cohort (Cohort 2019) with one COVID-19 cohort (Cohort 2021) from a fifth kindergarten (Study 2). Samples For Study 1, Group 1 included 445 children and Group 2 included 584 children aged 4–6 years. For Study 2, Cohort 2019 included 156 children and Cohort 2021 included 228 children aged 3–6 years. Measures For both studies, survey data on four school readiness skills were collected from parents. Additionally, Study 1 collected parental locus of control data from parents. Results Controlling for covariates, Study 1 revealed that Group 1 and Group 2 did not differ in terms of language and emergent literacy or approaches to learning. However, Group 1 scored lower than Group 2 on health and well-being and arts and imagination. Study 2 revealed that Cohort 2021 scored higher than Cohort 2019 on language and emergent literacy but lower on the other three skills. Conclusions The associations of COVID-19 school closures with Chinese children's school readiness skills were not uniform, with a positive relation with language and emergent literacy and negative associations with health and well-being, approaches to learning, as well as arts and imagination.

Tarchi, C., Casado-Ledesma, L., Sanna, G., & Conti, M. (2024). **The relationship between theory of mind and multiple-document comprehension in university students: preliminary research findings**. *European Journal of Psychology of Education*, *39*(3), 1841-1864. https://doi.org/10.1007/s10212-023-00755-9
The demands of learning in the twenty-first century require being skilled in the use and comprehension of multiple documents. Some individual factors such as the metacognitive skill of theory of mind (ToM) are related to this ability. This study investigated the relationship between university students' ability to comprehend multiple documents, measured through an argumentative essay task, and their ToM. The participants were 84 undergraduates. We assessed their ToM (using the strange stories task) and their mental state talk (using a think-aloud protocol during the reading of multiple documents—MSTR—and through the content of their subsequent written essays—MSTW). The relation between students' ToM and their MSTW was mediated through MSTR. In addition, students' ToM was significantly associated with the quality of the essays, through MSTR, and the relation between MSTR and the argumentative quality was mediated through MSTW. MSTW was the only significant predictor of the quality of the essays. The involvement of ToM in multiple-document comprehension suggests, from an educational perspective, the possibility to support multiple-document comprehension by scaffolding mental state talk.

Tavares, V. (2024). **Feeling excluded: international students experience equity, diversity and inclusion**. *International Journal of Inclusive Education*, *28*(8), 1551-1568. https://doi.org/10.1080/13603116.2021.2008536
Many institutions of higher education have committed to the principles of equity, diversity, and inclusion (EDI). This collective move signifies an effort to identify and confront systemic issues of marginalisation and exclusion of minoritised groups in contexts of higher education. Nevertheless, international students are not always considered an equity-seeking group, despite the structural barriers international students face. As a result, international students' experiences of EDI remain underexplored and are typically examined from a perspective of internationalisation. The purpose of this paper is to investigate the experiences of five international students from the broader perspective of EDI at a Canadian university through a case study design. The findings demonstrate that, in spite of the university's long-standing commitment to aspects of EDI, international students felt excluded and othered in the community. Their experiences pointed to a lack of intercultural awareness and sensitivity on the part of the superficially multicultural community, a lack of institution-led initiatives to include the students through socialisation with peers, and the limited internationalisation of the curriculum. This paper is concluded with a call for universities to recognise international students as a marginalised group in their EDI efforts and, potentially, address structural issues that internationalisation frameworks have neglected.

Truss, A., McBride, K., Porter, H., Anderson, V., Stilwell, G., Philippou, C., & Taggart, A. (2024). **Learner engagement with instructor-generated video**. *British Journal of Educational Technology*, *55*(5), 2192-2211. https://doi.org/10.1111/bjet.13450
Effective video resources are assumed to promote learner engagement, but the extent to which this occurs is unclear. This study examines learners' engagement with instructor-generated video. It contributes an analytical synthesis of qualitative and quantitative data that provides the basis for investigating the extent to which, and how, learners

engage with video resources provided in their courses. Specifically, three dimensions of learner engagement with video are studied: behavioural, cognitive and affective. The study contributes to educational technology research by identifying distinctive patterns of learner control over the use of video which diverges from instructors' assumptions. It shows the complex and nuanced features of cognitive and affective engagement. Videos can have positive effects, but inappropriate use of technical features results in learner disengagement. This study contributes a novel use of signalling theory, suggesting the importance of instructor signals concerning relevance, focus and utility as a feature of video generation, as a prerequisite of cognitive engagement. A research and theory development agenda is developed, locating video-based learning in student contexts as a basis for explaining both engagement and disengagement with video technology affordances. Practitioner notes What is already known about this topic Higher education tutors are increasingly expected to generate video content as a feature of their course delivery. Although effective video resources are assumed to promote learner engagement, the extent to which this occurs is unclear. Video technology affordances rarely feature in academic professional development programmes leaving tutors ill-equipped to understand how and in what ways students engage with video resources as a part of their courses. What this paper adds A novel use of signalling theory to explain different patterns of learner engagement and disengagement. Learner agency and control results in video technology affordances being fitted and 'flexed' around factors that instructors rarely consider in the video generation process. A new model to describe factors that affect student engagement with instructor-generated video. Implications for practice and/or policy Raise awareness for instructors about patterns of student engagement with video technology affordances that affect learning experience and outcomes. Implement professional development programmes to equip instructors to design and generate video content that takes account of patterns of behavioural, cognitive and affective engagement and signals relevance, focus and utility. Develop clear policies regarding technical features of video generation to avoid learner disengagement.

Ulmanen, S., Tikkanen, L., & Pyhältö, K. (2024). **Sense of relatedness and study engagement as mediators between students' peer support and life satisfaction**. *European Journal of Psychology of Education*, *39*(3), 2603-2617. https://doi.org/10.1007/s10212-024-00858-x

Previous research suggests that peer support is an essential component of adolescents' sense of relatedness in peer relationships and correlates with study engagement and life satisfaction. However, what the underlying mechanisms of these relationships are, has remained unclear. This study examined 1) whether the sense of relatedness or study engagement mediate the effect of peer support on students' life satisfaction, and 2) whether sense of relatedness mediates the effects of peer support on students' study engagement. The data were analysed with the structural equation modelling (SEM), using a cross-sectional sample of Finnish upper secondary education students (n = 293) (63% female, 31% male). The results showed that the relationship between peer support and the student life satisfaction beyond the school was fully mediated by students' experiences of study engagement and sense of relatedness. This suggests that peer support for studying by itself is not sufficient for cultivating student life satisfaction, but its effectiveness depends on whether it positively impacts their study engagement and sense of relatedness. To improve the life satisfaction of upper secondary education

students, study-related peer support needs to be cultivated so that it triggers students' sense of relatedness and study engagement.

Van Der Auwera, S., De Smedt, B., Torbeyns, J., & Verschaffel, L. (2024). **How are children's strategy selection and execution related to their executive functions? A choice/no-choice study in multi-step arithmetic**. *European Journal of Psychology of Education*, *39*(3), 2701-2717. https://doi.org/10.1007/s10212-024-00889-4
In recent years, an increasing number of studies have examined the association between mathematical abilities and executive functions (EFs). However, it remains unknown via which mechanisms' mathematical performance is associated with EFs. The current study examined the associations of overall task proficiency, strategy selection, and strategy execution when solving multi-step subtraction problems with three EFs (i.e., updating, inhibition, and shifting). With a choice/no-choice design, 150 fifth-graders' (Mage = 10 years, 11 months) direct subtraction (DS; e.g., 712 − 346 = ?; 712 − 300 = 412, 412 − 40 = 372, and 372 − 6 = 366) and subtraction by addition (SBA; e.g., 712 − 346 = ?; 346 + 54 = 400, 400 + 300 = 700, 700 + 12 = 712, and 54 + 300 + 12 = 366) use to solve multi-step subtractions was examined. Participants were offered ten subtractions in one choice condition (free choice between DS and SBA), based on which we obtained data about task proficiency and strategy selection, and in two no-choice conditions (mandatory use of either DS or SBA), which were used to examine strategy execution. The results showed that task proficiency in the choice condition was associated with updating and inhibition but not with shifting. Furthermore, strategy selection was associated with updating but not with inhibition and shifting. Strategy execution was associated with updating but not with inhibition and shifting. The inclusion of separate strategy selection and execution parameters helped to unravel how arithmetic performance and EFs are associated.

Vanderpuye, I., Nyame, I., & Okai, M.-P. (2024). **Challenges inherent in the academic endeavours of students with visual impairment**. *International Journal of Inclusive Education*, *28*(9), 1954-1967. https://doi.org/10.1080/13603116.2022.2036830
This article investigates the challenges confronted by students with visual impairment at the University of Cape Coast. The researchers adopted the phenomenological design and utilised semi-structured interview guide and observation guide for the data collection. Through the purposive sampling technique, the views of students with visual impairment were elicited. The findings reflect the challenges that students with visual impairment encounter while succumbing to the demands of academic endeavours at the University. These challenges are based on the inauspicious physical environment, inordinate attitude of some members of the University community and unsupportive academic arrangements at the University. The study discusses the need for public education on students with special education needs and disabilities (SEND) and the need for lecturers to reconsider their pedagogic procedures to suit all students especially students with SEND. There is also a call for the modernisation of the physical environment and academic assistive devices by the management of the University with the co-operation of the government of Ghana and some NGOs.

Vicente, S., Sánchez, R., Sánchez-Barbero, B., Rodríguez-Sánchez, M., & Ramos, M. (2024). **Theoretical-methodological approaches and textbook design: analysis of arithmetic word problems in Spanish textbooks**. *European Journal of Psychology of Education*, *39*(3), 2483-2508. https://doi.org/10.1007/s10212-024-00808-7

Primary school textbooks can enhance the acquisition of arithmetic word problem solving skills by offering diverse problems based on their semantic-mathematical structure with targeted reasoning aids, including schematics highlighting their mathematical structure. While certain countries, such as the USA and Singapore, have made progress in improving the problems and aids found in their textbooks through the use of specific theoretical-methodological approaches, textbooks from other countries, such as Spain, have included a very limited variety of problems, with hardly any aids to reasoning. Recently, however, two of the most widely used Spanish publishers have released textbooks that adhere to these theoretical-methodological approaches. To assess whether these textbooks progressed past their predecessors in relevant aspects related to the resolution of arithmetic word problems, we conducted an analysis of the quantity of problems and their variety in terms of semantic-mathematical structure and level of difficulty, as well as the inclusion of schematic representations of their mathematical structure. The study demonstrated improvements among textbooks when publishers adopted a theoretical framework, suggesting that a reference framework could enhance textbook design. This is particularly relevant in countries such as Spain, where there are no applicable standards or official curricula for designing textbooks related to solving arithmetic word problems.

Vohl, P., & Loye, N. (2023). **Étude visant à identifier des facteurs ayant le potentiel de réduire les écarts d'anxiété mathématique observés entre les garçons et les filles francophones de 15 ans du Québec, à partir d'une analyse des données du PISA de 2003 et 2012**. *Mesure et évaluation en éducation*, *46*(3), 123-180. https://doi.org/10.7202/1113335ar
Dans une étude antérieure (Vohl & Loye, 2024), nous avons montré qu'en moyenne, les filles québécoises francophones de 15 ans se disent davantage anxieuses à l'égard des mathématiques que les garçons et ce, sur l'ensemble du continuum des performances. Nous avons également montré que performances en mathématique et anxiété mathématique sont deux phénomènes négativement corrélés. Dans le présent article, nous souhaitons identifier des facteurs qui pourraient permettre d'expliquer les écarts d'anxiété mathématique observés entre les filles et les garçons. En prenant appui sur le modèle du contrôle et de la valeur de Pekrun (2006), nous vérifions si les écarts de concept de soi, de valeur intrinsèque et de valeur utilitaire observés entre les filles et les garçons expliquent complètement les écarts d'anxiété mathématique. Nos résultats révèlent que les écarts de concept de soi expliquent près de 70 % des écarts d'anxiété mathématique relevés chez les élèves francophones du Québec.

Vollmann, M., Scheepers, R. A., & Hilverda, F. (2024). **Study delay during emergency remote teaching among students at Dutch universities: the role of students' education satisfaction and academic wellbeing**. *European Journal of Psychology of Education*, *39*(3), 2849-2865. https://doi.org/10.1007/s10212-023-00779-1
This study investigated whether the amount of emergency remote teaching (ERT) was negatively associated with students' academic performance in terms of study delay and explored whether this association was mediated by study-related experiences, i.e. students' education satisfaction and subsequently academic wellbeing (academic burnout and academic engagement). The study was conducted during the academic year 2020/2021 and 680 students from all conventional Dutch universities participated. The amount of ERT and study-related experiences were measured at three time points throughout the academic year and the respective scores were averaged for data

analysis. Study delay was assessed at the end of the academic year (last time point). The hypothesised model was tested using path analysis. A higher amount of ERT was associated with a higher risk of study delay and this association was mediated by study-related experiences in two ways. First, a higher amount of ERT was related to lower education satisfaction, which in turn increased the risk of study delay. Second, a higher amount of ERT was related to lower education satisfaction, which in turn was associated with lower academic wellbeing, i.e. more academic burnout and less academic engagement, which in turn increased the risk of study delay. The findings suggest that education satisfaction and academic wellbeing are mechanisms underlying the detrimental effect of ERT on study performance, with education satisfaction playing a central role. To avoid students incurring study delay, universities are advised to implement ERT and online education in general in such a way that students' education satisfaction gets preserved.

von Hagen, A., Müller, B., Vannini, N., Rublevskis, N., Schaaf, M., Jeck, S., … Büttner, G. (2024). **Scope of School Psychological Practice in Germany: Part 1**. *Canadian Journal of School Psychology*, *39*(3), 199-226. https://doi.org/10.1177/08295735231226195
Many countries rely on statements issued by professional associations to delimit the scope of school psychological practice. It is, however, not always clear to what extent these statements match current practices and school psychologists' self-perception of their professional role, as empirical data is often unavailable or limited. This study aims to address this gap by collecting empirical data on the scope of school psychological practice in Germany. In a mixed method study, we first applied the Delphi technique to develop a questionnaire in collaboration with school psychological experts from different federal states of Germany. Second, we collected information on federal policies through semi-structured interviews with regional experts. Third, we invited a representative sample of school psychologists to complete the questionnaire developed through the Delphi technique. In this first report, we focus on the Delphi procedure and overall results of the survey describing the scope of school psychological practice in Germany at a country-wide level. These findings provide a detailed characterization of the broad and heterogeneous scope providing an evidence-base for future research and political decision-making.

Wala, J., Hannken-Illjes, K., Bose, I., & Kurtenbach, S. (2024). **With me it is exactly the same: second stories and their argumentative function in child talk**. *European Journal of Psychology of Education*, *39*(3), 1699-1718. https://doi.org/10.1007/s10212-024-00855-0
Conversation circles in kindergartens can foster discursive abilities such as argumentation. This paper analyzes argumentation in conversation circles in a kindergarten with respect to the function of narrative argumentation. We focus on second stories as a specific narrative form that is characterized by relating in content and form to a before told narrative thereby displaying similarity and alignment. In this paper, we will analyze videographed conversation circles in a kindergarten. Our methodological approach is interactional and qualitative, informed by conversation analysis and narrative analysis. We will argue that preschool children use second stories for argumentative purposes in cooperative argumentative exchanges and through them produce interactional alignment.

Wang, F., Zhu, D., He, Y., Yuan, M., Li, Y., Xie, F., … Wang, G. (2024). **Longitudinal and Reciprocal Effects in the Association Between School Bullying and Homicidal Ideation**

During Early Adolescence. *Journal of Youth and Adolescence*, *53*(9), 1971-1986. https://doi.org/10.1007/s10964-024-02001-x
Several cross-sectional studies indicated a positive association between school bullying and homicidal ideation during early adolescence. However, few longitudinal studies investigated this association. This study examined whether a bi-directional relationship exists within the longitudinal association between bullying victimization or bullying perpetration and homicidal ideation among early adolescents using a Random Intercept Cross-Lagged Panel Model. A total of 1611 early adolescents (39.5% girls; Mage = 12.50 years, SD = 0.50) were recruited from the Chinese Early Adolescents Cohort study. Data on bullying victimization, bullying perpetration, and homicidal ideation collected during three time points (September 2019, September 2020, and September 2021) were used. Bullying victimization showed a significant positive association with homicidal ideation at the between-person level. Bullying victimization and bullying perpetration had a bi-directional relationship with homicidal ideation at the within-person level. Additionally, this study considered the impact of biological sex-based differences and bullying types on adolescents' homicidal ideation. Based on these findings, school bullying might exhibit unique reciprocal associations with homicidal ideation.

Wang, X.-C., Zhang, M., & Wang, J.-X. (2024). **The Effect of University Students' Academic Self-Efficacy on Academic Burnout: The Chain Mediating Role of Intrinsic Motivation and Learning Engagement**. *Journal of Psychoeducational Assessment*, *42*(7), 798-812. https://doi.org/10.1177/07342829241252863
Academic burnout seriously affects the academic performance and mental health of college students. This study developed a multi-mediation model to investigate the relationship between academic self-efficacy and academic burnout. A total of 1431 undergraduate students (51.85% female) were recruited to participate in this study. And we used SPSS PROCESS developed by Hayes to examine the mediating role of academic self-efficacy and academic burnout. The results indicated that academic self-efficacy can negatively predict academic burnout. Moreover, intrinsic motivation and learning engagement have a significant mediating effect between academic self-efficacy and academic burnout. Finally, we constructed a model comprising four variables and found that it explained 47.62% of the variance in academic burnout. These findings can be conducive to a suitable intervention path to reduce academic burnout of Chinese college students, so as to develop effective instructional strategies to improve their learning performance.

Wang, Y., & Li, L. M. W. (2024). **Relationships between parental involvement in homework and learning outcomes among elementary school students: The moderating role of societal collectivism–individualism**. *British Journal of Educational Psychology*, *94*(3), 881-896. https://doi.org/10.1111/bjep.12692
Background Parents are often involved in their child's homework with the goal of improving their child's academic achievement. However, mixed findings were observed for the role of parental involvement in homework in shaping students' learning outcomes. Aims The present study examined whether and how the effect of parental involvement in homework on students' performance in science and math varies across sociocultural contexts by considering the degrees of societal collectivism–individualism. Methods The present study used a large-scale dataset, consisting of participants from 43 countries/regions, to test whether societal collectivism–individualism would moderate the

relationship between three types of parental involvement (asking, helping and checking) in homework and elementary school students' academic performance in math and science. Results The multi-level analyses revealed diverse effects of different parental involvement behaviours for homework. Helping and checking behaviours were generally negatively associated with elementary school students' academic achievement, but asking behaviours were positively associated with their academic achievement. Importantly, the positive effect of asking behaviours was stronger, while the negative effect of helping behaviours was weaker in collectivistic societies than in individualistic societies. Conclusions The present study highlights the importance of considering the multifaceted nature of parental homework involvement and the sociocultural contexts that vary in collectivism–individualism when evaluating the role of parents in elementary school students' learning in math and science.

Watermeyer, B., McKenzie, J., & Kelly, J. (2024). **Dealing with disability as 'matter out of place': emotional issues in the education of learners with visual impairment**. *International Journal of Inclusive Education*, *28*(10), 2265-2280. https://doi.org/10.1080/13603116.2022.2092780
Globally, education of children with disabilities increasingly occurs in inclusive school settings, requiring specialised teacher education. Scholars emphasise relational and instrumental skills, to overcome prejudice and exclusion. Visual impairment (VI) is emotionally evocative, presenting particular challenges to inclusion. Using data from in-service teacher education for VI inclusion in South Africa, this theoretical paper explores the personal and emotional barriers which teachers must negotiate surrounding the 'new reality' of VI in their classrooms if successful inclusion is to be achieved, and how teacher education may support this. We set qualitative data from an in-service short course for teachers of VI learners against ideas from disability studies, critical psychoanalysis and anthropology, conceptualising relational issues arising from VI in the classroom. Due to VI's evocation of unconscious anxieties in the observer, we argue that the experiences and needs of children with VI may be felt as 'matter out of place' in the classroom, confounding inclusion. Teacher anxiety threatens the capacity for containment and creativity, undermining the secure relationship which is elemental to successful learning. To manage the experiences, feelings and needs of VI learners, teachers require education which facilitates processing of their own emotions surrounding this evocative form of disability.

Welland, J. B., Singell, E. L., Graves, K. A., & Burns, M. K. (2024). **Test Review of Acadience Reading Diagnostic: Comprehension, Fluency, and Oral Language Assessment**. *Journal of Psychoeducational Assessment*, *42*(7), 893-900. https://doi.org/10.1177/07342829241252471
Acadience Reading Diagnostic: Comprehension, Fluency, and Oral Language Assessment (CFOL) is an individually administered diagnostic assessment published by Acadience Learning for students in kindergarten through sixth grades. The measure purportedly provides diagnostic information in story coherence/text structure, listening and reading comprehension, vocabulary and oral language, and fluency with expository and narrative texts. The skills assessed with the CFOL are designed to provide information about skills related to students' comprehension difficulties so educators can better target comprehension interventions to support students' specific learning needs.

Wilke, A. K., Brown, K. R., Crosby, D., & Song Engler, J. (2024). **Cripping grounded theory: disabled disability resource providers and disability disclosure in postsecondary education**. *International Journal of Qualitative Studies in Education*, *37*(7), 1986-2003. https://doi.org/10.1080/09518398.2023.2258105
Disability disclosure is a complex, ongoing process involves navigating medical, legal, educational, economic, and employment systems. Disclosure decision making occurs for all disabled individuals regardless of how apparent their disability is to others. Professionals working in disability resource positions, who identify as disabled, navigate multiple layers of disclosure on personal, interpersonal, and institutional levels. Disabled disability resource professionals hold complex understandings of disclosure mediated by their environment, relationships, and identity. Centering the expertise of disabled professionals and their embodied knowledge (e.g. cripistemologies) the authors propose a model for the complex interplay of factors that influence each disclosure decision and how disabled staff crip disclosure and use it as a tool to navigate institutional, inter-, and intra-personal dynamics.

Wu, X., Liu, H., Xiao, L., & Yao, M. (2024). **Reciprocal Relationship Between Learning Interest and Learning Persistence: Roles of Strategies for Self-Regulated Learning Behaviors and Academic Performance**. *Journal of Youth and Adolescence*, *53*(9), 2080-2096. https://doi.org/10.1007/s10964-024-01994-9
Learning interest (internal driving motivation) and learning persistence (explicit behaviors) are important factors affecting students' academic development, yet whether they operate reciprocally and how to bolster them are still issues requiring attention. This study aimed to examine the reciprocal relationship between learning interest and persistence as well as the potential mechanisms behind the relationship from the perspectives of internal self-regulation and external feedback (i.e., academic performance). 510 students (Mage = 13.71, SD = 1.77, 44.1% girls) were tracked for one year using questionnaires. Results showed that higher learning interest was linked to greater subsequent learning persistence and vice versa; and both predicted each other over time indirectly through academic performance and the multiple mediating paths from strategies for self-regulated learning behaviors to academic performance. Ancillary analysis verifies the robustness of these results. The findings not only provide evidence of a dynamic relationship between learning motivation and behaviors, highlighting the important role of positive performance feedback in leading to a benign cycle, but also contribute to understanding the potential avenue (i.e., teaching strategies for self-regulation) for optimizing student learning.

Xu, J. (2024). **Investigating factors influencing deep and surface approaches to homework: a multilevel analysis**. *European Journal of Psychology of Education*, *39*(3), 3091-3113. https://doi.org/10.1007/s10212-024-00806-9
The present study investigated multilevel models posited to predict student approaches to homework. Participants were 1,072 middle school students in China. Results revealed that deep and surface approaches were positively associated with performance-approach. Furthermore, deep approach to homework was associated negatively with homework cost, yet positively with mastery-approach, homework expectancy, and prior knowledge. Surface approach to homework was associated positively with homework cost and parent education, yet negatively with homework expectancy and mastery-approach. Females were less likely to use surface approach to homework than males. At the class level, surface approach to homework was negatively associated with parent

education. Implications for homework practice and future investigation are discussed in terms of these results.

Yang, K.-L., Krawitz, J., Schukajlow, S., Yang, C.-C., & Chang, Y.-P. (2024). **German and Taiwanese secondary students' mathematical modelling task value profiles and their relation to mathematical knowledge and modelling performance**. *European Journal of Psychology of Education*, *39*(3), 2969-2989. https://doi.org/10.1007/s10212-024-00866-x
Based on expectancy-value theory, this study adopted a person-centred approach to explore the heterogeneous profiles of secondary German and Taiwanese students' mathematical modelling task values, and examined the differences in their mathematical modelling performance, controlling for the variable of intra-mathematical knowledge among the heterogeneous profiles. Authors conducted a survey study of 452 ninth graders (201 German students and 251 Taiwanese students). The results showed that German and Taiwanese students respectively displayed three profiles of mathematical modelling task values: a) moderate utility and moderate interest/attainment, b) high utility but low interest/attainment, and c) low utility but high interest/attainment. Furthermore, different profiles of mathematical modelling task values showed significant differences in mathematical modelling performance for Taiwanese students but not for German students, even after removing the variable of intra-mathematical knowledge. This study advances the understanding of students' mathematical modelling task values and its relation with their mathematical modelling performance by the expectancy-value model of achievement motivation and person-centred analyses, and sheds light on the learning and teaching of mathematical modelling.

Yang, X., Liu, R.-D., Ding, Y., Ding, Z., & Yang, Y. (2024). **Beyond cognition: The relation between parents' reading-related activities and reading-related achievement emotions in Chinese students**. *European Journal of Psychology of Education*, *39*(3), 2283-2301. https://doi.org/10.1007/s10212-023-00772-8
Numerous studies have revealed the benefits of parents' reading-related activities that support children's cognitive development. However, little is known about the reading-related achievement emotions that are essential for self-confidence and well-being as a reader. To advance research in this important area of achievement emotions, it is critical to focus on the impact of parents' reading-related activities on reading-related achievement emotions pertaining to enjoyment and boredom and their internal mechanisms. Based on the control-value theory of achievement emotions, we investigated 12,322 Chinese students through a national reading program. Results indicated that parents' reading-related activities positively predicted reading enjoyment but negatively predicted reading boredom through the mediators of self-educational expectation and reading self-efficacy after controlling for gender, age, and SES. This study highlights the values of parent–child shared reading, makes a unique contribution to the field of achievement emotions, and explains how self-educational expectation and reading self-efficacy mediate this process.

Yi, V., & Mackey, J. Z. (2024). **Poetic transcription and its possibilities for (re)presentation**. *International Journal of Qualitative Studies in Education*, *37*(7), 1853-1867. https://doi.org/10.1080/09518398.2023.2233935
Two women scholars (Khmer and Black) explore how our subjectivities as researchers influence how we understand, give honor to, and (re)present our participants' experiences in ways that value their humanity. Through phenomenological methods and

poetic transcription, we seek more nuanced, creative, and powerful ways of positioning participants' critical agency and highlighting the essence of their racialized experiences. In conceptualizing how qualitative researchers can integrate their positions and subjectivities into the research process as an asset, we identify the significant contributions our perspectives make when more thoughtfully incorporated with the lives and stories of our participants.

Yli-Pietilä, R., Soini, T., Pietarinen, J., & Pyhältö, K. (2024). **How is students' well-being related to their class teacher's professional agency in primary school?** *European Journal of Psychology of Education*, *39*(3), 2341-2361. https://doi.org/10.1007/s10212-023-00781-7
Class teachers have a meaningful role in the life of primary school students as they are responsible for the majority of their students' instruction. Previous research has shown that teachers who make efforts to learn and develop in their work also promote their students' learning and well-being. This learning orientation is referred to in this study as teachers' professional agency. The well-being of students has been shown to be challenged in many ways already in primary school. However, we need more research on how primary school students experience well-being in classrooms in relation to their studies and whether their class teacher's professional agency relates to their well-being. We examined students' study well-being from two perspectives: study engagement and study burnout. Multilevel structural equation modelling was applied in the analysis to explore perceived study well-being in the classroom (student and class level) and its relation to class teachers' sense of professional agency. The results indicate that a high level of study burnout at the class level decreases students' study well-being over time and also challenges class teachers' sense of professional agency.

Yosopov, L., Saklofske, D. H., Smith, M. M., Flett, G. L., & Hewitt, P. L. (2024). **Failure Sensitivity in Perfectionism and Procrastination: Fear of Failure and Overgeneralization of Failure as Mediators of Traits and Cognitions**. *Journal of Psychoeducational Assessment*, *42*(6), 705-724. https://doi.org/10.1177/07342829241249784
The current study investigated perfectionism and procrastination from the trait and cognitive perspectives and addressed how they relate to components of a personal orientation toward failure. A sample of 327 undergraduate students completed three perfectionism measures (i.e., Frost Multidimensional Perfectionism Scale, Hewitt–Flett Multidimensional Perfectionism Scale, and Perfectionism Cognitions Inventory), two procrastination measures (i.e., Lay Procrastination Scale and Procrastinatory Cognitions Inventory), and measures of fear of failure and overgeneralizing failure. Correlational analyses showed that the composite trait dimension of perfectionistic concerns and the cognitive dimension of perfectionistic automatic thoughts had modest links with trait procrastination but much stronger links with the cognitive measure of procrastinatory automatic thoughts. All perfectionism and procrastination measures were significantly correlated with fear of failure and overgeneralization of failure. More extensive analyses showed that fear of failure mediated trait and cognitive pathways between perfectionism and procrastination, and the overgeneralization of failure mediated most pathways. Other evidence supported a sequential mediation between perfectionism and procrastination (i.e., fear of failure followed by the overgeneralization of failure). Overall, the results suggest that procrastinating perfectionists have a cognitive hypersensitivity to failure and a potentially debilitating form of perfectionistic reactivity characterized by overgeneralizing failures to the self. The theoretical and practical implications are discussed.

Zagni, B., & Van Ryzin, M. J. (2024). **Technology-supported cooperative learning as a universal mental health intervention in middle and high school**. *British Journal of Educational Psychology*, *94*(3), 792-808. https://doi.org/10.1111/bjep.12680
Background Adolescent mental health issues are a major public health concern, highlighted by the US Surgeon General as a crisis. Traditional school-based interventions show inconsistent success, creating a demand for effective solutions. Aims This study evaluates the impact of technology-supported cooperative learning (CL) on adolescent mental health, focusing on positive peer relations and peer victimization. Materials and Methods Participants included 813 adolescents (50.2% female; 70.7% White) from 12 middle and high schools in the Pacific Northwest. The study used hierarchical linear modelling (HLM) to assess the effectiveness of CL facilitated via PeerLearning.net. Results Implementing CL led to significant improvements in peer relations and reductions in victimization and mental health problems, with moderate-to-large effect sizes observed across different demographics. Positive peer relations significantly predicted lower victimization and improved mental health. Discussion The findings highlight the potential of technology-supported CL in addressing adolescent mental health by enhancing protective factors and reducing risks. Such interventions offer a scalable and sustainable approach for schools to address mental health challenges. Conclusion Technology-supported cooperative learning offers a promising strategy for improving adolescent mental health, demonstrating significant benefits in peer relations and reducing victimization. This approach provides schools with an accessible and effective tool to tackle the mental health crisis among students.

Zdeblick, M. N. (2024). **"Play my clip!": arts-mediated agency in disability-centered learning and research**. *International Journal of Qualitative Studies in Education*, *37*(7), 2110-2128. https://doi.org/10.1080/09518398.2023.2264243
The widespread myth that adults with intellectual disabilities lack agency still pervades learning and research spaces, justifying ableist teaching and research methods. Bringing critical, socio-cultural perspectives on disability together with Disability Justice principles, I present a joyful counternarrative, illustrating how a group of adults with intellectual disabilities exercised agency in and through one drama-based learning and research context. Using data generated through participant observation, group interviews, and analysis of short films, I illustrate how characteristics of this drama-based context—creativity, flexibility, multimodality, and supportiveness—afforded disabled participants' interdependent agency. I explore tensions that arose during research regarding the nature of truthfulness, "good" storytelling, and systems of power. Results suggest an argument for the arts in learning and research with disabled participants, grounded not in their therapeutic benefit but in their capacity to afford agency, with implications for teachers and researchers looking to engage disabled participants in emancipatory work.

Zembylas, M. (2024). **Engaging Emotional Fundamentalism in the University Classroom: Pedagogical and Ethical Dilemmas**. *British Journal of Educational Studies*, *72*(4), 483-500. https://doi.org/10.1080/00071005.2024.2324067
The aim of this paper is to turn attention to the role of affects and emotions in fundamentalism, and examine two interrelated dilemmas that emerge when university instructors come across students who express fundamentalist beliefs and emotions in the classroom: pedagogical and ethical dilemmas. The paper examines these dilemmas

through the analysis of an incident in which the author engaged with a student holding religious fundamentalist beliefs. The analysis brings two significant bodies of literature together – the literature on fundamentalism in different disciplines and the body of work that theorizes the cultural politics of affect and emotion – and sheds further light on an emerging concept in education, namely, 'emotional fundamentalism.' Through an examination of the ways in which affects and emotions are entangled with fundamentalism, the paper suggests ways in which educators and scholars may expand the concept of 'emotional fundamentalism' and rethink how we might engage with it in higher education.

Zhang, J., Liu, Y., & Cheong, C. M. (2024). **The effect of growth mindset on motivation and strategy use in Hong Kong students' integrated writing performance**. *European Journal of Psychology of Education*, *39*(3), 2915-2934. https://doi.org/10.1007/s10212-024-00859-w
Growth mindset (GM) theory conceptualizes that one's ability can be improved with effort (Dweck, Self-theories: Their role in motivation, personality, and development, Taylor & Francis, 1999) from a social-cognitive perspective. Self-determination theory (SDT) emphasizes the motivational source of learning, i.e. autonomous motivation (AM) and controlled motivation (CM). The two motivational theories can both lead to strategy use (SU) in writing contexts. To provide a more comprehensive understanding of motivation, this study investigated GM, AM, CM and SU through an integrated writing task. Participants were 465 secondary-four students in Hong Kong. Structural equation modelling showed that GM indirectly promoted writing performance through the mediation of AM and SU. Besides, neither motivations exerted direct effect on writing performance, whereas both did so via the mediation of SU. The findings unveiled the importance of GM in Hong Kong secondary school students' writing performance since it contributed to AM and SU. Regarding pedagogical implications, we encourage the proliferation of GM in every-day classroom.

Zhang, K., Chen, J., & Yang, Z. (2024). **Use of human–computer interactive games for the dynamic assessment of language skills of children with autism spectrum disorder**. *British Journal of Educational Technology*, *55*(5), 2383-2402. https://doi.org/10.1111/bjet.13438
This study explored the influence of the dynamic assessment of human–computer interactive games on children's language potential. Thirty-seven special children aged 3–7 years were selected to participate in the study. They were divided into three groups according to their scores on the Autism Behaviour Checklist: (1) a non-autism group, (2) a suspected autism group and (3) an autism group. In two stages of static and dynamic assessment, all three groups of children completed language tests under the conditions of no mediated prompt and mediated prompts, and the data generated in the game interactions were processed and analysed. The findings suggest the following: (1) static assessment may ignore children's language potential, while dynamic assessment can measure and differentiate children's potential language development ability; (2) children with ASD need more mediation prompts and are more likely to complete tasks with explicit mediation prompts; (3) children with ASD have weaker language potential, and children with suspected ASD or non-ASD children have homogeneous language potential; and (4) assessors should pay timely attention to and maintain children's learning status and psychological changes. This study demonstrates the importance of human–computer interactive games as a dynamic assessment tool to tap into children's language potential and to determine their proximal developmental zone, which has important implications for teachers in understanding groups with different language

abilities. Practitioner notes What is already known about the topic? The traditional language assessment paradigm (static assessment) can only evaluate the learners' current language development ability, while the short-term development potential may not be observed. Different prompts in the mediation strategy can be used as a quantitative assessment paradigm in dynamic assessment. Much of the dynamic assessment in children with ASD focuses on language vocabulary learning outcomes and lacks measurement or quantification of language potential. What this paper adds? Presents a method for the dynamic assessment of a human–computer interactive language game suitable for children aged 3–7 years with ASD. Quantifies the potential level of language skills in children with varying degrees of ASD. Objectively and dynamically compares differences in language development potential between different groups. In dynamic assessment, children's learning status and psychological changes should be paid attention to and maintained in time. Implications for practice, research or policy This paper provides a concrete example of how human–computer interactive games can be used to dynamically assess the language potential of children with ASD. These findings highlight the importance of progressive scaffolds (mediated prompts) in children's language learning, which can help children identify and solve problems in a timely manner. For educational developers, language intervention materials should be prepared in a way that encompasses the different levels of language skills of children with different disabilities, that is, within the individual's zone of proximal development.

Zhang, M.-C., Zhou, N., & Cao, H. (2024). **Approaching Temporal Dynamics in the Dimension-Level Associations Between Career Adaptability/Ambivalence and Internalizing Symptoms Among Chinese Adolescents Throughout Their High Middle School Years**. *Journal of Youth and Adolescence*, *53*(9), 2016-2031. https://doi.org/10.1007/s10964-024-01996-7

Despite the well-established associations between adolescents' internalizing symptoms and career development, it still remains unclear whether adolescents' internalizing symptoms are precursors or consequences of their career adaptability/ambivalence. Subtler nuance inherent within such association also await to be revealed, because internalizing symptoms and career development have been primarily treated as broad constructs, despite the multifaceted nature of both. To narrow such gaps, this study examined the potentially dynamic associations among career adaptability, career ambivalence, and internalizing symptoms using three-wave longitudinal data. The study collected data from 3196 Chinese adolescents (52.72% girls, mean age = 15.56 years, SD = 0.58) at Wave 1, with 2820 (attrition rate = 11.76%) participating in Wave 2 and 2568 (attrition rate = 8.93%) in Wave 3. The measurement invariance suggested that there were no significant differences across both waves and genders. This study approached associations at both broader construct levels and subtler dimension levels. Results of cross-lagged path models at broader construct levels demonstrated a unidirectional association between internalizing symptoms and career adaptability. Results of models at subtler dimension levels indicated a series of transactional links over time between career adaptability dimensions/ambivalence and depressive symptoms in particular. Career adaptability dimensions and career ambivalence predicted later anxiety symptoms rather than the reverse. Group model comparisons showed no difference across waves and genders. These findings shed light on the dynamic nature of the associations during adolescence between career adaptability/ambivalence and

internalizing symptoms, particularly at subtler dimensional levels, which should be considered in relevant clinical and educational practices.

Zhao, B., Qi, C., Wu, Y., Guo, X., Liu, C., & Luo, L. (2024). **Differences in the Development of Mathematics Motivation within and across Socioeconomic Status: Do Early Adolescents' Failure Beliefs Matter?** *Journal of Youth and Adolescence*, *53*(9), 2032-2044. https://doi.org/10.1007/s10964-024-02002-w
Interest in socioeconomic differences in academic motivation has been longstanding. However, previous research has often treated both low- and high-SES students as homogenous groups. This study aims to address this gap by investigating the developmental trajectory profiles of mathematics motivation during early adolescence, with a focus on variations within and across SES groups. Multigroup latent class growth analysis was used on a sample of 3718 early adolescents in China (initial Mage was 9.40 ± 0.52 years; 48.0% girls) across 2 years from grades 4 through 6. The analysis identified three distinct self-determined mathematics motivation trajectory profiles within each SES group: a good-quality profile (i.e., initially high autonomous but low controlled), a high-quantity profile (i.e., initially high both autonomous and controlled), and a low-quantity profile (i.e., initially low both autonomous and controlled). A greater proportion of low-SES students were observed within the low-quantity profile than within the good-quality profile. The study found that the failure-is-enhancing view was a protective factor against two relatively maladaptive motivational trajectory profiles (i.e., high-quantity profile and low-quantity profile), irrespective of socioeconomic background. These findings emphasize the importance of implementing motivational interventions for early adolescents that consider both structural factors (e.g., socioeconomic backgrounds) and psychological factors (e.g., failure beliefs), to foster students' academic development.

Zhao, P., Yuan, J., & Hu, Y. (2024). **Work Hours, Job Resources and Subjective Well-Being of Chinese Faculty: An Empirical Analysis Based on a Sequential Mediation Model**. *Research in Higher Education*, *65*(5), 965-988. https://doi.org/10.1007/s11162-023-09770-7
Several studies have demonstrated the relevance of job demands-resources theory in examining the subjective well-being of Chinese university teachers. Nevertheless, the specific impact and mechanisms of various dimensions of job demands and resources on faculty members' subjective well-being are not well understood. This study seeks to identify the primary predictors of subjective well-being and to explore the connection between specific job demands-resources and subjective well-being through an examination of the sequential mediation of work stress and work-life balance. Questionnaires were completed by a total of 2302 faculty members from 302 universities in China. Correlation analysis and path analysis were employed to examine the relationships between job demands-resources and subjective well-being, as well as their influencing mechanisms. Job demands measured by work hours have a significant negative impact on the subjective well-being of university faculty, with teaching hours emerging as the primary negative predictor. Conversely, job resources have a significantly positive effect on faculty's subjective well-being, particularly decision participation, job security and extensive training, which serve as positive predictors. The relationship between job demands and faculty's subjective well-being is mediated by their work stress, and is further serially mediated by their work stress and work-life balance. Similar patterns are observed in the influence mechanism of job resources on subjective well-being.

Zhou, H.-Y., Liu, J.-Y., & Deng, C. (2024). **Trajectories of Perceived Parental Psychological Control and the Longitudinal Associations with Chinese Adolescents' School Adjustment across High School Years**. *Journal of Youth and Adolescence*, *53*(9), 2060-2079. https://doi.org/10.1007/s10964-024-01995-8

Past research supports the detrimental effects of parental psychological control on adolescent school adjustment in both emotional and academic domains. However, how psychological control changes during adolescence, and how such developmental course is related to adolescent psychological well-being and academic functioning are unclear. The direction of effects between parenting and child behaviors is also inconclusive. This 3-year longitudinal study addressed these research gaps by using five waves of survey data on 710 Chinese adolescents of high school ages (Mean age at T1 = 15.54 years, SD = 0.45, 50% males). Using latent growth curve models and latent class growth analysis, the majority of adolescents (about 63%) reported gradual increases of parental psychological control in the first 2 years of high school but a slight decline afterwards, while the other 37% perceived low and stable levels. Results from parallel latent growth modeling suggested that trajectories of psychological control were positively related to developmental trends of internalizing problems (i.e., depression and anxiety) and maladaptive academic functioning, but negatively associated with the trajectory of adaptive academic functioning, as indexed by intercept-intercept and slope-slope associations. The random-intercept cross-lagged models further revealed that psychological control was predictive of adolescent anxiety and lower adaptive academic functioning, and bidirectionally associated with maladaptive academic-related beliefs and behaviors at the within-person level. Taken together, these findings highlight the crucial role of parental psychological control on adolescent school adjustment in the Chinese cultural context and support the reciprocal model of parent-child interactions.

Zhou, X., He, Q., Zhang, X., & Bian, Y. (2024). **Parent–teacher relationship and students' learning engagement in China: A longitudinal study considering urban–suburban differences**. *British Journal of Educational Psychology*, *94*(3), 959-975. https://doi.org/10.1111/bjep.12698

Background The importance of parent-teacher relationships has been well-discussed in Western contexts. It's still unclear whether and how parent-teacher relationships affect students' academic development, especially in the context of China's uneven development between urban and suburban areas. Aims This study examined the urban–suburban differences in the influence of the parent–teacher relationships on students' learning engagement during the last 3 years of primary school to contribute to related policy and practice. Sample and Methods Data were collected annually during the summer period in three waves from Grades 4 to 6. The sample included 1408 students (Mage = 10.35, SD = .48; 49.1% boys) paired with their mothers (Mage = 38.82, SD = 3.54), with 643 pairs from urban areas and 765 pairs from suburban areas in China. In each wave, the parents reported the frequency of contact with their child's teacher during the previous school year as well as the quality of their relationship, and the students reported their learning engagement. Latent growth models were used to examine the hypotheses. Results A statistically significant decline in learning engagement was seen only in suburban students, while the parent–teacher relationships seemed to increase for both suburban and urban participants. Latent growth modelling showed that the increasing levels of relationship quality reduced the decline in the suburban students'

learning engagement, although the contact between parents and teachers did not play such a positive role for both urban and suburban students. Conclusions The findings reveal a compensatory effect of the quality of the parent–teacher relationship on suburban students' learning engagement. Considering the difference in students' learning engagement between urban and suburban students, increased effort on high-quality parent–teacher relationships for suburban students is required to better support their academic development.

Zou, J. (2024). **The peer effect of persistence on student achievement**. *Economics of Education Review*, *102*, 102574. https://doi.org/10.1016/j.econedurev.2024.102574
Little is known about the impact of peer personality on human capital formation. The paper studies the impact of peers' persistence, a personality trait reflecting perseverance in the face of challenges and setbacks, on student achievement. Exploiting student-classroom random assignments in middle schools in China, I find that having more persistent peers improves student achievement. I identify three mechanisms: (i) an increase in students' own persistence and self-disciplined behaviors, (ii) teachers exhibiting greater responsibility and patience, along with increased time spent on teaching preparation, and (iii) the formation of endogenous friendship networks characterized by academically successful peers and fewer disruptive peers, especially among students with similar levels of persistence.

Aspects sociaux de l'éducation

Abbady, R. C. (2024). **MENASA Campus Cultural Centers as Sites of Inclusion and Belonging in the Aftermath of the U.S. Presidential 2016 Election**. *Innovative Higher Education*, *49*(4), 665-682. https://doi.org/10.1007/s10755-024-09700-0
Following the 2016 U.S. presidential election, Islamophobia became increasingly visible across the U.S, impacting anyone perceived to be Muslim. Despite being named after a religion, Islamophobia is a racial ideology predominantly targeting people of Middle Eastern, North African, and South Asian (MENASA) descent. In this qualitative study, the author explores how MENASA students navigated their college campuses in the period shortly following the 2016 election through examining the ways in which MENASA-focused cultural centers provided spaces of inclusion and belonging. The findings suggest that processes of racial formation and panethnic identity formation influenced the experiences of MENASA students in this period. Students demonstrated both a clear sense of racialization outside of whiteness, and the beginnings of panethnic identity formation across groups. These findings are situated in the particular temporal context of college-aged adults who both experienced 9/11 as young children and the 2016 presidential election in early adulthood.

Abbott, L., & McGuinness, S. (2024). **Northern Ireland pupils transcend cultural difference through transformed integrated schools: we don't think about religion when we're passing the ball, we just do it**. *International Journal of Inclusive Education*, *28*(10), 2072-2087. https://doi.org/10.1080/13603116.2022.2052194
Schooling for Northern Ireland children has over decades been in denominationally separate schools, until an integrated system was instigated by concerned parents in the late 1970s amidst growing political violence. By educating together Catholic and Protestant pupils and those of other religions or none, the hope was to contribute to

peace in a conflict-prone society. The first integrated schools were planned and government funded. Then, in the early 1990s, some segregated schools sought to transform to integrated status through a detailed, formal process. In individual, face-to-face interviews, 11- and 16-year old pupils (n = 20), representing both school sectors and both the main cultural backgrounds, described their experiences of learning side by side for the first time with peers of a different tradition. Both younger and older pupils could discern the differences between their previous (segregated) and current (integrated) settings, saw the benefits of accepting and acceptance, and perceived sameness as well as difference. They could appreciate the global perspective, understood the purpose of outward, visible changes such as emblems and school displays, and welcomed curriculum change, particularly in Physical Education. Pupils understood the value of having difficult conversations without acrimony at the same time as learning about and respecting others' viewpoints.

Adugna, M., Ghahari, S., Merkley, S., & Rentz, K. (2024). **Children with disabilities in Eastern Africa face significant barriers to access education: a scoping review**. *International Journal of Inclusive Education*, *28*(10), 2281-2297. https://doi.org/10.1080/13603116.2022.2092656
The UN Conventions on the Rights of Persons with Disabilities urges the establishment of inclusive education and expansion of educational opportunities to maximize access to education among children with disabilities (CwDs). However, more than 90% of 150 million CwDs do not have access to education Rather, they are left without school participation, specifically in developing countries and low-income settings.This scoping review aimed at discovering the literature available around the barriers and facilitators to accessing education for CwDs in low and lower-middle income countries in eastern Africa.Medline, CINAHL, Global Health, ERIC, and Embase were searched. After a rigorous systematic search of peer reviewed articles, 188 articles were obtained, and 15 studies were included within this scoping review after iterative and constant readings and screenings of selected articles. A review of grey literature was also conducted and compared to the results gathered from the research literature.In this paper, we report on a variety of barriers and facilitators to accessing education in low and lower-middle income countries in eastern Africa described by the literature. The study findings will inform inclusive education policy and practice, as well as future disability and inclusive education research.

Al Khatib, S. A. (2024). **Investigating the leadership styles and national culture of Emirati female school principals**. *Educational Management Administration & Leadership*, *52*(5), 1136-1153. https://doi.org/10.1177/17411432221130589
With the growing expectations from the field of education, increases the importance of effective school leadership. The school proves its effectiveness depending on various factors; the principal's leadership style is the main one. The purpose of this study was to investigate the influence of the female gender and national culture dimensions on the leadership styles of Emirati female school principals, as educational leaders, and the relationships that exist among the different variables. Explanatory sequential mixed method approach was used in two phases for this study. In the first phase, the quantitative data were collected using the Multifactor Leadership Questionnaire (5X-short) survey and the cultural dimensions survey. In the second phase, the researcher conducted semi-structured interviews and qualitative observations. The findings of the study indicated that Emirati female leaders tend to be more transformational in their

leadership styles while they still practice transactional leadership to a certain degree. They were found to be more "androgynous" carrying the qualities of both male and female leaders. In addition, the leadership styles and their elements proved to have a significant relationship to national culture dimensions except for management by exception (active). Future research should include a larger sample size and the perspectives of the followers as well. It is important to conduct the study in different organizational contexts not only in schools to confirm the finding that women use "androgynous" style in the United Arab Emirate and beyond.

Aldossari, A. S. (2024). **Empowered but afraid: do Saudi women have the capability to freely decide their university majors?** *British Journal of Sociology of Education*, *45*(6), 892-911. https://doi.org/10.1080/01425692.2024.2371891
This study used a capability approach to investigate Saudi women's empowerment experiences and their capabilities in decision-making regarding choosing their university majors. Further, the study explored what capabilities women required to make decisions regarding their majors at university. Qualitative data were collected through interviews with 26 women, comprising graduates, students, and faculty members. Results revealed that new legislation and regulations in Saudi Arabia have positively influenced sociocultural transformation. However, in small cities and nonurban settings, women may struggle to reject traditional social norms despite their empowerment. The findings indicate that encouraging students' voluntary work and their membership in groups and organisations, as well as ensuring diverse hiring practices are in place in rural areas and small cities, could support a more general acceptance of women's empowerment.

Almeida, S., Randle, M., Norzailan, Z., & Cropley, M. (2024). **Job crafting behavior and the success of senior academic women: An international study**. *Educational Management Administration & Leadership*, *52*(5), 1114-1135. https://doi.org/10.1177/17411432221124747
This article examines the job crafting strategies senior academic women use to progress in their careers. The study was exploratory and inductive and used in-depth interviews to gather data from 43 senior academic women in Australia, the United Kingdom, and Malaysia. Data were analyzed using thematic content analysis in combination with reflective discussions. Cognitive crafting emerged as the most critical job crafting strategy impacting women's career progression. While some women chose to be more strategic, others focused on doing meaningful work and considered career progression a natural outcome rather than an end in itself. This study extends the job crafting literature by highlighting how contextual and cognitive factors impact women's academic career progression. Understanding similarities and differences across cultures and identifying how academic women can prosper can inform programs that effectively promote women's careers at tertiary institutions.

Amossé, T., & Bouchet-Valat, M. (2024). **Dirigeants et professionnels de haut niveau : une définition statistique de l'« élite socioprofessionnelle »**. *Population*, *79*(1), 41-73. https://doi.org/10.3917/popu.2401.0041
Andersen, M. B. (2024). **Estimating the percentage of marginalised students in Danish public schools: challenges encountered in measuring marginalisation**. *International Journal of Inclusive Education*, *28*(8), 1355-1371. https://doi.org/10.1080/13603116.2021.1991494

In the literature, marginalisation is vaguely defined as a state, a process, or both. Qualitative research has indicated that many students experience temporary marginalisation at some point in school, suggesting that the phenomenon is best characterised as fleeting. This presents a challenge for researchers in terms of measuring marginalisation as a (more) fixed state, making it difficult to assess the scope of the problem. Data on students (grades 4–10; ages 10–16) from Programme for Learning Management (N = 122,756) were analysed across three measurement points (2015, 2017, and 2019). The Social Marginalisation Scale (SMS) was developed to specifically measure the social aspects of marginalisation on a scale [1–5]. It was subsequently divided into four equal intervals. It was estimated that 3–3.5% of the students experienced social marginalisation to a high or very high extent. The degree of social marginalisation was largely stable across measurement points, indicating that some students experience prolonged social marginalisation. Grade level and gender were both significant predictors, indicating that girls and younger students experience greater social marginalisation on average. A longitudinal study is recommended to identify student groups who experience prolonged social marginalisation.

Antman, F., Duncan, B., & Lovenheim, M. (2024). ***The Long-Run Impacts of Banning Affirmative Action in US Higher Education*** (NBER Working Paper N° 32778). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32778.htm
This paper estimates the long-run impacts of banning affirmative action on men and women from under-represented minority (URM) racial and ethnic groups in the United States. Using data from the US Census and American Community Survey, we use a difference-in-differences framework to compare the college degree completion, graduate degree completion, earnings, and employment of URM individuals to non-URM individuals before and after affirmative action bans went into effect across several US states. We also employ event study analyses and alternative estimators to confirm the validity of our approach and discuss the generalizability of the findings. Results suggest that banning affirmative action results in a decline in URM women's college degree completion, earnings, and employment relative to non-Hispanic White women, driven largely by impacts on Hispanic women. Thus, affirmative action bans resulted in an increase in racial/ethnic disparities in both college degree completion and earnings among women. Effects on URM men are more ambiguous and indicate significant heterogeneity across states, with some estimates pointing to a possible positive impact on labor market outcomes of Black men. These results suggest that the relative magnitude of college quality versus mismatch effects vary for URM men and women and highlight the importance of disaggregating results by gender, race, and ethnicity. We conclude by discussing how our results compare with others in the literature and directions for future research.

Aramini, A., & Santoro, C. (2024). ***La classe fracturée***. Consulté à l'adresse https://editions-croquant.org/champ-social/1012-la-classe-fracturee.html
Des élèves qui accusent leurs professeurs de racisme, une classe où le groupe des « Français » et celui des « musulmans » se font face... ce genre de constat a conduit Aurélien Aramini et Chloé Santoro à mener une enquête dans un lycée professionnel, situé au sein d'une grande cité scolaire comme il en existe beaucoup d'autres dans la France des sous-préfectures, marquée à la fois par la désindustrialisation, la disparition des services publics et l'héritage des vagues migratoires successives. À la croisée de la

sociologie et de la philosophie, cette étude qui plonge dans le quotidien d'une classe de seconde professionnelle ne cherche pas aì□ défendre une vision rigide de la mission de l'école mais à comprendre les difficultés concrètes auxquelles les enseignants et leurs élèves sont confrontés afin de déceler ce qui, dans les pratiques mêmes des acteurs de terrain, pourrait contribuer à réduire ces fractures qui divisent la communauté scolaire et, au-delà, le corps civique.

Armstrong, J., & Sullivan, A. (2024). **LGBT+ representation higher education in England and Wales**. *British Journal of Sociology of Education*, *45*(6), 875-891. https://doi.org/10.1080/01425692.2024.2369922
This paper investigates the level of LGBT+ representation among staff and students in higher education in England and Wales. We compare data from the 2021 England and Wales Census to Higher Education Statistics Agency (HESA) data. We find that LGBT+ people are more highly represented in higher education among all staff groups and students than in relevant comparator groups according to age and educational level in the general population. LGBT+ representation among students and STEM academics is modestly higher than the general population comparator group, while representation among non-STEM academics is substantially higher than one would expect from the general population comparator group. We found no statistically significant under-representation in any particular higher education institution.

Asher, C. A., Scherer, E., Kim, J. S., & Tvedt, J. N. (2024). **Understanding Heterogeneous Patterns of Family Engagement With Educational Technology to Inform School-Family Communication in Linguistically Diverse Communities**. *Educational Researcher*, *53*(6), 348-358. https://doi.org/10.3102/0013189X241238651
We leverage log data from an educational app and two-way text message records from over 3,500 students during the summers of 2019 and 2020 and in-depth interviews in Spanish and English to identify patterns of family engagement with educational technology. Based on the type and timing of technology use, we identify several distinct profiles of engagement, which we group into two categories: independent users who engage with technology-based educational software independently and interaction-supported users who use two-way communications to support their engagement. We also find that as the demands of families from schools increased during the COVID-19 pandemic, Spanish-speaking families were significantly more likely than English-speaking families to engage with educational technology across all categories of families, particularly as interaction-supported users.

Bayer, V., Mulholland, P., Hlosta, M., Farrell, T., Herodotou, C., & Fernandez, M. (2024). **Co-creating an equality diversity and inclusion learning analytics dashboard for addressing awarding gaps in higher education**. *British Journal of Educational Technology*, *55*(5), 2058-2074. https://doi.org/10.1111/bjet.13509
Educational outcomes from traditionally underrepresented groups are generally worse than for their more advantaged peers. This problem is typically known as the awarding gap (we use the term awarding gap over 'attainment gap' as attainment places the responsibility on students to attain at equal levels) and continues to pose a challenge for educational systems across the world. While Learning Analytics (LA) dashboards help identify patterns contributing to the awarding gap, they often lack stakeholder involvement, offering very little support to institutional Equality, Diversity and Inclusion (EDI) leads or educators to pinpoint and address these gaps. This paper introduces an

innovative EDI LA dashboard, co-created with diverse stakeholders. Rigorously evaluated, the dashboard provides fine-grained insights and course-level analysis, empowering institutions to effectively address awarding gaps and contribute to a diverse and inclusive higher education landscape. Practitioners notes What is already known about this topic Traditionally underrepresented groups face educational disparities, commonly known as the awarding gap. Underachievement is a complex multi-dimensional problem and cannot be solely attributable to individual student deficiencies. LA dashboards targeting this specific problem are often not public, there is little research about them, and are frequently designed with little involvement of educational stakeholders. What this paper adds Pioneers the introduction of a dashboard specifically designed to address the awarding gap problem. Emphasises the significant data needs of educational stakeholders in tackling awarding gaps. Expands the design dimensions of Learning Analytics (LA) by introducing a specific design approach rooted in established user experience (UX) design methods. Implications for practice and/or policy Insights from this study will guide practitioners, designers, and developers in creating AI-based educational systems to effectively target the awarding gap problem.

Beine, M., Fromentin, V., & Bachiller, J. S. (2024). ***Emigration Prospects and Educational Choices: Evidence from the Lorraine-Luxembourg Corridor*** (CESifo Working Paper Series N° 11158). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11158.htm
An extensive literature has documented the incentive effect of emigration prospects in terms of human capital accumulation in origin countries. Much less attention has been paid to the impact on specific educational choices. We provide some evidence from the behavior of students at the University of Lorraine that is located in the northeast of France and close to Luxembourg, a booming economy with attractive work conditions. We find that students who paid attention to the foreign labor market at the time of enrollment tend to choose topics that lead to occupations that are highly valued in Luxembourg. These results hold when accounting for heterogeneous substitution patterns across study fields through the estimation of advanced discrete choice models. Incentive effects of emigration prospects are also found when accounting for the potential endogeneity of the interest for the foreign labor market using a control function approach based on the initial locations of these students at the time of enrollment. Consistently, students showing no attention to the foreign labor market are not subject to the incentive effect of emigration prospects.

Belghith, F., Bugeja-Bloch, F., Couto, M.-P., Ferry, O., & Patros, T. (2024). **La crise dans le rétroviseur ?** *OVE Infos*, (48), 1-12. Consulté à l'adresse https://www.ove-national.education.fr/publication/ove-infos-n48-la-crise-dans-le-retroviseur/
Les dernières années ont profondément affecté le fonctionnement des établissements d'enseignement supérieur et la vie des étudiantes et étudiants qui les fréquentent. Les pratiques et les modes de vie étudiants ont été modifié d'une part par la hausse du nombre d'inscrit·es, consécutive à la croissance du nombre de titulaires du baccalauréat et à l'augmentation de la natalité au début des années 2000 et, d'autre part, par la crise sanitaire, avec deux confinements successifs en 2020. Ces confinements ont transformé, au moins pour un temps, les conditions d'étude et de vie des étudiantes et étudiants (enseignement à distance, frein à l'activité rémunérée, repli sur la sphère domestique, etc.). Ils ont aussi fait émerger de nouvelles thématiques étudiantes telles

que les problèmes de santé mentale et la précarité sociale, économique et alimentaire. À l'heure de la réforme annoncée des bourses et dans un contexte de forte inflation, quels effets durables de la crise sanitaire l'enquête Conditions de vie 2023 révèle- t-elle ?

Belisle, R. (2024). **Parcours en reconnaissance d'acquis extrascolaires au 1er cycle universitaire : des enjeux de justice sociale**. *Revue hybride de l'éducation*, *8*(3), 1-26. https://doi.org/10.1522/rhe.v8i3.1469
Cet article propose une synthèse des résultats de recherches de divers pays tirés de travaux empiriques sur les parcours en reconnaissance des acquis dans des dispositifs au 1er cycle universitaire et vise à attirer l'attention sur des enjeux de justice sociale. On y constate que la reconnaissance des acquis contribue à l'obtention d'un diplôme de 1er cycle. Cependant, les défis restent importants pour que ce type de dispositifs serve à la fois les besoins sociaux et l'émancipation des personnes, tout particulièrement les besoins et aspirations de personnes ayant un rapport non traditionnel aux études et qui privilégient souvent l'apprentissage dans l'action ou avec des pairs.

Bénit, S. (2022). **Mobilisation scolaire des familles : travail parental invisible et exigences de résultats**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(2), 29-53. https://doi.org/10.3917/lsdle.552.0029
Billar, B., Sue Brown, K., Azul, A., Schreiner, L. A., & Menson, K. (2024). **A Balancing Act: Pathways to Thriving for Adult Hispanic Students**. *Journal of Hispanic Higher Education*, *23*(4), 247-264. https://doi.org/10.1177/15381927241229700
This mixed methods study used structural equation modeling (SEM) to determine the fit of a model of thriving in 264 adult Hispanic undergraduates, then performed a content analysis of student comments. Thriving was defined as intellectual, interpersonal, and psychological engagement in the student experience. The student comments confirmed the SEM findings but also revealed areas around family and work support that remain unexplored in higher education assessment tools.

Bolyard, A., & Savelyev, P. (2024). ***Understanding the Educational Attainment Polygenic Index and Its Interactions with SES in Determining Health in Young Adulthood*** (IZA Discussion Paper N° 17056). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17056.htm
Based on the sample of The National Longitudinal Study of Adolescent to Adult Health (Add Health), we investigate the formation of health capital and the role played by genetic endowments, parental SES, and education. To measure genetic endowments we take advantage of the new availability of quality polygenic indexes (PGIs), which are optimally-weighted summaries of individual molecular genetic data. Our main focus is on the Educational Attainment Polygenic Index (EA PGI), which is designed to predict the highest level of education achieved in life. We find that the EA PGI demonstrates stronger effects on health and health behaviors for subjects with high parental socioeconomic status (SES). These effects are only partially explained by education as a mechanism. We provide suggestive evidence for the mechanisms behind estimated relationships, including early health, skills, and the parents' and child's own attitudes towards education, as well as outcomes related to occupation and wealth. We also show that a strong association between education and health survives controlling for a large set of PGIs that proxy health, skills, and home environment, with only a modest reduction in regression coefficients despite controlling for major expected confounders.

This result informs the ongoing debate about the causal relationship between education and health and the confounders behind the education-health gradient.

Born, P. (2024). **Une approche genrée de sélection au cours des premières années d'engagement chez les sapeurs-pompiers volontaires**. *Savoirs*, *65*(2), 43-58. https://doi.org/10.3917/savo.065.0043

Born, V. de L., Hegna, K., & Vasbø, K. B. (2024). **Reconciling Ideals of Autonomy and Parental Influence. Young People's Stories of Educational Choice**. *British Journal of Sociology of Education*, *45*(6), 991-1009. https://doi.org/10.1080/01425692.2024.2381684

Young people's room for autonomy and independent life choices is challenged by intensive parenting practices and ambiguous ideals underpinning the youth-parent relationship. In this article, we explore how young people make sense of and relate to parental influence as they are about to make choices of higher education. Through Foucauldian discourse analyses of interviews with 23 young men and women (19 years) in Oslo, Norway, this study sheds light on how the youth reconciled ideals of self-expression and self-determination with perceived parental influence. We demonstrate how their 'autonomous self' is portrayed as 'accountable' and 'malleable', to allow for parent's influence through their subject positions as 'advisor' and 'socialising agent'. These subject positions overlap with discourses of intensive parenting previously described as disciplining the modern parent. We discuss whether youth contribute to the cultivation of 'the intensive parent', and the potential the ideal of autonomy holds for conformity to normalizing powers.

Borooah, V., & Knox, C. (2024). **Inequalities in undergraduate participation and performance in Irish higher education**. *Higher Education Quarterly*, *78*(3), 656-679. https://doi.org/10.1111/hequ.12476

This paper focuses on two aspects of gender inequality in Irish higher education: inequality in participation by gender and inequality of performance by gender, institution and subject. We use a rich set of data from the Higher Education Authority of Ireland which detail inter alia enrolment in institutions of higher education—Universities and Institutes of Technology—and record the class of degree received by graduating students, by subject and gender. The first aspect was the participation of women. Although more women enrolled as full-time undergraduates in universities than did men, the reverse was the case in the Institutes of Technology. This had much to do with the subject structure of universities vis-à-vis the Institutes of Technology in tandem with the subject preferences of women and men. The second issue was inequality in performance. A major conclusion of this paper is that after enrolment there was little difference between the success rates of women and men in receiving first-class degrees in the different subjects but there was considerable difference between the institutions.

Bourke, R., Pullen, R., & Mincher, N. (2024). **Understanding ethical drift in professional decision making: dilemmas in practice**. *International Journal of Inclusive Education*, *28*(8), 1417-1434. https://doi.org/10.1080/13603116.2021.1992679

Educational psychologists face challenging decisions around ethical dilemmas to uphold the rights of all children. Due to finite government resources for supporting all learners, one of the roles of educational psychologists is to apply for this funding on behalf of schools and children. Tensions can emerge when unintended ethical dilemmas arise through decisions that compromise their professional judgement. This paper presents the findings from an exploratory study around educational psychologists' understandings

and concerns around ethical dilemmas they faced within New Zealand over the past 5 years. The study set out to explore how educational psychologists manage the ethical conflicts and inner contradictions within their work. The findings suggest that such pressures could influence evidence-based practice in subtle ways when in the course of decision making, practitioners experienced some form of ethical drift. There is seldom one correct solution across similar situations. Although these practitioners experienced discomfort in their actions they rationalised their decisions based on external forces such as organisational demands or funding formulas. This illustrates the relational, contextual, organisational and personal influences on how and when 'ethical drift' occurs.

Bozonnet, C. (2024, septembre 10). ***« Avec un peu plus d'argent, je pourrais faire autre chose que travailler, manger et dormir » : pour les étudiants précaires, une nouvelle rentrée sous le signe des privations***. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/10/avec-un-peu-plus-d-argent-je-pourrais-faire-autre-chose-que-travailler-manger-et-dormir-pour-les-etudiants-precaires-une-nouvelle-rentree-sous-le-signe-des-privations_6310320_4401467.html
L'inflation et la hausse des frais de rentrée vont peser sur une population étudiante déjà confrontée à une précarité structurelle. Pour s'en sortir, les jeunes jonglent entre petits boulots, soutien familial et aide des associations.

Brake, N. (2024). **Evolution to Critical Race Theory: Kentucky Legislative Curriculum Bans in 1922 and 2022**. *Educational Policy*, *38*(6), 1418-1448. https://doi.org/10.1177/08959048231202703
This article draws from primary and secondary historical sources such as public policy documents, speeches, and media reports to trace attempts made by the Kentucky legislature to ban controversial topics in public school curriculum—evolution in 1922 and critical race theory in 2022. Kingdon's multiple streams framework (MSF) serves as the model for this historical and contemporary comparative education policy analysis.

Brantlinger, A., Turner, B. O., & Valenzuela, A. (2024). **Ties That Bind? The Teaching and Post-Teaching Trajectories of Black and Latino/a Community Insiders and Elite College Graduates**. *Educational Evaluation and Policy Analysis*, *46*(3), 411-434. https://doi.org/10.3102/01623737231162583
Community teachers, particularly those who are Black and Latinx, are assumed to improve retention and outcomes depending on retention in schools that serve low-income Black and Latinx students. Based on a critical quantitative analysis of data collected on the career trajectories and retention of hundreds of alternatively certified mathematics teachers, the study shows that community insiders exhibit significantly higher rates of retention in district schools than community outsiders and, in particular, those from elite colleges. Utilizing quantitative critical theory methodology, the study helps to move the field beyond race-neutral analyses of teachers' retention and careers.

Bret, A., & Lacroix, A. (2024). **Les filles moins confiantes que les garçons concernant l'année à venir et leurs performances, notamment en mathématiques**. *Note d'Information*, (24.34), 1-4. Consulté à l'adresse https://www.education.gouv.fr/les-filles-moins-confiantes-que-les-garcons-concernant-l-annee-venir-et-leurs-performances-notamment-414950

À la rentrée 2023, 2,3 millions d'élèves scolarisés en classe de sixième, de seconde, de première année de CAP et, pour la première fois, en classe de quatrième, ont été interrogés par la DEPP sur leur confiance en eux et leurs orientations futures.

Brown, J. L. (2024). **Educating in the context of 'Dispersal': rural schools and refugee-background students**. *International Journal of Inclusive Education*, *28*(9), 1968-1982. https://doi.org/10.1080/13603116.2022.2041112
Policies of dispersal are increasingly favoured internationally for the resettlement of refugees and asylum seekers. With forty percent of the world's forcibly displaced people being school-aged children, the dispersal of refugee-background people into regional areas means that rural schools are central sites of community response to refugees. Little is known in published research about how rural schools engage in refugee education within the policy context of 'dispersal'. This review of relevant literature examines the educational dimensions of dispersal policies, drawing on research in Australia, Canada, the United Kingdom, the United States and Sweden. Research linking refugee resettlement, refugee education and rurality shows a complex interplay between histories of exclusion and contemporary challenges in both the construction of rural spaces, and the deployment of humanitarian dispersal policies at national and international levels. This literature is thematically organised to show that in refugee education within a policyscape of dispersal, rural schools may be 1) operating in racialised community contexts; 2) working within poorly resourced infrastructure; 3) unfamiliar with refugee-background students; and, despite these challenges, they may become 4) key sites of resistance, creativity and support for refugee-background students and their families.

Bull, A. (2024). **Learning from survivors: Reporting parties' perspectives on how higher education institutions should address gender-based violence and harassment**. *Higher Education Quarterly*, *78*(3), 1123-1137. https://doi.org/10.1111/hequ.12517
Tackling gender-based violence and harassment (GBVH) is an essential step for addressing gender inequality. This article applies theories of student/survivor 'voice' to accounts from interviewees (n = 35), analysing their perspectives on how higher education institutions (HEIs) should address this issue. Interviewees were current or former students in the United Kingdom who had disclosed or reported GBVH to their HEIs. The most urgent step that interviewees called for is open discussion of GBVH and how HEIs are handling it. They also want more education, prevention and early intervention, and changes in how reports are handled. These findings are contextualised within a critical discussion of how reporting parties' voices are, or could be, heard within higher education. It argues that institutional mechanisms for hearing survivors' voice in relation to GBVH may need to differ from approaches for engaging with students on other issues, most notably by taking into account how power relations shape voices.

Burmicky, Estrella-Ramirez, Hernández, Ryu, Aguayo, & Sáenz. (2024). **Men of Color Programs Serving Latino Men at Hispanic-Serving Community Colleges: An Organizational Identity Exploration**. *Community College Journal of Research and Practice*, *48*(8), 506-522. https://doi.org/10.1080/10668926.2023.2189181
This multi-sited case study explored Men of Color (MoC) programs at Hispanic-serving community colleges. By employing frameworks designed to make meaning of Hispanic-serving institution (HSI) organizational identity, we examined how MoC program practitioners define the organizational identity of their Hispanic-serving community

college, and how these understandings shape the services provided to Latino men. Findings underscored factors and identity markers that practitioners used to define HSI identity and servingness toward Latino men. In addition, our findings highlighted the problems and inconsistencies that exist when it comes to prioritizing the educational needs of community college Latino men. We provided implications for practice tailored for community college practitioners.

Burnell Reilly, I. (2024). **Tales of the unexpected: The lives and experiences of working-class academics**. *Higher Education Quarterly*, *78*(3), 1190-1201. https://doi.org/10.1111/hequ.12524
This article explores and discusses some aspects of autoethnographies from a published collection written by working-class academics. The original objective was for each academic to write an account of their life and their experiences of becoming who they are in an industry steeped in elitism. I was interested in how they experienced becoming a working-class academic, what their journeys had been like, and how they navigated their way into their professional roles. I was also curious about their identities and if they continued to identify as working class, or if their social positioning and/or identities have undergone change. The autoethnographies are powerful and deeply personal accounts of the working-class academics' lives; they make a significant contribution to the field of research on higher education by providing unique insight into personal experiences. Within this article I have explored some of the accounts and considered how the academics overcame, for example, feelings of failure from previous educational experiences, feelings of (un)belonging and tackling imposterism.

Cadet, F., Weisfeld-Spolter, S., & Yurova, Y. V. (2024). **Breaking barriers: Reducing inequality in higher education by understanding and addressing diverse student needs**. *Higher Education Quarterly*, *78*(3), 1202-1220. https://doi.org/10.1111/hequ.12526
The purpose of this research is to explore the differences in perceived opportunities and potential barriers leading to inequality in our higher education system. To do this, we examine differences in satisfaction and expectations that exist among college students based on three key heterogeneous characteristics – gender identity (male vs. female), major declaration (decided vs. undecided) and generation (first generation vs. non-first generation). Six hundred twenty-five students completed a survey about the level of importance and satisfaction with educational services at their institutions. A mixed method design including analysis of variance (ANOVA) was used to test differences between students. At a time where universities are working arduously to increase enrolment numbers, adjusting the strategy to cater to the unique needs of students may prove to be part of the solution and more importantly, help remove barriers to lessen the current inequalities and improve access to education for all types of students.

Café pédagogique. (2024a, septembre 10). **Maths : les filles moins confiantes que les garçons**. Consulté 11 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/10/maths-les-filles-moins-confiantes-que-les-garcons/
L'analyse est implacable : "quel que soit leur niveau de performance, notamment en mathématiques, les filles se déclarent moins confiantes que les garçons dans leurs performances aux é

Café pédagogique. (2024b, septembre 11). **OCDE 2024 : la France championne du déterminisme social**. Consulté 11 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/11/ocde-2024-la-france-championne-du-determinisme-social/
Comment lutter contre le déterminisme social ? Les données de Regards sur l'éducation 2024 mettent l'accent sur les questions d'équité dans l'éducation et sur le

Cahill, K. (2024). **Intersections of social class and special educational needs in a DEIS post-primary school: school choice and identity**. *International Journal of Inclusive Education*, *28*(7), 977-991. https://doi.org/10.1080/13603116.2021.1968519
This paper explores how special educational needs (SEN) and social class can become intertwined in post-primary school choice in Ireland. The paper draws on data generated during a three-year ethnographic study of a DEIS school. Data are analysed using Holland et al.'s (1998. Identity and Agency in Cultural Worlds. Boston, MA: Harvard University Press) positional identities, authored selves and figured worlds in order to examine how learner identities and school choice processes can become informed by emergent school cultures being formed and re-formed by neoliberal marketisation of education and how these actions are taken up in the identity work of young people and their families. Soft barriers and their contribution to aspects of school stratification by social class and SEN in this setting are explored. Finally, the paper calls for recognition of the responsibilities of every school to own diversity in their own settings.

Cain, M., Fanshawe, M., & Goodwin, P. (2024). **'Come willing to learn': experiences of parents advocating for their children with severe vision impairments in Australian mainstream education**. *International Journal of Inclusive Education*, *28*(7), 1166-1184. https://doi.org/10.1080/13603116.2021.1983879
This article presents the findings from interviews with thirteen parents of students with severe vision impairment who attend mainstream schools in Queensland, Australia. Participants were interviewed about their experiences in advocating for their children in a range of educational contexts. These experiences varied greatly depending on a number of factors, such as attitudes to inclusivity and ableism, perceptions of vision impairment, school culture, teacher-parent communication, and competing agendas. Using Interpretative Phenomenological Analysis, the authors provide illuminating data on three broad themes: parents' experiences of advocating for their children, parents' experiences of utilising support networks and funding, and parents' suggestions for schools and teachers. Important recommendations for teachers, schools, parents, students, and service providers are offered, with specific advice to develop a community of care, collaboration, and high expectations for students with vision impairment.

Carbuccia, L. (2024). ***Demand-side determinants of the socioeconomic gap in ECEC enrollment in France*** (Report, Laboratoire Interdisciplinaire d'Evaluation des Politiques Publiques ; Caisse Nationale d'Allocations Familiales; p. 91 pages). Consulté à l'adresse https://sciencespo.hal.science/hal-04643692
Early cognitive and socio-emotional skills play a crucial role in shaping academic achievement and overall well-being. Consequently, socioeconomic disparities in the development of these skills raise significant concerns. These disparities are evident even before preschool . Participation in high-quality early childhood education and care (ECEC) before preschool is associated with improved cognitive and socio-emotional abilities, particularly so among children from low socioeconomic status (SES)

backgrounds. Additionally, access to ECEC facilitates women's employment, leading to increased family income. ECEC therefore has the potential to reduce early inequalities in child development. However, in most OECD countries, there is a socio-economic gap in ECEC enrollment, meaning that families with a low-socioeconomic status (low-SES) attend these structures the least. This gap is particularly large in France, where there is 65 a percentage points difference in attendance between the third and first-income tertiles in 2014, despite ECEC being heavily subsidized for low-SES families and its costs being means-tested. In 2018, only 19% of families below the poverty had access to ECEC. This unequal attendance can thus further exacerbate inequalities in child development and school success. If policymakers want ECEC to act as a means of reducing inequalities, they must ensure that those with the highest potential benefits can easily access it. Yet, very little is known about the determinants of the ECEC enrollment gap.

Carpenter, C., & Churchill, B. (2024). ***Social Comparisons and Adolescent Body Misperception: Evidence from School Entry Cutoffs*** (NBER Working Paper N° 32629). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32629.htm
We provide novel evidence on the role of social comparisons in shaping adolescent body misperception. Using an instrumental variables approach leveraging variation in relative age generated by school entry cutoff months and data from the Health Behaviour in School-Aged Children study, we show that relatively older students are more likely to misperceive their weight harshly relative to their BMIs compared to their same-age counterparts who are relatively younger within their classrooms. Meanwhile, relatively younger students are more likely to misperceive their weight leniently relative to their BMIs. We then show that relatively older students are less likely to be overweight or obese, consume more low-calorie foods, and report higher levels of physical activity. Overall, our results suggest that relatively older students base their weight-related expectations and behaviors on their younger peers, while relatively younger students compare themselves to their older peers.

Chávez-Moreno, L. C. (2024). **Examining Race in LatCrit: A Systematic Review of Latinx Critical Race Theory in Education**. *Review of Educational Research*, *94*(4), 501-538. https://doi.org/10.3102/00346543231192685
This systematic review includes 125 peer-reviewed education-research articles that employ a LatCrit framework (from a search including articles published from 1995 to 2020). The author examines how the literature utilizes LatCrit and advances ideas about race, Latinxs, and Latinidad in education. The author presents significant patterns and divergences in the literature's strengths, challenges, and tensions. Some strengths include detailing Latinxs' experiences and valuing experiential knowledge. The author problematizes four research practices: (1) describing LatCrit with select tenets of CRT; (2) not defining race or other relevant concepts (language, culture, etc.); (3) claiming Latinxs are unique because of their multidimensionality; and (4) exceeding LatCrit's scope by rationalizing the study's use of LatCrit because its participants are Latinxs. The author argues that these complications lead to a paradox: even though LatCrit emerges from critical race theory and is described as for Latinxs, the literature largely undertheorizes race and lacks clarity about conceptualizing Latinxs as a racialized group. The author recommends four framing ideas that are particular to LatCrit and that help advance the specificity of Latinidad in education.

Choi, M., & Cha, J. (2024). **Stories told by refugee youth: alternatives to dominant narratives**. *International Journal of Qualitative Studies in Education*, *37*(7), 1923-1941. https://doi.org/10.1080/09518398.2023.2258088
Stories of children moving in and out of refugee camps are not uncommon yet are often overshadowed by the dominant narratives of oppression, political failure, and war—the stories told of rather than told by refugees. Dominant narratives on refugees largely shape perceptions about children and youth in displacement as vulnerable, voiceless, and passive. Instead, stories told by these populations highlight their identities as capable and determined. Employing a narrative approach to inquiry in relation to agency, this study seeks to understand how lived experiences of female refugee youth are shared through storytelling. Written narratives of 55 adolescent girls in Kakuma refugee camp in Kenya revealed not only the complex and complicated circumstances of their educational journey but also their agency. This paper concludes by emphasizing the importance of storytelling, which enables us to better understand the needs of the displaced populations, but also their capabilities, aspirations and agency.

CMEC. (2024). ***Promoting Equality of Educational Opportunity. Canada Report for the UNESCO 10th Consultation of Member States on the Implementation of the Convention and Recommendation against Discrimination in Education, 2017–2020*** (p. 1-56). Consulté à l'adresse Council of Ministers of Education website: https://crifpe.ca/publications/29734
Le rapport révèle une prise de conscience des acteurs institutionnels et éducatifs de l'importance de l'éducation à l'environnement et au développement durable (EEDD) pour prévenir et atténuer les impacts du changement climatique, une volonté d'agir et une multitude d'initiatives en ce sens. Malgré un déficit d'approches intersectorielles communes (éducation, formation professionnelle, santé et environnement), chaque secteur intègre dans ses actions la prise en compte de l'EEDD. La proactivité des acteurs éducatifs combinée aux initiatives des organisations de la société civile permet de capitaliser des initiatives significatives améliorant les connaissances et la mise en action des élèves. Mais, le manque de ressources dédiées et une priorisation insuffisante de l'EEDD dans les politiques publiques et les programmes éducatifs sont des obstacles majeurs à son développement.

Codina, G., & Szenasi, J. (2024). **Educational provision for newly arrived unaccompanied sanctuary seekers aged 15–16**. *International Journal of Inclusive Education*, *28*(10), 2014-2031. https://doi.org/10.1080/13603116.2022.2048101
Local Authorities in England are rarely able to find a school place for newly arrived unaccompanied sanctuary seekers when the young person arrives in their locality aged 15–16. Criticisms regarding this exclusionary practice are plentiful; that said, it has been argued the dominance of debate regarding access to mainstream education for pupils aged 15–16 obfuscates critical analysis of the educational needs of this group. Focussed on a bespoke Local Authority educational offer for fewer than twenty newly arrived unaccompanied sanctuary seekers aged 15–16, this paper analyses the essence of this offer in relation to social inclusion. Analysed in relation to the category, structure and level/function of the young people's social inclusion, this paper draws on interview and focus group data to shine a light on the efficacious elements of the offer which point to ways forward for mainstream schools.

Cowhy, J. R., Mulroy, Q., & Bonilla, T. (2024). **Reconceptualizing Parents as Policy Agents Within Special Education**. *Educational Researcher*, *53*(5), 319-325. https://doi.org/10.3102/0013189X241238679
Existing research on the implementation of special education (SE) has consistently documented racial inequities in the law's implementation. We present a new theoretical framework to guide future research. SE law requires parents to act as initiators, developers, and enforcers in the implementation of SE policy. Drawing from law and society research, we demonstrate how the law's design contributes to structural inequalities because it conscripts parents to work as policy agents. Parents may not be adequately resourced for their role, which contributes to inequalities and makes structural changes difficult. We argue that this framework may shift approaches to research within and beyond SE, helping to reorient approaches to understanding parents' roles and the reproduction of inequities within educational policy implementation.

Cronshaw, S., Stokes, P., & McCulloch, A. (2024). **Outside looking in: Gendered roles and the wellbeing of working student mothers studying for a part-time PhD**. *Higher Education Quarterly*, *78*(3), 608-624. https://doi.org/10.1111/hequ.12471
This article contributes to the growing evidence based on well-being in doctoral study. It draws on 35 qualitative, in-depth interviews to explore how the well-being of an understudied group—working doctoral student mothers—is affected when undertaking part-time PhDs. While there is a growing literature on the research student experience and an increased awareness of mental health issues in doctoral study, there has been little exploration of the experiences of part-time PhD students. Moreover, this is particularly true of mothers undertaking doctorates on a part-time basis. The experiences of this sub-group of research students constitute the gap to which this paper responds. It explores the consequences of having to straddle a number of competing domains and examines how the gender role conflict, marginalisation and lack of support experienced by doctoral student mothers impact their psychological, physical and social well-being. The article concludes with a number of recommendations that institutions may wish to consider.

Curchin, E., Dahill-Brown, S., & Lavery, L. (2024). **Reckoning With the "Other" Pandemic: How Teachers' Unions Responded to Calls for Racial Justice Amidst COVID-19**. *Educational Researcher*, *53*(5), 296-307. https://doi.org/10.3102/0013189X241235634
After George Floyd was murdered by police, teachers, alongside the leaders of their unions and professional associations, confronted urgent calls to address racism in their communities, schools, and classrooms, just as they were concluding an academic year rendered chaotic by COVID-19. This article leverages four waves of semistructured interviews with teachers' union and association leaders embedded in 14 states and 45 school districts to investigate how and why teachers' unions responded to those calls during 2020 and 2021. Local leaders were more likely to have taken concrete steps if they were serving urban or suburban and predominantly Democratic communities. Most commonly, unions offered symbolic gestures of support or sought to develop their capacity to recognize and understand bias.

Dang, H.-A., Do, M. N. N., & Nguyen, C. V. (2024). ***The impacts of climate change and air pollution on children's education outcomes: Evidence from Vietnam*** (GLO Discussion

Paper Series N° 1464). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1464.htm
Very few studies have examined the impacts of both climate change and air pollution on student education outcomes, particularly in a developing country setting. Analyzing a rich database consisting of household and school surveys, test scores, and temperature and air pollution data over the past decade for Viet Nam, we find that a 1 µg/m3 increase in PM2.5 concentration in the month preceding exams leads to 0.015 and 0.010 standard deviation decreases in math and reading scores, respectively. We also find some indicative evidence of stronger impacts of air pollution for younger, primary school students who reside in urban areas and in districts with higher temperatures. While we find some mixed effects of temperature, we do not find significant effects on students' test scores for temperature extremes and air pollution over the past 12 months. Our findings offer policy-relevant inputs for the country's ongoing efforts to fight air pollution.

Daramola, E. J., Enoch-Stevens, T., Bridgeforth, J. C., & Nkansah-Amankra, A. (2024). **"On a Risky Slope of Democracy": Racialized Logics Embedded in Community–School Board Interactions**. *Educational Evaluation and Policy Analysis*, *46*(3), 506-533. https://doi.org/10.3102/01623737231175166
As school board meetings are integral sites of local education policymaking, scholars must consider how structural racism manifests in these spaces across various district contexts. We examine how racialized institutional logics undergird the interactions between majority-Black district leadership and a local Black community during school board meetings. Through an ethnographic case study of school board meetings over the 2019–2020 school year, we find that racialized pressures led predominantly Black school board members and district administrators to uphold policies and practices that limited two-way authentic interactions with their Black constituents. In conclusion, we argue that racial representation in educational politics may be important, but is not sufficient unless accompanied by changes to policies and practices that privilege Whiteness and reproduce racism.

de Montlibert, C. (2024). **L'éducation populaire en crise**. *Revue des Sciences sociales*, (71), 134-141. https://doi.org/10.4000/11uxw
The definition of popular education was a significant issue in the 19th and 20th centuries. Today, debates focus less on the purposes of popular education than on its maintenance and adaptation to current situations. Numerous clues indicate, in fact, the existence of a crisis. The operational methods of popular education associations are increasingly exposed to managerial logic and management constraints imposed by public authorities influenced by neoliberalism. Today, everything indicates that financiers (State, local authorities, municipalities, etc.) would like popular education to become profitable, while it is subject to commercial competition from the media, and its potential audiences are experiencing a deterioration in living conditions which does not promote interest in culture.

Devine, R. T., Grumley Traynor, I., Ronchi, L., & Lecce, S. (2024). **Children in ethnically diverse classrooms and those with cross-ethnic friendships excel at understanding others' minds**. *Child Development*, *95*(5), 1447-1461. https://doi.org/10.1111/cdev.14085
This study examined the link between classroom ethnic diversity, cross-ethnic friendships, and children's theory of mind. In total, 730 children in the United Kingdom (54.7% girls, 51.5% White) aged 8 to 13 years completed measures of theory of mind in 2019/2020.

Controlling for verbal ability, executive function, peer social preference, and teacher-reported demographic characteristics, greater classroom ethnic diversity provided opportunities for cross-ethnic friendships, and children with cross-ethnic friendships performed better than peers without cross-ethnic friendships on theory of mind. These results extend accounts of intergroup contact by using direct assessments of children's theory of mind and advance social accounts of theory of mind by demonstrating how experiences outside the family are linked with theory of mind.

Dharan, V., & Mincher, N. (2024). **Continual disobedience: a term perpetuating exclusive practices in schools**. *International Journal of Inclusive Education*, *28*(10), 2251-2264. https://doi.org/10.1080/13603116.2022.2092657
Schools in New Zealand (NZ) have a range of disciplinary options when dealing with challenging behaviours, one of which is excluding students by way of stand-downs, suspensions, exclusions or expulsions. Following marginal downward trend from 2006 to 2015, the numbers of stand-downs and suspensions have been on the rise again since 2016 despite well-established evidence of strong links between poor academic achievement, educational exclusions and youth justice encounters. One of the key reasons cited by schools for excluding students in New Zealand is for continual disobedience (CD). According to the NZ Ministry of Education Guidelines to schools, behaviours must be persistent and set a harmful or dangerous example to other students to meet the criteria for CD, and it is up to schools to interpret these guidelines. This paper reports the findings from a national study in New Zealand, that sought to understand how the category of CD was interpreted in high schools and the type of behaviours they associated with this category. The findings highlighted the need to question the existence of this category (CD) in the guidelines, as it provides a carte blanche to schools to exclude students.

Diehl, C., Pomianowicz, K., & Hinz, T. (2024). ***On the wrong track? Perceived track mismatch among ethnic minority and majority students in the German educational system*** (Working Paper N° 35). Consulté à l'adresse University of Konstanz, Cluster of Excellence « The Politics of Inequality. Perceptions, Participation and Policies » website: https://econpapers.repec.org/paper/zbwcexwps/300839.htm
Based on an innovative survey of seventh graders in German secondary schools, this paper analyzes students' feelings that they should be on a higher educational track, We show that ethnic minority students are not only more likely than majority students to be placed in the lowest track, but they are also more likely to perceive this track placement as a mismatch, We test two explanations for this « perception gap » between the two groups, First, minority students may actually be more likely than majority students to be placed in a track that is too low for them (exposure to unfair treatment), Second, they are more likely than majority students to attend the lower educational tracks and to have highly ambitious parents, As a result, they may feel a greater need to attribute their limited educational success to unfair treatment in order to protect their self-esteem (ex-post rationalization of failure), We find that, compared to majority students, minority students' perceptions of being on the wrong track do not primarily reflect unfair treatment, Rather, it is high and unmet parental expectations that account for the « perception gap » between majority and minority students.

Diouf, F., Diouf, B., & Kholé Diouf, M. (2024). **Sociologie des émergences de l'éducation à la santé dans un village du Sénégal**. *Recherches & éducations*, *28-29*. https://doi.org/10.4000/120jb
This work seeks to question endogenous practices for protecting the health of populations. It is inspired by the sociology of emergences as worked by Boaventura de Sousa Santos (2016). To do this, a methodology based on collective intelligence circles and community knowledge mapping is implemented. It is situated research whose idea is to bring out endogenous knowledge for the protection of the health of the populations of a village called Ngothie in the Kaolock region of Senegal.The methodology implemented has made it possible to note that the populations of this village are still rooted in certain ancestral practices that they perpetuate, despite the effects of colonization and modernity. This endogenous knowledge constitutes a cultural heritage that must be safeguarded in order to preserve the ecological environment necessary for the good health of populations.

Domingo-Martos, L., Domingo-Segovia, J., & Pérez-García, P. (2024). **Broadening the view of inclusion from a social justice perspective. A scoping review of the literature**. *International Journal of Inclusive Education*, *28*(10), 2298-2320. https://doi.org/10.1080/13603116.2022.2095043
At the present time, it is of interest to promote reflection on educational and social inclusion within a framework of social justice, in order to promote the quality of education. A scoping review approach is adopted from a critical perspective of inclusion, to deconstruct the predominant judgment of educational inclusion and reveal the processes of exclusion and duality that underlie the school environment. A review of the WOS, SCOPUS and ERIC databases was conducted. Seventy-nine articles published in international journals addressing this topic were obtained. Thematic analysis was conducted using the Nvivo software package. The emerging themes include arguments for: rethink to inclusion within the framework of diversity and social justice; arguing the possibilities of inclusion/exclusion depend on various factors and the sociocultural and professional context; calling for greater commitment, ethics and professionalism to meet the challenges of inclusion; denouncing persistent barriers to be overcome; and, finally, calling for new roles and scenarios for support services.

Douglas, A.-A., Rittle-Johnson, B., Adler, R., Méndez-Fernández, A. P., Haymond, C., Brandon, J., & Durkin, K. (2024). **"He's Probably the Only Teacher I've Actually Learned From": Marginalized Students' Experiences With and Self-Perceptions of High School Mathematics**. *American Educational Research Journal*, *61*(5), 915-952. https://doi.org/10.3102/00028312241266242
Understanding how marginalized students experience and perceive mathematics is critical to achieving the goal of inclusive and equitable math pedagogy. We report on 67 focus groups with 251 predominantly Black high schoolers experiencing economic marginalization in the Southern United States and attended to their achievement level and race-gender identities. Students often shared concerns about their teacher's math knowledge for teaching and effectiveness in supporting academic success. Their self-perceptions of math identities varied, and students often did not value advanced math even when they expressed career interests that require advanced math. We discuss practical implications for supporting the math development of marginalized high schoolers, including centering the needs and strengths of Black girls, and propose an expanded inclusive and equitable pedagogical framework.

Dragoș, S., & Hughson, T. A. (2024). **Furthering racial liberalism in UK higher education: The populist construction of the 'free speech crisis'**. *The British Journal of Sociology*, *75*(4), 636-649. https://doi.org/10.1111/1468-4446.13119
In this article we analyse the constructed 'free speech crisis' associated with higher education (HE) in the United Kingdom (UK). We examine the media discourses from 2012 to 2022 which led to the establishment of a sense of crisis around speech in universities and, ultimately, to the Freedom of Speech Act in May 2023. We undertake a critical discourse analysis focused on the constructions of universities and university students in two major right-wing broadsheet newspapers, The Times and The Telegraph, and in the right-wing magazine The Spectator. We conceptualise the 'free speech crisis' as a discursive formation which is part of broader political efforts of conservative elites to maintain hegemony in Britain. Drawing on populism theory and race critical analyses, we argue that the 'free speech crisis' is an expression of racial liberalism and a placeholder for a deeper white anxiety over the social reproduction of elites in university spaces, and thus over (cultural) hegemony in the public sphere. We understand the desire to regulate 'free' speech in HE as an effort to prevent the emergence of an elite and (counter)hegemony different to the status quo. We make contributions to two emergent and interrelating bodies of literature: firstly, the study of populism in (post)Brexit Britain, and secondly, the study of culture wars, including iterations of the 'free speech crisis' and 'the war on woke'.

Duncan, J., Punch, R., Gauntlett, M., & Talbot-Stokes, R. (2024). **School autonomy and discrimination against students with disability in Australian primary and secondary education settings: a scoping review**. *International Journal of Inclusive Education*, *28*(7), 1108-1120. https://doi.org/10.1080/13603116.2021.1978004
It is unlawful under the Disability Discrimination Act 1992 (Cth) for Australian schools to discriminate against students based on disability. Yet discrimination against students with disability is on the increase in Australian schools, and so is the decentralisation and autonomy of schools. This scoping review set out to determine what evidence exists of an association between school autonomy and discrimination against students with disability, primarily in Australia but with an additional examination of studies conducted in England. It further examined the type of research methods that have been used to investigate this topic. Included studies did not provide direct evidence of a causal association between school autonomy and discrimination against students with disability; however, the findings uncovered worrisome trends suggesting that an association may exist. Examination of the included studies' research methods suggests that a more fit-for-purpose methodology is required to determine the association between school autonomy and discrimination against students with disability in primary and secondary education settings.

Duran, A., & Thacker Darrow, N. E. (2024). **LGBQ+ college students' expressions of grief during sexual identity development: photographic insights from a qualitative study**. *International Journal of Qualitative Studies in Education*, *37*(7), 1884-1906. https://doi.org/10.1080/09518398.2023.2233950
Featuring the experiences of 14 LGBQ+ college students at U.S. institutions across the country, this paper centers on photographs participants took and reflected on as they described expressions of grief relative to their sexual identity development (SID). Drawn from an interview-based narrative inquiry study focused on how LGBQ+ students detail

ambiguous loss in SID by considering stories and photos, we employed narrative analysis to examine their photos and data gathered through two individual interviews with each participant. Guided by a conceptual framework integrating literature on SID and scholarship on the social constructionist model of grief, we identified four thematic expressions of grief: Navigating External and Internal Conflicts Shaped by Oppressive Structures, Articulating Varied Emotional Responses in SID, Processes Associated with Coming into Queerness, and Engaging with the Future as Unknown, Yet Filled with Hope. We provide implications for research, as well as for practice targeted at educational and counseling professionals.

Duru-Bellat, M. (2022). **Les inégalités sociales à l'école,en parler sans démobiliser : articuler sociologie et psychologie sociale**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(2), 11-27. https://doi.org/10.3917/lsdle.552.0011

Duru-Bellat, M. (2024, septembre 6). **Interroger le mérite des champions, à l'école comme dans les stades**. Consulté 11 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/interroger-merite-champions-a-lecole-stades/00112282
A l'heure où, à nouveau, des médailles sont distribuées aux champions olympiques et paralympiques, la question du sens de ces récompenses débouche sur des interrogations fondamentales pour nos soci

Espinoza, O., Corradi, B., González, L., Sandoval, L., McGinn, N., & Vera, T. (2024). **Segmentation in higher education in Chile: Massification without equality**. *Higher Education Quarterly*, *78*(3), 536-550. https://doi.org/10.1111/hequ.12465
Fifty years ago, the expansion of access to higher education was expected to result in greater socio-economic equality. Instead, segmentation in mass higher education systems has called into question the effective democratization of access to higher education. This phenomenon appeared first in higher income countries, allowing the identification of some factors that contribute to segmentation. This article seeks to provide evidence from the Chilean case, evaluating how students' social backgrounds affect admission to different types of universities. Data for the study were taken from the applications of 57,780 students admitted in 2019. Multinomial logistic regression was employed. The results showed that, depending on their background, students of the same level of academic performance follow different paths. Students from families with a high level of income or graduated from private secondary school were more likely to be admitted to private universities. Some of the dynamics present in European countries and the United States are also observed in Chile, particularly those related to the segregation of the school system and private provision and funding at the tertiary level.

Ferguson, C. (2024). **Interculturalism in student and teacher understandings of global citizenship education in three International Baccalaureate international schools**. *Journal of Research in International Education*, *23*(2), 152-171. https://doi.org/10.1177/14752409241276293
This article addresses the question of how global citizenship, often an aim of international schools, is conceptualised as interculturalism by students and teachers. It presents selected findings of global citizenship expressed as interculturalism and perceptions of learning through interculturalism, from a larger empirical study which investigated articulations of global citizenship education in three International Baccalaureate

international schools in different locations: Finland, The Netherlands and Australia. Reflexive thematic analysis of phenomenological interviews with students, school leaders and teachers in the three schools revealed two important themes: that global citizenship is interpreted as simplistic interculturalism, with students focusing more on relational aspects of intercultural experiences, and that global citizenship is perceived as being learned through intercultural engagement. The article contributes to research into the expressions and practices of global citizenship in International Baccalaureate international schools. The article proposes that school leaders, teachers and students could engage further with critical and human rights constructivist approaches to interculturalism.

Feuilladieu, S. (2024). **L'accès des parents au suivi de la scolarité de leur enfant en collège d'éducation prioritaire : étude de cas**. *Éducation et Sociétés*, *52*(2), 155-171. https://doi.org/10.3917/es.052.0155

Gabbe, C. J., Pierce, G., Petermann, E., & Marecek, A. (2024). **Why and How Do Cities Plan for Extreme Heat?** *Journal of Planning Education and Research*, *44*(3), 1316-1330. https://doi.org/10.1177/0739456X211053654
Heat is the deadliest weather-related hazard in the United States. This paper studies municipal heat adaptation using survey and planning data from California. We first analyze the characteristics of municipalities that innovate. Cities with heat-related policies have greater degrees of projected extreme heat, leadership support, environmental justice planning, and smaller Hispanic population shares. We then assess specific policy innovations of six large cities by plan type. Some strategies, including expanding tree canopies, have been widely adopted while others, such as cool walls, are rarely included. Findings suggest that planners can—and should—play a central role in heat adaptation planning.

Galtier, B. (2024). **Retisser les fils du destin : parcours des jeunes placés**. *La note d'analyse de France stratégie*, (143), 1-20. Consulté à l'adresse https://www.strategie.gouv.fr/publications/retisser-fils-destin-parcours-jeunes-places
En France, l'origine sociale est la caractéristique héritée qui influe le plus sur les destinées. Qu'en est-il pour les jeunes éloignés de leur famille par un placement en protection de l'enfance ? En quoi leurs trajectoires scolaires et professionnelles diffèrent-elles de celles des jeunes d'origine modeste ou de l'ensemble des jeunes du même âge ?

García-Marirrodriga, R. (2024). **Social capital in action for strengthening rural schools**. *PROSPECTS*, *54*(2), 393-400. https://doi.org/10.1007/s11125-024-09682-z
This article reflects on the connection between education, development, and social capital through the example of a specific type of rural school called Family Education Alternating Cycle Centers (CEFFA, the acronym for Centros Educativos Familiares de Formación en Alternancia). CEFFA schools are based on the concept of a cycle that alternates between learning periods spent in the socio-professional environment of the students and periods spent in school. Driven by family-run associations and other local actors, these schools pursue personal and local development, with a bottom-up approach based on the protagonism of the beneficiaries, especially in rural areas. To achieve this development through education, the schools provide young people with a comprehensive education associated with vocational training and introduce the needs of the territorial context into the curriculum. In this way, they ensure the relevance of

learning. This article examines how these schools maintain a strong associative life that is strengthened by the social capital created around them. After defining the school associations, we describe their specific characteristics and some requirements for their adequate functioning. The CEFFA results suggest that we can reimagine a more people-centered education in which families and other community actors are committed to sustainable local development and transformative learning through the use of the power of social capital.

Gelbgiser, D., & Alon, S. (2024). **Match Pathways and College Graduation: A Longitudinal and Multidimensional Framework for Academic Mismatch**. *Sociology of Education*, *97*(3), 252-275. https://doi.org/10.1177/00380407241238726
Academic mismatch, the incompatibility between applicants'/students' aptitude and their desired/current academic program, is considered a key predictor of degree attainment. Evaluations of this link tend to be cross-sectional, however, focusing on specific stages of the college pipeline and ignoring mismatch at prior or later stages and their potential outcomes. We developed and tested a longitudinal and multidimensional framework that classifies mismatches along the college pipeline by direction (match, overmatch, undermatch) and stage (application, admission, enrollment). We combined them into match pathways and evaluated how these configurations shape graduation outcomes. Analyses of administrative data on all applicants and students at universities in Israel between 1998 and 2003 demonstrate the added value of this framework. We show that academic mismatch is substantially more prevalent and complex than previously depicted, with only a third of all students fully matched at all stages. Mismatch at each stage affects graduation chances, but the effect is also path-dependent. Thus, it is important to study the entire match pathway to understand how academic mismatch shapes inequality in graduation outcomes. Our findings have important implications for policies designed to increase degree attainment and diversity.

Gil-HernÃ¡ndez, C. J., & Espadafor, M. C. (2024). ***An Elephant in the Classroom: Teacher Bias by Student SES or Ability Measurement Bias?*** (Econometrics Working Papers Archive N° 2024_05). Consulté à l'adresse Universita' degli Studi di Firenze, Dipartimento di Statistica, Informatica, Applicazioni « G. Parenti » website: https://econpapers.repec.org/paper/fireconom/wp2024_5f05.htm
Teachers are academic merit gatekeepers. Yet their potential role in reproducing inequality via assessments was overlooked or not correctly identified, being an elephant in the classroom. This article teases if teacher grades and track recommendations are biased by student SES or unobserved ability, leading to overestimation in prior research. Using the German NEPS panel across elementary education, we identify student ability with multiple cognitive and noncognitive composite measures and an instrumental variable design. We further assess heterogeneity along the ability distribution to test whether, according to the compensatory hypothesis, teacher bias is largest among low-performers. First, accounting for measurement error, teacher bias declines by 40%, indicating substantial overestimation in previous studies. Second, it concentrates on underperformers, suggesting high-SES parental compensatory strategies to boost teacher assessments. Thus, families and teachers might influence each other in the evaluation process. We discuss the findingsâ€™ theoretical and methodological implications for teacher bias as an educational reproduction mechanism.

Gitschthaler, M., Kast, J., Corazza, R., & Schwab, S. (2024). **Inclusion of multilingual students—teachers' perceptions on language support models**. *International Journal of Inclusive Education*, *28*(9), 1664-1683. https://doi.org/10.1080/13603116.2021.2011439
Inclusion of multilingual students—teachers' perceptions on language support models Ensuring the best possible support for multilingual students is a challenge for educational systems the world over. In Austria, new language support models, the so-called German language support classes (GLSC) and pull-out courses (POC), have been installed in the school year 2018/19. The new models offer language support in separate classrooms and have been strongly criticised since their implementation due to their segregative and assimilative character. This study aims to examine teachers' perceptions of language support models for multilingual students in Austria. For this purpose, a large-scale quantitative survey including 1,267 in-service teachers (mean age = 43.40) from eight of nine states in Austria was conducted. Results indicate that teachers perceive a segregated language learning setting more negative for the academic, social and emotional development of students compared to an inclusive one. Furthermore, they also experience that more resources are needed to adequately implement an inclusive learning environment for multilingual students.

Goldman, J., & Scully, M. (2024). **Class signature in schools: Field, habitus, and cultural capital intertwined to understand the reproduction of inequality at the organizational level**. *Theory and Society*, *53*(3), 597-624. https://doi.org/10.1007/s11186-024-09545-8
Schools are interesting as complex organizations in and of themselves but even more so for how they refract the societal dynamics by which inequality is reproduced, an enduringly vexing question (Fligstein & McAdam, 2012:3). Educational attainment is core to socioeconomic status and connected to outcomes in housing, health, and employment. Unequal schools in fields characterized by stratification are often the subject of reform attempts (Tyack, 1974). We examine how a wealthier and a poorer school responded to a state-level regulatory mandate for change, in the U.S. context of schools as putative engines of opportunity. Bourdieu's "master concepts" of field, habitus, and cultural capital (Swartz, 2008) are often applied, and we used them to answer frequent but still relatively unanswered calls in the literature: first, to use the master concepts together rather than singularly, and second, to attend specifically to the organization level and what it refracts (Dobbin, 2008; Emirbayer & Johnson, 2008; Hallett & Gougherty, 2018; Lounsbury & Ventresca, 2003; Mohr, 2013). For this integrative and organizational level approach, we derived the concept of "class signature," which enabled us to focus on practices in organizations. This lens revealed "resistant compliance" in the wealthier school and "compliant resistance" in the poorer school, both of which reshaped the stratified field, even if stratification was not rectified. These responses appeared to reproduce inequality, not simplistically, we argue, but along a winding path fraught with practical experiments, protection against penalties, redefinition of the reform's terms, and some small gains to remedy intra-organizational inequalities.

Goudeau, S., Stephens, N. M., Markus, H. R., Darnon, C., Croizet, J.-C., & Cimpian, A. (2024). **What causes social class disparities in education? The role of the mismatches between academic contexts and working-class socialization contexts and how the effects of these mismatches are explained.** *Psychological Review*. https://doi.org/10.1037/rev0000473

Grün, L. (2024, juillet 1). **Le long chemin des championnes olympiques, entre misogynie et mépris**. Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/le-long-chemin-des-championnes-olympiques-entre-misogynie-et-mepris-231000
Portrait de quatre athlètes qui ont fait avancer la cause des femmes sportives entre les années 1940 et la fin des années 1960, malgré la misogynie de l'époque.

Gutman, L. M., Perowne, R., Younas, F., & O'Hanrachtaigh, E. (2024). **Making hybrid work for diverse staff in higher education: A behaviour change approach**. *Higher Education Quarterly*, *78*(3), 784-806. https://doi.org/10.1111/hequ.12487
Despite being considered the 'new normal' for many workers since the COVID-19 pandemic, there is a dearth of applied research on hybrid working, especially in the context of inclusivity. This study uses the Behaviour Change Wheel to examine barriers, which hinder, and enablers, which help, to support hybrid working after the COVID-19 pandemic and then identifies intervention strategies for its improvement. Data included 36 open-ended questionnaires and 20 interviews from diverse (gender, sexual and ethnic identities; age; job role/grade scale; caregiving responsibilities and disability status) academic and professional staff at a large UK public research university, collected in May–July 2022. Barriers included the lack of technological skills, lack of clarity and application of the hybrid working policy, childcare and travel issues, no suitable space and equipment, managers' lack of understanding of specific needs, feeling lonely and isolated, and fears and uncertainty. Enablers included self-management skills, purposeful office days, positive feelings, work/life balance, productivity and support from others. Issues related to equity and inclusivity were highlighted based on disability status, caregiving responsibilities, age and job role. Strategies are offered to improve hybrid working, such as training, organisational infrastructure and practices and policies to enable a collaborative, cooperative and inclusive hybrid work environment.

Haas, C., & Hadjar, A. (2024). **Social Inequalities in Study Trajectories: A Comparison of the United States and Germany**. *Sociology of Education*, *97*(3), 276-296. https://doi.org/10.1177/00380407241228553
Social origin affects not only access to higher education but also how students proceed through higher education. Based on the argument that an advantageous family background facilitates linear study trajectories through parents' provision of cultural and economic resources, this article investigates study trajectories in Germany and the United States, assessing the institutional structures as an intermediating factor. We reconstruct study trajectories of bachelor-degree-seeking students using sequence analysis based on two high-quality panel data sets (U.S. Beginning Postsecondary Students Longitudinal Study and the German National Educational Panel Study). The findings reveal that study trajectories are more complex overall and shaped by social origin in the United States. In both countries, study trajectories differ by higher education institution type. We conclude that not only are access pathways to higher education shaped by the institutional context of higher education systems but also that study trajectories and the disparities structured by socioeconomic background are equally institutionally embedded.

Hajisoteriou, C., Karousiou, C., & Angelides, P. (2024). **Children's voices on marginalisation and inclusion: lessons to be learned from two decades of research in Cyprus**. *International Journal of Inclusive Education*, *28*(8), 1591-1615. https://doi.org/10.1080/13603116.2021.2008534

In this paper, we set out to examine children's voices on inclusion through a systematic review of empirical studies carried out in Cyprus over the past 20 years. Specifically, it focuses on research related to this field and investigates the ways in which these studies illustrate the importance of children's perspectives as a means for promoting inclusion and challenging segregational practices. The aim of such analysis is to bring to the surface the diverse ways and methodological tools in which children may be actively involved and have their voices heard. Moreover, our analysis seeks to point out the major issues raised by children with regards to areas of concern or suggestions for inclusion. In this context, the originality of this study lies in integrating findings and perspectives from the available empirical studies as well as in synthesising research findings to depict evidence on a meta-level and reveal areas in which more research is needed and to sum up suggestions for further policy-making.

Hakeem, H. (2023). **Entre performance et fragilité : mécanismes de construction de la masculinité chez des garçons du secondaire**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 40-60. https://doi.org/10.26443/mje/rsem.v58i1.10129
This article presents the results of a qualitative case study of high school boys' perceptions of gender diversity. Data were collected by means of a questionnaire, audio recordings of discussions of two comics by trans writer Sophie Labelle, reflective journals, and semi-structured individual interviews. Three findings emerged from the data analysis: (1) support for biological and binary conceptions of gender; (2) cisgender fragility, that is, defensiveness when cisgender worldviews are challenged; and (3) the social performance of transphobia as a means of constructing hegemonic masculinity. We conclude with a discussion of the findings and their pedagogical implications.

Ham, S.-H., Liao, W., & Zhou, Y. (2024). **Towards a school culture of pedagogical fairness: revisiting the academic performance of immigrant children in East Asia**. *International Journal of Inclusive Education*, *28*(10), 2183-2200. https://doi.org/10.1080/13603116.2022.2085818
Educational scholars have argued for fair pedagogical practices in response to the learning needs of diverse students. While pedagogical fairness has been widely advocated, few studies have systematically assessed its impact on student learning, and even fewer have examined pedagogical fairness from a school organisational perspective. To narrow this gap in research, the current study develops an expansive conceptualisation of pedagogical fairness as an integral part of organisational culture, which varies by school. Our data, gathered from 7,746 immigrant-background students attending 563 schools in six East Asian societies, were analysed based on a hierarchical linear model explaining their academic performance as a function of pedagogical fairness in terms of both teacher practice and school culture. The results suggest that fair pedagogy can effectively help immigrant children succeed in school. It is particularly notable that pedagogical unfairness embedded in school culture is negatively associated with the academic performance of immigrant children, even after controlling for unfair pedagogical practices exercised by individual teachers. These findings suggest that implementing fair pedagogy is not simply the responsibility of individual teachers; it is also the responsibility of school leaders, as they are in the position to substantially influence the school as an organisational whole.

Horton, P., Webb, A., Forsberg, C., & Thornberg, R. (2024). **'He's actually very kind': bullying figurations and the call of capital**. *British Journal of Sociology of Education*, *45*(6), 957-973. https://doi.org/10.1080/01425692.2024.2381098
In this paper, we draw on the concepts of figurations, capital, and hegemonic masculinity to analyse a bullying relation involving two fifth-grade boys at a Swedish comprehensive school. The findings are based on ethnographic fieldwork, which included participant observations and group interviews with eight teachers and fourteen students (seven girls and seven boys) from the same class. Our findings demonstrate the complexity of the relation between the boys and suggest that rather than constituting a straight-forward bullying situation involving a problematically aggressive 'bully' targeting a less powerful 'victim', it is part of a more complex figuration involving interdependent social relations that are tenuously balanced in terms of power dynamics and where the boys position themselves and are positioned in relation to the long-term symbolic norms of status dominant within their specific school field.

Hossain, M. (2024). **Risk factors associated with Rohingya refugee girls' education in Bangladesh: A multilevel analysis of survey data**. *The British Journal of Sociology*, *75*(4), 656-667. https://doi.org/10.1111/1468-4446.13117
In Bangladesh, the world's largest refugee settlement currently shelters approximately one million Rohingya refugees who fled Myanmar to escape military persecution. Educating a significant number of young Rohingya, roughly half of whom are female, presents a significant challenge. Despite the presence of learning centres (LCs) across refugee camps, Rohingya girls may encounter specific barriers to accessing education due to exposure to various risks, such as violence, child marriage, and trauma stemming from past military oppression. This paper investigates the association between these risk factors and Rohingya girls' likelihood of attending LCs, and how this association may vary across refugee camps. Using survey data and employing three-level multilevel logistic regression models, I find that girls are less likely to attend LCs if they are at risk of encountering sexual abuse, child marriage, and psychological distress or trauma. These factors explain considerable variation in girls' LC attendance between camps and between households. In addition to providing more schooling opportunities to Rohingya children, prioritising girls' safety, protecting them from forced and child marriage, and supporting their psychological well-being require increased policy attention.

Hosshan, H., Stancliffe, R. J., Bonati, M. L., & Villeneuve, M. (2024). **Peer-seating groups and social participation by students with learning disabilities in full-inclusion in Malaysian secondary schools**. *International Journal of Inclusive Education*, *28*(7), 1076-1092. https://doi.org/10.1080/13603116.2021.1973125
In Malaysian secondary education, typically only academically able students with learning disabilities and acceptable behaviour join mainstream classrooms for full inclusion. Social participation at school is one key indicator of inclusive education outcomes. Most Malaysian mainstream classrooms group students into small fixed peer-seating groups. This group could represent one support for social participation available to students with learning disabilities (LD) in inclusion classrooms. However, nothing is currently known about the views and experiences of social participation from the perspective of Malaysian students with LD or about the support provided by their peer-seating group in mainstream classrooms. We investigated the social participation of four focal students with LD in two Malaysian inclusive secondary schools, using a qualitative multiple case study design. The peer-seating group played a prominent role in focal

students' social participation. Several themes identified in the analysis revealed the peer-seating group's facilitation of social participation (i.e. close contact with peer-seating group; working together on tasks; free time together), but other themes identified obstacles (i.e. limited or absent friendship network). This study contributes to a better understanding of the school social participation experiences of Malaysian adolescents with LD.

Hunyadi, M.-E. (2024). ***L'accès des femmes aux études universitaires L'engagement de la Fédération internationale des femmes diplômées des universités (1919-1970)***. Consulté à l'adresse https://pur-editions.fr/product/9803/l-acces-des-femmes-aux-etudes-universitaires
Aux lendemains de la Première Guerre mondiale, des universitaires états-uniennes et britanniques cherchent à stimuler la compréhension internationale entre femmes ayant bénéficié d'un enseignement supérieur, afin de leur permettre de jouer un rôle actif dans le maintien de la paix. Ces objectifs pacifistes sont à l'origine de la fondation de la Fédération internationale des femmes diplômées des universités (FIFDU), et vont rapidement se teinter d'enjeux féministes puisque l'ensemble des actions de coopération internationale de la Fédération se tourne vers la promotion de l'accès des femmes aux études universitaires et aux professions intellectuelles. À la croisée de l'histoire de l'accès des femmes à l'enseignement supérieur, de l'histoire de l'internationalisation des questions éducatives, et de l'histoire des féminismes, cet ouvrage vient analyser les engagements pluriels des dirigeantes de la FIFDU. Ces dernières s'attachent à construire une identité sociale de femmes diplômées qui dépasse les frontières nationales, à affermir la place des femmes dans la vie publique en développant leurs opportunités éducatives et professionnelles, et à médiatiser la question de l'éducation des filles sur la scène des grandes organisations internationales.

Inoue, A., & Tanaka, R. (2024). **The rank of socioeconomic status within a class and the incidence of school bullying and school absence**. *Economics of Education Review*, *101*, 102545. https://doi.org/10.1016/j.econedurev.2024.102545
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.

Ivanov-Davtyan, L. (2024). ***Education Under Attack? The Impact of a Localized War on Schooling Achievements*** [CERGE-EI Working Paper]. Consulté à l'adresse The Center for Economic Research and Graduate Education - Economics Institute, Prague website: https://econpapers.repec.org/paper/cerpapers/wp784.htm
How does exposure to a war outside the immediate conflict area influence the educational performance of pupils, and how does this collective impact differ from that of direct family exposure? To address these questions, I link individual-level victim data

from the 2020 Armenian-Azerbaijani war with individual school records from periods before and after the conflict. Capitalizing on the lottery-based draft system of Armenian Army and using constructed individual-level data, I find that exposure to war-related casualties at the school level (collective affectedness) prompts a shift in performance towards subjects that increase options for migration and safer living conditions. This results in decreased proficiency in native language and history studies. In contrast, family-level affectedness shapes patriotism and group identity, leading to improved performance in cultural and homeland-related subjects. These findings demonstrate how war affects schooling trajectories, potentially leading to long-term economic effects even decades later.

Janssen, L., Zwier, D., & van de Werfhorst, H. (2024). **Privatization of preschool education: The implications for educational inequalities in cross-national perspective**. *Acta Sociologica*, *67*(3), 282-300. https://doi.org/10.1177/00016993231205201
Preschool education is regarded by many researchers and policymakers as a potential equalizer of educational opportunities. Yet, cross-national research shows that there exist large variations in the equalizing effects of preschool education across countries. In this paper, we study to what extent the national level of privatization of the preschool sector can explain these cross-national differences by examining its impact on the equalizing effects of preschool education. For this purpose, we use data from the Progress in International Reading Literacy Study 2016 for 24 countries. The results show that having spent more time in preschool is more strongly associated with primary school achievements for children of disadvantaged families. We find some modest support that this compensatory pattern—in which preschool compensates for a reduced set of resources in the home environment—is somewhat weaker in societies with higher levels of privatization, though not reaching conventional standards of statistical significance. The study highlights the relevance of considering the impact of national preschool settings on the distribution of preschool benefits across children with varying socioeconomic backgrounds.

Jellab, A. (2024). **La mixité sociale dans les établissements scolaires : une question socialement vive pour l'école et la société à venir**. *Éducation et Sociétés*, *52*(2), 173-188. https://doi.org/10.3917/es.052.0173

Jones, V. A., Briscoe, K. L., Hatch-Tocaimaza, D. K., & Martinez, E. (2024). **The commodification of men of color initiatives: community colleges directors' experiences with non-performative commitment**. *International Journal of Qualitative Studies in Education*, *37*(7), 2004-2022. https://doi.org/10.1080/09518398.2023.2258107
Program directors at community colleges must navigate institutional rhetoric to effectively support Men of Color. This study considers how administrators often exhibit a non-performative commitment to diversity, in that stated commitment might not equate to action. Utilizing a framework grounded in critical race theory and cognitive frames regarding diversity, deficit, and equity, the authors of the study interviewed directors of men of color programs to explore their administrators' commitments to support the work. They also explored the ways that diversity rhetoric affected the success of their programs. Findings revealed that rhetoric often took the place of tangible action, that diversity rhetoric might contradict directors' experiences, and that directors regularly acted as commodities to do the work of diversity with little support. Through this research, the authors offer several implications related to the need for more explicit institution-wide

practices that center on equity-mindedness and move past generic frames about diversity.

Kang & Kurney. (2024). **Equity-Focused Education Abroad in a Community College: Practitioner Perspective**. *Community College Journal of Research and Practice*, *48*(8), 523-539. https://doi.org/10.1080/10668926.2024.2330093
This qualitative case study examines, through an educational equity lens, the motivation, challenges, and assessment associated with international program development as appraised by the faculty and administrators in a district of multiple community colleges. To this end, semi-structured interviews were conducted with four faculty members and three administrators. Policy documents at the state, district, and college levels and website program descriptions were further used to triangulate the data sources. Thematic analysis suggests the faculty and administrators' motivation for developing international programs was often shaped by their personal backgrounds and their equity-minded visions to provide students with opportunities that every student deserves. Included in the reported challenges were institutional-level difficulties with recruiting students able and willing to study abroad, getting paperwork approved, and finding a faculty colleague willing to devote time to program development. The participants further described the success of education abroad in relation to their state's prescribed learning outcomes, add-on global learning outcomes at the institution level, and skills needed for students' future employment. Findings from this case study shed light on the needs of planning education abroad that are unique to community colleges, as a locus to help make education abroad a more accessible option for student learning.

Karisa, A., McKenzie, J., & De Villiers, T. (2024). **'It's a school but it's not a school': understanding father involvement in the schooling of children with intellectual disabilities in Kenya**. *International Journal of Inclusive Education*, *28*(7), 1150-1165. https://doi.org/10.1080/13603116.2021.1980123
This study sought to understand how fathers perceived schooling of their children with intellectual disabilities and how this impacted upon their involvement. The paper reports specifically on the views of fathers, teachers and mothers of children with intellectual disabilities regarding how fathers understood schooling and how the understanding affected father involvement at a special school. The findings are a part of a larger case study conducted at one special school for children with intellectual disabilities in Kenya. Purposive sampling was used to recruit nine teachers, eight fathers, and six mothers of children with intellectual disabilities from the special school. Individual interviews, focus group discussions and a document review were the data collection methods. Data were transcribed and analysed thematically. Fathers' understanding of schooling was expressed in the two themes emerging: the ambivalence of the purpose of the school and a focus on functional skills. Fathers want their children with disabilities to be educated, which means gaining knowledge and skills that would lead to becoming self-reliant, but they do not always agree with schooling which is the way that society has chosen to educate children. While fathers may not be involved in schooling they often are involved and concerned about education.

Kherroubi, M., & Lebon, F. (2024). **Une contribution à l'histoire de la sociologie de l'éducation en France. L'élaboration du concept de forme scolaire de 1961 au début des années 1980**. *Éducation et Sociétés*, *52*(2), 189-215. https://doi.org/10.3917/es.052.0189

Labussière, M. (2024). **Timing of citizenship acquisition and immigrants' children educational outcomes: a family fixed-effects approach**. *European Sociological Review*, *40*(4), 583-597. https://doi.org/10.1093/esr/jcad027
Various studies suggest a positive effect of host country citizenship on the educational outcomes of immigrants' children. However, little is known about when and for whom citizenship matters and how much this is affected by potential endogeneity in the relationship between parental citizenship acquisition and their children's educational outcomes. Focusing on the Netherlands, this article exploits siblings' variation in their exposure to naturalization in order to net out the effect of time-constant parental characteristics. Results from a linear mixed model show that children who acquire Dutch citizenship have a substantial advantage in terms of academic performance over those who are still foreign citizens, especially if they naturalized in early childhood. A novel bounding estimator that gauges the sensitivity of the estimates to omitted variable bias confirms the robustness of these results. Moreover, the effects of citizenship are concentrated among students whose parents are at a disadvantage in the labour market and housing market, shedding light on hitherto under-explored effect heterogeneity.

Lane, C., Saronga, N., Fowell, R., Berretta, R., Blackmore, K., Momenzadeh, L., … Milam, J. (2024). **Does targeted recruitment turn the dial for gender equity? A qualitative study at an Australian University**. *Higher Education Quarterly*, *78*(3), 934-956. https://doi.org/10.1111/hequ.12499
This qualitative study explored a targeted recruitment initiative that was designed to attract and recruit female academic staff in STEM disciplines at an Australian University. Semi-structured, one-on-one interviews were conducted with female and male key informants: 16 Panel Members and six Applicants. Codebook Thematic Analysis was applied using a feminist methodological lens. Results showed several themes (categorised as barriers and facilitators) impacting the implementation and success of targeted recruitment. The majority of themes were associated with Panel Members, underpinning the importance of panels' support for targeted recruitment. Nearly all barriers were gender-related, disadvantaging female applicants and emphasising a need to address gender inequity broadly. Key recommendations for future improvement were strategies to improve the support of panels (e.g., gender bias training, improved communication of responsibilities in targeted recruitment and ensuring an equity and diversity 'champion') and efforts to strengthen the positive diversity reputation of the University.

Lanéelle, X., & Michaut, C. (2024). ***Comment conjuguer sélection des élites et justice sociale ? Les classes préparatoires aux grandes écoles scientifiques face au défi de la démocratisation***. Consulté à l'adresse https://shs.hal.science/halshs-04684666

Le, B., Black, K. E., Carlson, C., Miciak, J., Romano, L., Francis, D., & Kieffer, M. J. (2024). **Ever English Learner 4-Year Graduation: Toward an Intersectional Approach**. *Educational Researcher*, *53*(6), 378-383. https://doi.org/10.3102/0013189X241246747
This brief analyzes 4-year graduation rates among students ever classified as English learners (ever-ELs) and those never classified as English learners (never-ELs) at the intersections of gender, race/ethnicity, and neighborhood income. We follow two cohorts of New York City students who entered ninth grade in 2013–2014 and 2014–2015 (N = 127,931). We find substantial variations in 4-year graduation among these subgroups,

with differential predicted probabilities depending on the student's ever-EL status, race/ethnicity, and neighborhood income. These findings reveal important intersectional disparities in this diverse group of ELs—nuances that are lost when analyzing across a single social dimension and that push us to adopt an intersectional lens in quantitative research on ELs.

Liang, Z., & Chen, Y. (2024). **An Intersectional Exploration of Outness, Encountered Discrimination and Violence, and Non-Suicidal Self-Injury among Asexual Youth across Gender Identities**. *Journal of Youth and Adolescence*, *53*(9), 2045-2059. https://doi.org/10.1007/s10964-024-01999-4
Current research on asexual youth is limited, especially in understanding the impact of their outness and the intersection of sexual orientation with gender minority identities. This study investigates the influence of outness on experiences of harassment, discrimination, violence, and the risk of non-suicidal self-injury (NSSI) among asexual youth, with a focus on those with transgender and non-binary identities. Data for this study were obtained from the 2021 Ace Community Survey, an international online survey designed to assess the needs and health status of the Ace community, targeting respondents aged 13 and older. The analysis involved a subsample of 5574 respondents aged 13 to 24 (mean age = 19.28), including 2361 cisgender (mean age = 19.65), 1,195 transgender (mean age = 18.80), and 2,018 non-binary individuals (mean age = 19.13). The results revealed that experienceds of sexual violence, verbal aggression, and physical harassment and bullying not only correlated with but also completely mediated the relationship between outness and NSSI. Asexual transgender youth experienced heightened levels of discrimination and NSSI but demonstrated notable resilience against the negative effects of identity disclosure, highlighting complex dynamics of vulnerability and protection within these communities.

Lincove, J. A., & Valant, J. (2024). **The Effects of Unified School Enrollment Systems on School Demographics and Outcomes: Evidence From New Orleans' Transition to a Centralized School Lottery**. *American Educational Research Journal*, *61*(4), 647-686. https://doi.org/10.3102/00028312241248513
Unified enrollment (UE) systems were designed to improve efficiency, equity, and transparency in school choice processes, but research has focused on efficiency gains. This study examines whether moving from decentralized enrollment processes to UE mitigates or exacerbates racial segregation that often occurs in choice systems. Specifically, we examine a subset of charter schools in New Orleans that had enrolled disproportionately high numbers of White students prior to entering UE. We find that UE entry was associated with increased enrollment of non-White students in these schools without offsetting declines in White enrollment, facilitated by schools also increasing total enrollment after entering UE. We find no meaningful impacts of UE on school accountability measures, student or teacher mobility, or student discipline.

Lindberg, S. (2024). **Do you speak Français? The hidden social structures of bilingualism at an international boarding school**. *British Journal of Sociology of Education*, *45*(6), 1010-1024. https://doi.org/10.1080/01425692.2024.2386534
This article investigates linguistic practices related to students' social and academic lives – something that has been overlooked in the research literature on international schooling and elite boarding schools. Pierre Bourdieu reminds us that language has a social dimension linked to relations of symbolic power. Boarding schools serve as

excellent case studies on how language structures social life due to their closed social space. Drawing on Bourdieu's relational sociology, an ethnography was carried out at the College of Europe, an international private boarding school. Findings show that the practice of bilingual code-switching was endowing the institution with social distinction while hierarchically dividing its students. Three modes of student attitudes towards bilingualism were identified. While students' bilingual attitudes and strategies were correlated to their social positions, socioeconomic origins and previous trajectories, the former were not deterministically an effect of said social position, evidenced by an observed case of habitus transformation.

Liu, Y., Guo, S., & Gao, X. (Andy). (2024). **Coping with National Language Policy Shift: Voices of Chinese Immigrant Parents in an Irish County Town**. *British Journal of Educational Studies*, *72*(4), 457-481. https://doi.org/10.1080/00071005.2024.2309604
This paper focuses on the diaspora Chinese community in Limerick – an Irish county town in the southwest of the Republic of Ireland – and examines how Chinese parents have responded to the education policy shift resulting from the 2017 Irish foreign language strategy, which added Chinese to the official educational curriculum. A semi-structured group interview was conducted with four Chinese-speaking parents. Analysis of the data revealed that identity preservation and maintaining bonds with extended family are the predominant expressed reasons for parents to cultivate their children's Chinese proficiency. English and Irish are prioritized over Chinese. Though the parents hold positive attitudes towards the inclusion of Chinese as a school subject in Ireland, they are disempowered from taking advantage of participating in the implementation of this national language shift due to a lack of access to social, cultural, and economic capital. Analysed through a Bourdieuian lens, the findings further expose the limitations or constraints placed on family language policy and the discrepancy between macro- and micro-level language policies. The paper is intended to shed light on education, social justice, and equality, bridging the gap between micro-level family language practices and macro-level language policy.

Long, K. (2024). **Teaching Students About Race and Racism: Navigating Dimensions of Political Ideology**. *Journal of Cases in Educational Leadership*, *27*(3), 96-105. https://doi.org/10.1177/15554589241259407
This teaching case explores the complexities of teaching students about race and racism, a struggle complicated by political efforts to restrict the discussion of critical educational theories. It emphasizes the political ideologies that faculty must consider as they teach in an academic setting. The case narrative illuminates the complexity of diverse and divisive political ideologies that veer from scholarship into emotion. This case offers questions for further reflection on solutions to these challenges.

Lourens, H., & Swartz, L. (2024). **'Suddenly I was in a self-catering world': South African students with visual impairments reflect on the transition from special schools to higher education**. *International Journal of Inclusive Education*, *28*(7), 1121-1132. https://doi.org/10.1080/13603116.2021.1979668
Although South Africa has numerous impressive policies for inclusion, the unfortunate fact on the ground is that the rhetoric of inclusion is still not reflected in reality. The majority of students with visual impairments are still in special schools where they have to contend with very poor learning conditions. For example, in 2015, 17 out of the 22 special schools for students with visual impairments did not receive sufficient textbooks. It is therefore not

difficult to imagine that many students with visual impairments in South Africa may be ill-prepared for higher education. In this study, we explored the special school memories of 13 students with severe visual impairments from one South African university. In particular, we heard their retrospective recollections of the extent to which they felt prepared for higher education after they completed formal schooling. We listened to their stories in one individual, semi-structured interview and made sense of their accounts through the lens of interpretative phenomenological analysis. Results suggest that students were not prepared for the academic and social demands of higher education.

Lund, C. M. (2024). **Prioritizing Equitable Mathematics Teaching Practices: A Case for Culturally Responsive Instructional Supervision**. *Journal of Cases in Educational Leadership*, *27*(3), 13-26. https://doi.org/10.1177/15554589231223734
Scholars suggest that culturally responsive instructional supervision (CRIS) is an important component of equitable teaching practices in schools. This fictional case study details the experiences of a fifth-grade team who, along with their principal and their instructional coach, perform a discourse analysis of their own mathematics lessons to diagnose the equity gaps in their teaching and make necessary adjustments. The case narrative highlights the need for equitable teaching practices in the mathematics classroom and the potential needs of school leaders as they work to create more equitable learning environments in their schools through the use of CRIS.

Marchand, A. D., Settles, I. H., Kumari, S., Rowley, S. J., & Diemer, M. A. (2024). **Exploring Black parents' critical consciousness in relation to their engagement with their children's schools**. *Journal of Social Issues*, *80*(2), 423-452. https://doi.org/10.1111/josi.12624
Despite consensus that parent involvement is integral to children's educational success, Black parents' involvement remains largely characterized from a deficits-based perspective. Using critical race and critical consciousness theories, this study explored parents' analysis of educational inequities and their school engagement. Using interview data from a sample of Black parents (n = 20), emergent understandings of parents' thoughts, motivations, and actions to engage with their child's school were explored. Findings revealed that Black parents held both critical and traditional views, expressed themes of internal and external efficacy in their motivation, and engaged critically and traditionally in their child's education. Results are consonant with literature on Black parents' engagement and to the nascent understanding of how parents' beliefs about structural racial oppression within schools impacts how they engage in that space.

Mawene, D., Bal, A., Bird Bear, A., Ko, D., Orie, L., & Mayer-Jochimsen, M. (2024). **Creating Thirdspace: Indigenous Learning Lab to Transform a School Discipline System**. *American Educational Research Journal*, *61*(4), 842-878. https://doi.org/10.3102/00028312241260322
Racial disproportionality in school discipline is an enduring systemic problem. This study is based on a collaboration with 14 school stakeholders: American Indian students, parents, community members, and educators at a high school in a community-driven problem-solving process called Indigenous Learning Lab (ILL). ILL members addressed the root causes of the racialized school discipline and created a new school discipline system. Using critical geography and decolonizing methodology as the theoretical and analytical framework, this study aimed to unpack the emergence of Thirdspace—a space of resistance, possibilities, and hopes—in ILL to address enduring racial disproportionality. Members challenged race-neutrality of data sense-making, mapped

out dystopia, revitalized American Indian epistemology, and mapped out a real utopian vision of schooling.

McDevitt, S. E. (2024). **Inclusion in practice: humanising pedagogy for immigrant children with and without disabilities**. *International Journal of Inclusive Education*, *28*(7), 1036-1051. https://doi.org/10.1080/13603116.2021.1973123
Contemporary early childhood classrooms in the United States are becoming even more diverse with increasing cultural, linguistic, and developmental complexity. Given the movement toward implementing universal early education and care and the changes in educational policy toward inclusive education, early childhood classrooms have become important sites for inclusion of diverse young children with and without disabilities. However, it is not uncommon to witness exclusionary practices that marginalize young children, especially those with immigrant backgrounds. Situated in a prekindergarten classroom in New York City, this study aims to counter common narratives in exclusionary practices that dehumanizes young children on the margins and to build evidence of inclusive practice from teachers' lived experiences in the classroom. Grounded in Freire's notion of humanization and framed by Salazar's tenets of humanizing pedagogy, this study highlights one immigrant teacher's perspective and her inclusive practice of humanization for immigrant students with and without disabilities. Through qualitative research methods, this study presents an emic view of incidences in her classroom that illuminate the meaning of inclusion and the critical role of the teacher as a mediator, facilitator, and visionary worker. Implications for future research and teacher education are discussed.

McGee, E., Cox, M. F., Main, J. B., Miles, M. L., & Hailu, M. F. (2024). **Wage Disparities in Academia for Engineering Women of Color and the Limitations of Advocacy and Agency**. *Research in Higher Education*, *65*(5), 914-942. https://doi.org/10.1007/s11162-023-09766-3
The devaluation of women of Color (WoC) by way of gender discrimination and systemic racism is well documented. For WoC in engineering a chief cause is the observable wage gap. Women who identify as Asian, Black/African American, Latina/Chicana, Indigenous/Native American, Native Hawaiian, Pacific Islander, Native Alaskan, and/or multiracial have reported stark wage disparities. In this paper, we offer a phenomenological study of how WoC engineering faculty across U.S. academic institutions describe the challenges and practices associated with wage disparities and how they navigate these disparities. This study, which is based on participant interviews, is guided by three research questions: (1) What do WoC engineering tenure-track faculty perceive about wage disparities based on their race and gender? (2) How do WoC faculty understand the institutional practices that contribute to wage disparities? and (3) How do WoC engineering faculty respond to and address wage disparities? Using structural racism and intersectionality as our guiding conceptual framework, we interviewed 32 self-identified WoC who identified structures and systems of institutional racism related to the maintenance of wage disparities. In terms of findings, we note that WoC have two primary strategies to respond to wage disparity: advocacy and agency. The experiences of WoC engineering faculty in our study highlight unsatisfying institutional responses, and thus WoC often rely on their own agency to advocate for themselves and to advocate for and mentor other WoC faculty. We found a few notable cases where men advocated for women to help close the wage gap. Our work reveals that pay inequity for WoC is often coupled with other forms of exclusion and marginalization.

Mercklé, P., Bataille, P., Baheu, M., & Mariage, A. (2024). **Les doctorant·es ne sont pas à l'abri**. *Populations vulnérables*, (10). Consulté à l'adresse https://hal.science/hal-04686248
The research presented in this article aims to describe the determinants of variations in the risks of exposure to economic insecurity for a particular category of students: doctoral students. As they no longer enjoy the protection afforded to younger students, and not yet the protection associated with stable employment, they are likely to experience significant financial difficulties during the course of their thesis. Our analyses are based on administrative data provided by all doctoral students registered at the Université Grenoble Alpes (UGA) over the last six years (2017-2023). They show that while the proportion of doctoral students without funding is lower in this university than at the national level, significant inequalities can be observed: lack of funding is much more common in the fourth year of the thesis on than during the first three, among doctoral students in humanities and social sciences than among those in science and technology, and among foreign doctoral students (in particular, from African and Asian countries) than among French doctoral students. The logistic regression modelling also shows that, all other things being equal, the two years of the Covid-19 crisis (2019-2020 and 2020-2021) were marked by a sharp decline in funding, which has not yet been fully absorbed in the science and technology disciplines.

Molloy, J. K., Trautman, A., Springer, S., Riquino, M. R., Colson, M., Reese, S. E., … Nguyen, V. (2024). **Restorative Justice in Education: A Content Analysis of US State Legislation From 2010 to 2020**. *Educational Policy*, *38*(6), 1312-1345. https://doi.org/10.1177/08959048231198813
This study sought to understand how state-level policies inform and promote the implementation of restorative justice in education (RJE). A content analysis of 60 laws revealed that definitions, structures, and supports varied greatly, causing us to question whether policies support a systematic implementation of RJE and how policies can prevent the misuse of RJE as an alternative system of punishment. We recommend that laws clearly define the paradigm shift underlying RJE, and provide sustained support to promote a realignment of policies and practices with attention to incorporating measures of accountability to larger values surrounding equity and justice.

Nahapétian, N. (2024a, juillet 15). **A l'école, la bataille des stéréotypes de genre fait rage**. Consulté 17 juillet 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/a-lecole-bataille-stereotypes-de-genre-rage/00111667
L'orientation scolaire reste très clivée, avec des filles qui choisissent majoritairement les filières littéraires et peu les filières scientifiques et industrielles, pourtant porteuses.

Nahapétian, N. (2024b, septembre 2). **Jean-Paul Delahaye : « Les élèves et leurs familles ne sont pas responsables de l'échec de la réduction des inégalités »**. Consulté 4 septembre 2024, à l'adresse Alternatives Économiques website: https://www.alternatives-economiques.fr/on-porter-aux-eleves-a-leurs-familles-responsabilite-de/00112281?utm_source=emailing&utm_medium=email&utm_content=02092024&utm_campaign=quotidienne

Narh, E. D., & Buzzelli, M. (2024). **Women on the move for science, technology, engineering and mathematics: Gender selectivity in higher education student migration**. *Higher Education Quarterly*, *78*(3), 745-765. https://doi.org/10.1111/hequ.12483
Despite the gendered rebalancing of enrolments in higher education (HE) in the West, the underrepresentation of women in science, technology, engineering and mathematics (STEM) disciplines persists. Gendered selectivity of field of study influences higher education student migration (HESM) and in turn sheds light on HE participation. Framed by gender intersectionality theories both in HE studies and migration scholarship, this paper uses innovative data to analyse the intersectional effect of gender and field of study on HESM in Canada. Based on Statistics Canada's postsecondary student information system for the 2019/20 academic year, Canadian interregional flow matrixes structured by gender, field and level of study are constructed and analysed. The results show compelling evidence of the influence of gendered differences in HESM when intersected with field and level of study. Notably, women pursuing STEM studies migrate significantly more than any other grouping (i.e. gender, field and level of study groupings). The paper concludes with a discussion of policy implications for the influence of HESM on community demographic make-up and local labour markets, as well as future research including the need to understand gendered dimensions of migration intentions and motivations.

Nassir, M., & Benoliel, P. (2024). **Principal–teacher gender (dis)similarity as a moderator in the relationship between paternalistic leadership and organisational citizenship behaviour in the Arab minority in Israel**. *Educational Management Administration & Leadership*, *52*(5), 1154-1177. https://doi.org/10.1177/17411432221127655
Relying on the similarity attraction paradigm and self-categorisation theories, the current study examines how principal–teacher gender (dis)similarity affects the emergence of paternalistic leadership and the influences of such leadership on teachers' organisational citizenship behaviour in the Arab minority in Israel. Data were collected from a sample of 180 randomly selected teachers and their principals from elementary schools in the Arab education system in Israel (180 dyads). MANCOVA, ANCOVA, hierarchical regression analyses and structural equation modelling were used to test the proposed relationships. The results of the overall model indicated that principal–teacher gender dissimilarity affected the emergence of paternalistic leadership and its influences on teachers' organisational citizenship behaviour. Specifically, in the case of principal–teacher gender dissimilarity, paternalistic leadership contributed to improving organisational citizenship behaviour. Theoretical and practical implications are discussed.

Nuñez, C. G., Peña, M., González, B., Ascorra, P., & Hain, A. (2024). **Rural schools have always been inclusive: the meanings rural teachers construct about inclusion in Chile**. *International Journal of Inclusive Education*, *28*(7), 992-1006. https://doi.org/10.1080/13603116.2021.1968521
We analyse the meanings that rural schoolteachers construct about inclusion, following the entry into force of the School Inclusion Law in Chile in 2015. Rural schools are more than half of the schools in Chile. This is a qualitative study involving six rural schools in the north, centre and south of the country, with a basis in action research and ethnography. The results show that inclusion has different meanings for different teachers, indicating that passage of the law has not been accompanied by a policy providing clear meanings to guide teaching practices. However, one meaning commonly shared is that

inclusion, understood as the acceptance of everyone, is a duty of rural schools, a cultural feature that apparently distinguishes them from their urban counterparts.

Obmerga, M. E., & de Guzman, A. B. (2024). **Birds of a feather flock together: Understanding Filipino millennial academic managers' mindset**. *Educational Management Administration & Leadership*, *52*(5), 1206-1230. https://doi.org/10.1177/17411432221114696
Today, more than ever, there is a need to uncover the patterns of thinking that shape the rationality of the leader cohort to aid them in their role-making of the challenging niche truly. This Husserlian phenomenological inquiry purported to explore the individual and collective lived experiences of nine (9) purposively selected Filipino academic managers regarding the essence of Dweck's growth and fixed mindsets in their leadership preparation. A semi-structured interview was employed as the main data gathering tool. Field texts were analyzed using Colaizzi's Procedural Steps to abstract the phenomenon's essence and were validated through the member checking procedure and critical friend technique. Interestingly, the study debuts an insightful Taxonomy of Cognitive Personas, which typifies the dynamic nature of the leader cohort's mindsets. Embedded in the Perennial Learner, Proactive Player, and Pragmatic Leader personas are cognitive tools and value priorities utilized in various influencing and regulating experiences in academic organizations. Academic organizations can use the findings of this study to focus on the cognitive preparation of millennial managers for higher leadership roles. Such findings are expected to complement the skill-based preparation that the millennials can employ for their role-making efforts in school leadership.

OCDE. (2024). ***Shaping students' financial literacy: The role of parents and socio-economic backgrounds*** (N° 126; p. 9). https://doi.org/10.1787/c3f3dc74-en
The results of the PISA 2022 financial literacy assessment show that many 15-year-olds should be better prepared for their financial future, as they are not able to apply their financial knowledge to real-life situations. In every participating country and economy, students from disadvantaged socio-economic backgrounds performed significantly worse than their advantaged peers. PISA data also show that students who discuss money matters with their parents, and those who make autonomous decisions about how to spend their money, achieve higher levels of financial literacy. This PISA in Focus examines the proportion of students who do not achieve baseline financial literacy and explores the links between socio-economic backgrounds, parental interactions and financial literacy performance.

Ocio, A. R. (2024). **'Theory is beautiful': Resistance and counter-resistance to gender equality in teacher training**. *Higher Education Quarterly*, *78*(3), 693-708. https://doi.org/10.1111/hequ.12478
The European Union has made a firm commitment to quality education for active citizenship taking up the demands of international movements and organisations, making gender equality a fundamental part of it. As previous research has shown a precarious implementation of these demands in Spain, in this study, we conduct 24 semi-structured interviews with key informant university professors who provide clues about the existing resistance and counter-resistance in the implementation of gender equality in initial teacher training. The results show how agents and their discourses impact on training, both positively and negatively, as well as the institutions in relation to their own organisational culture, resources and material elements, and influences. The information

they supply provides insight into the limitations and possibilities for changing the culture and practice of higher education organisations at the international level in order to enhance gender mainstreaming in universiti.

O'Hagan, S., Bond, C., & Hebron, J. (2024). **Autistic girls and emotionally based school avoidance: supportive factors for successful re-engagement in mainstream high school**. *International Journal of Inclusive Education*, *28*(9), 1919-1935. https://doi.org/10.1080/13603116.2022.2049378
School can be challenging for autistic girls who are at risk of internalised anxiety which can ultimately lead to school avoidance. Low attendance is acknowledged as negatively impacting educational attainment and exacerbating mental health difficulties. Semi-structured interviews were conducted with three autistic girls aged 13–15 years from different high schools, their parent(s) and key adult. Thematic analysis identified the first phase of re-engagement is developing a trusting student–key adult relationship. This provides the foundation for social and emotional intervention. Challenges were also acknowledged and possible improvements reflected upon. These results will aid educators and researchers aiming to support the successful inclusion of autistic girls at risk of experiencing emotionally based school avoidance in mainstream high schools.

Ortega, G. (2024). **Understanding Academic and Athletic Transfer Patterns for Latina/o College Athletes**. *Journal of Hispanic Higher Education*, *23*(4), 280-296. https://doi.org/10.1177/15381927241252928
Using the Student Athlete Climate Dataset, this paper examined factors associated with Latina/o college athletes' intent to transfer for academic and athletic reasons. This study offers insight regarding how gender, NCAA Division, and geographic location can influence Latina/o college athletes' decision to transfer. In addition, the roles of faculty members and head coaches were significant in Latina/o college athletes' intent to transfer for athletic reasons.

Ortega, J., Ziegler, G., & Arribillaga, R. P. (2024). ***Unimprovable Students and Inequality in School Choice*** (QBS Working Paper Series N° 2024/05). Consulté à l'adresse Queen's University Belfast, Queen's Business School website: https://econpapers.repec.org/paper/zbwqmsrps/202405.htm
The Efficiency-Adjusted Deferred Acceptance (EADA) mechanism addresses the Pareto inefficiency of the celebrated Deferred Acceptance (DA) algorithm by assigning every student to a weakly more preferred school. However, it remains uncertain which and how many students do not see an improvement in their DA placement under EADA. We show that, despite its advantages, EADA does not benefit students assigned to their worst-ranked schools or those who remain unmatched under DA. Additionally, it limits the placement improvement of marginalized students, thereby maintaining school segregation. The placement of worst-off students under EADA can be exceptionally poor, even though significantly more egalitarian allocations are possible. Lastly, we provide a bound on the expected number of unimproved students using a random market approach valid for small markets. Our findings shed light on why EADA fails to mitigate the inequality produced by DA in empirical evaluations.

Paci, R., Usala, C., & Etzo, I. (2024). ***Brain gain vs. brain drain. The effects of universities' mobile students on territorial inequalities*** [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/202411.htm
Our study examines the relationship between university student mobility and local economic dynamics. Universities are pivotal in shaping societies and economies as hubs of knowledge creation, innovation, and cultural exchange. While recent research underscores the significant impact of university students on local development, there is a notable gap in understanding the distinct effects of mobile versus resident students on the local economy. Using data from 90 NUTS3 provinces in Italy between 2013 and 2019, we investigate the spatial inequalities generated by student mobility. Our focus is on secondlevel university students, who are closer to entering the labor market and thus have a more immediate impact on the local economy. Employing a standard fixed effects growth model, our findings reveal that incoming students significantly boost the economic growth of the destination province, particularly in the Center-North regions (brain gain). Conversely, the southern provinces suffer reduced growth due to the loss of talented students (brain drain). Thus, student mobility exacerbates the enduring spatial disparities in Italy contributing to uneven economic development across regions.

Park, E. S., Wilton, M., Lo, S. M., Buswell, N., Suarez, N. A., & Sato, B. K. (2024). **STEM Faculty Instructional Beliefs Regarding Assessment, Grading, and Diversity are Linked to Racial Equity Grade Gaps**. *Research in Higher Education*, *65*(5), 871-892. https://doi.org/10.1007/s11162-023-09769-0
Studies indicate that racial disparities in STEM achievement or equity grade gaps are associated with faculty fixed mindset beliefs; however, whether specific instructional beliefs are linked to student academic achievement remains unclear. We surveyed 216 STEM faculty to assess their mindset and instructional beliefs and linked these to detailed student transcript data (n = 31,361). Results reveal that faculty with fixed mindset beliefs also endorsed more traditional instructional beliefs regarding assessment, grading, and diversity. Further, the endorsement of these beliefs was associated with larger equity grade gaps. Analysis of faculty characteristics indicate that male faculty, full professors, and instructors in Physical Sciences tended to hold instructional beliefs that are linked to larger equity grade gaps.

Pastorelli, B. (2024, juin 3). **Mon sexe est-il mon genre ?** Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/mon-sexe-est-il-mon-genre-230942
La science ou la nature peuvent-elles trancher le débat enflammé sur les notions de sexe et de genre ?

Patnaik, A., Pauley, G., Venator, J., & Wiswall, M. (2024). **The impacts of same and opposite gender alumni speakers on interest in economics**. *Economics of Education Review*, *102*, 102579. https://doi.org/10.1016/j.econedurev.2024.102579
This paper evaluates the impact of a series of male and female alumni speaker interventions in introductory microeconomics courses on student interest in economics. Using student-level transcript data, we estimate the effect of speakers in models which use untreated lectures as control groups, including professor and semester-year fixed effects and student-level covariates. Alumni speakers increase intermediate economics course take-up by 1.7–2.1 percentage points (9–12%). Students are more responsive to same-gender speakers, with male speakers increasing men's course take-up by 36–38%

and female speakers increasing women's course take-up by 37–40% implying that the effect of alumni speakers is strongly gendered.

Patterson, A. S., & Brotherhood, T. (2024). **The Institutional and Social Support Survey (ISS-10): Quantifying international faculty language support**. *Higher Education Quarterly*, *78*(3), 1081-1098. https://doi.org/10.1111/hequ.12516
The purpose of this study was to develop and test the internal and external reliability of a novel research instrument which measures language support for international faculty members and its effects on integration. While previous research has focused on the contributions of international faculty and efforts to attract them, growing concerns about negative experiences and low rates of retention have led scholars to focus on institutional linguistic support. Specifically in emerging host countries, interest exists for the role of support for learning the local language. In this context, this study substantiates an instrument, the Institutional and Social Support Survey (ISS-10) which quantifies social support and language support provided by host universities. The instrument was first refined using Rasch rating scale analysis and exploratory factor analysis (EFA). Subsequent linear mixed effects (LME) regression on a second administration of the instrument revealed that the ISS-10 significantly predicts the integration of international faculty as quantified by the IPL-12, an often-used measure of migrant integration. The ISS-10 may, therefore, be of interest to scholars researching international faculty integration where local language proficiency is a concern.

Personnaz, E., & Sawadogo, A. F. W. (2024). **L'alternance, un plus pour les jeunes des QPV, à condition d'y accéder**. *Céreq Bref*, (455), 1-4. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2024-08/Bref_455_web_0.pdf
Les jeunes originaires des quartiers prioritaires de la politique de la ville quittent le système éducatif moins diplômé·es que les autres, et en ayant moins souvent suivi une formation en alternance, notamment au niveau du secondaire. Pourtant, cette voie de formation leur permet, au moins autant que les autres, d'améliorer leurs chances d'accès à l'emploi, et plus encore à l'emploi stable. Ce résultat issu des données de l'enquête Génération pourrait inciter les pouvoirs publics à accroître leurs efforts en faveur de l'accès des jeunes des QPV à l'alternance.

Porter, C. J., Okello, W. K., & Stewart, T. J. (2024). **"Letting Go": exploring the nuance of (Black feminist) epistemologies**. *International Journal of Qualitative Studies in Education*, *37*(7), 1868-1883. https://doi.org/10.1080/09518398.2023.2233937
As scholars, teachers, and researchers within academe we have, at times, felt the gravity, nuance, and depth of Black feminist theories and epistemologies have resulted in articulations and manifestations so flat they are rendered illegible and almost always universally synonymous. While there are certainly deep and rich connections among and between Black feminist theories, and while their proliferation has been often mutually facilitative, they are worthy of distinction. Our paper explores how the genealogy of Black women's theorizing has survived through its varying conceptualizations through explicating Womanism; Black Feminist Thought; and Endarkened Feminisms. We illustrate the genealogy of Black women's theorizing and suggest moving away from the singular meanings that, ultimately, reduce their public force and utility in higher education research and practice.

Proboeuf, P., & Legavre, A. (2023). **Les visées expressives des parents choisissant une scolarité alternative pour leurs enfants**. *Revue des sciences de l'éducation*, *49*(2). https://doi.org/10.7202/1113030ar
Les parents optant pour des scolarités alternatives (écoles aux pédagogies alternatives et instruction en famille) mettent en avant des visées « expressives », ciblant une prise en compte par les adultes de ce qu'exprime l'enfant dans le cadre de son éducation (besoins, intérêts, gouts, etc.). Toutefois, ces parents témoignent d'attentes pouvant varier. Cet article s'attache à définir et à détailler les différents types de visées qui peuvent se situer derrière une même attention portée aux expressions de l'enfant. À partir de l'analyse d'un corpus de 95 entretiens avec des parents ayant choisi une scolarité alternative et de l'observation d'évènements dédiés à ce type de scolarités, nous avons pu distinguer trois variations de visées expressives : les visées d'émancipation, les visées de protection et les visées de distinction.

Quilabert, E., Verger, A., Moschetti, M. C., Ferrer-Esteban, G., & Pagès, M. (2024). **The obstacle race to educational improvement: governance, policies, and practices in disadvantaged schools**. *British Journal of Sociology of Education*, *45*(6), 934-956. https://doi.org/10.1080/01425692.2024.2376596
Contemporary educational reforms emphasise school autonomy, performance-based management, and accountability as necessary policies for attaining improvement goals. Despite their widespread adoption, the configuration and enactment of these policies are discretionary and contingent, deeply influenced by the interaction of local contexts, organisational features, and teachers' beliefs about policy and pedagogy. Apart from these challenges, schools serving disadvantaged students, often targeted for educational improvement, also struggle with significant organisational constraints and policy overload. This study explores how disadvantaged urban schools make sense of their policy environment and engage with the school improvement mandate through different logics and practices. The analytical framework stresses the policy filtering and adaptation processes that school actors undergo when tasked with multiple implementation demands, and how these interact with school contexts to produce diverse responses. This research is conducted in Catalonia, Spain, and adopts a sequential mixed-methods strategy, relying on interviews with principals and teachers, as well as survey and administrative data. The findings are organised in four ideal types of school responses to the improvement mandate, showing the diverging ways schools engage with policy. Disadvantaged schools exhibit diverse improvement approaches despite sharing structural characteristics, explained by the interaction of contextual factors and organisational characteristics. Each ideal type prioritises different aspects, such as performance, innovation, or inclusive practices. The heterogeneity of school responses highlights the necessity for targeted, context-sensitive support to ensure equitable educational practices.

Radhouane, M., & Akkari, A. (2023). **Élèves d'hier, étudiant-es d'aujourd'hui, et enseignant-es de demain. Quels rapports les étudiant-es en formation en enseignement primaire entretiennent-elles/ils avec les enjeux de diversité culturelle ?** *L'éducation en débats : analyse comparée*, *13*(1), 90-107. https://doi.org/10.51186/journals/ed.2023.13-1.e1215
In an increasingly globalized world, the cultural diversity of schools is constantly evolving. In view of this, it is essential to prepare future teachers to take this into account in their teaching practices. Our article presents a study in which we sought to identify the

experiences of future teachers in taking cultural diversity into account. Through a survey, we asked them to recall their memories as pupils, in order to identify the ways in which cultural diversity was considered during their schooling. Our study also looked more specifically at the memories of pre-service teachers from culturally diverse backgrounds, as international research has shown that their educational backgrounds can - in some cases - translate into pedagogical resources. Our study is based on two main postulates: (1) knowing future teachers' experiences of taking otherness into account would enable us to adapt training courses to their preconceptions; (2) the cultural biographies of future teachers can be resources when exploited in training.

Raybaud, A. (2024, août 20). ***Les préjugés sur des jeunes mal éduqués, paresseux, égoïstes : épisode 2, le mythe d'une génération trop gâtée***. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/08/20/toute-une-partie-de-la-jeunesse-se-heurte-a-un-durcissement-des-inegalites_6287568_4401467.html
« Jeunesses et préjugés » (2/4). Dans une série d'entretiens, des chercheurs détricotent les clichés qui collent à la peau des jeunes. Aujourd'hui, le sociologue Camille Peugny.

Raze, K., & Waddell, G. R. (2024). **Does the salience of race mitigate gaps in disciplinary outcomes? Evidence from school fights**. *Economics of Education Review*, *102*, 102578. https://doi.org/10.1016/j.econedurev.2024.102578
Racial gaps in the adjudication of student misconduct are well documented—relative to white students engaged in similar behaviors, students of color are more likely to be disciplined and the discipline they receive tends to be harsher. We show that racial disparities in the adjudication of fighting infractions depend on the racial composition of incidents. While significant disparities exist within schools, we find little if any within-incident disparities. Examining disparities across fights, we show that students of color are punished more severely, on average, as fights involving only students of color are punished more severely than fights involving only white students. Moreover, students of color in multi-race fights receive punishments that are statistically indistinguishable from those assigned to white students in fights involving only white students, suggesting that disparities arise from the differential adjudication of incidents by their racial composition rather than from the differential adjudication of students within the same incident.

Richard-Bossez, A. (2023, février 14). **Inégalités en maternelle : quelle pédagogie choisir pour les réduire ?** Consulté 12 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/inegalites-en-maternelle-quelle-pedagogie-choisir-pour-les-reduire-196310
Selon l'environnement familial et le milieu social d'où ils viennent, les enfants s'adaptent plus ou moins facilement aux exigences scolaires. Les pédagogies alternatives changent-elles la donne ?

Riordan, S. (2024). **The translation of cultural capital theory to English secondary schools: knuggets, wild words and pipelines**. *British Journal of Sociology of Education*, *45*(6), 912-933. https://doi.org/10.1080/01425692.2024.2376592
Much cultural capital research has accumulated since its inception in the 1970s and researchers have charted the corresponding development of cultural capital theory in academic communities. This empirical study takes the further step of offering an account of cultural capital as it is interpreted in schools. This 'interventionalist account' is based on classifications of practices that had been explicitly implemented at 14 secondary

schools in England in order to give students access to cultural capital. The collection of cultural capital practices was compiled from 38 interviews with senior leaders, teachers, and support staff. Practitioners justifiably believed these practices to be supported by research evidence. It was found, however, that a wide variety of cultural capital practices exist in schools today, with limited support from research evidence and theory. I discuss how the 'evidence pipeline' has broken down in this case and is sometimes an inappropriate metaphor for conceptualising research dissemination.

Rujimora, J., Campbell, L. O., & DeMara, R. F. (2024). **Exploring the Student-to-Faculty Ratio and Degree Attainment in Florida**. *Journal of Hispanic Higher Education*, *23*(4), 215-227. https://doi.org/10.1177/15381927231172583
Although several factors influence Hispanic Latina/o/x degree attainment, less is known regarding student-to-faculty ratio at Hispanic-Serving Institutions (HSI) in Florida. We examined publicly available data for HSI (n = 14) and non-HSI (n = 88) degree attainment among Hispanic Latina/o/x students in Florida. Pearson correlations and regression analyses indicated statistically significant correlations between student-to-faculty ratio and Hispanic Latino/a/x students who earned bachelor's degrees. Implications for hiring and promotion are discussed.

Sayac, N. (2023). **Comment expliquer les écarts de performance entre les filles et les garçons en mathématiques aux évaluations nationales de CP-CE1 ?** *e-JIREF*, *9*(3), 32-51. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/213
Les résultats des évaluations nationales de début d'entrée à l'école primaire proposées en France depuis 2018 ont mis à jour des écarts de performance en mathématiques entre les filles et les garçons qui débutent à la mi-CP et se poursuivent de façon encore plus marquée à l'entrée au CE1. Pour tenter de comprendre ce phénomène, nous avons mené une étude visant à tester plusieurs hypothèses explicatives relevant de la psychologie sociale et de la didactique des mathématiques. Dans cet article, nous rendons compte des observations de passation des séquences de mathématiques de ces évaluations nationales, des entretiens d'élèves et d'enseignant·es de CP et des analyses didactiques des tâches évaluatives effectuées. Les premiers résultats rendent compte de la complexité du phénomène et de la nécessité de l'étudier plus finement.

Schäfer, G., & Walgenbach, K. (2024). **Distinction in higher education: educational strategies of upper milieu students in Germany**. *British Journal of Sociology of Education*, *45*(6), 856-874. https://doi.org/10.1080/01425692.2024.2369544
This article aims to address the research question of which educational strategies are employed by upper milieus to establish or maintain the 'structure of distances' in the field of higher education in late modernity. Inspired by Bourdieu's theory of social reproduction and conflict, the study examined 95 qualitative interviews conducted with master's students in Germany. In contrast to the extensive research on elite education, this study specifically focuses on the status reproduction of upper milieus in a country with a limited tradition of elite universities. The study incorporated three academic disciplines – management/business administration, medicine, and musicology – to account for the different capital compositions within the upper milieus. In this article, we discuss four exemplary strategies of distinction that appear to be particularly relevant for the upper milieus, comparing them with interviews conducted with students from middle and lower milieus. Finally, we relate the findings to current sociological diagnoses of social change in late modernity.

Scheurich, J. J., & Mason, M. (2024). **An Intersectionality-Based Research Framework and Methodology That Emphasizes Systemic Inequities in Public Schooling, Including Racism, Sexism, and Classism**. *Cultural Studies ↔ Critical Methodologies*, *24*(5), 319-330. https://doi.org/10.1177/15327086241254815
While there is broad support among education scholars for the assertion that inequities of race, gender, and class within education are systemic and intersectional, many education researchers continue to publish research, especially in highly influential journals, like those of the American Educational Research Association (AERA), that either ignore systemic intersectional inequities or treat the inequities as mere variables. In contrast, we provide a proposed intersectionality-based research framework and a methodology that emphasizes systemic inequities in public schooling, including racism, sexism/patriarchy, and classism. We discuss this framework, describe our methodology (drawn mainly from Matias), and illustrate how it could be applied to research on three White teachers. For each of these teachers, we discuss some possibly new insights or "suppositions" that were yielded by the application of our framework and methodology. We then call on other researchers to strongly center systemic intersectional inequities in research and in research methodologies.

Shaked, H. (2024). **Integrating Instructional Leadership With Social Justice Leadership: Insights From Israel's Principals**. *Educational Administration Quarterly*, *60*(4), 452-492. https://doi.org/10.1177/0013161X241266806
Purpose: This study explores how school principals can effectively integrate instructional leadership with social justice leadership, recognizing their dual roles in promoting academic excellence and fostering a socially just school environment. Research Methods: Participants in this qualitative study were 32 principals from elementary schools in Israel. Data collection involved one-on-one interviews and focus groups. Data analysis followed a comprehensive four-stage process, including sorting, coding, categorizing, and theorizing. Findings: The study identified four interrelated perspectives on the relationship between instructional leadership and social justice leadership: (1) instructional leadership and social justice leadership have divergent foci; (2) instructional leadership inherently contributes to social justice; (3) social justice leadership defines the teaching approach required by instructional leadership; and (4) social justice leadership shapes the purpose of instructional leadership. Implications: This study suggests that to encompass the entire range of integration between instructional leadership and social justice leadership, principals must consider two aspects: the influence of social justice leadership on instructional leadership goals and its impact on instructional leadership practices.

Shams, D., Grinshtain, Y., & Dror, Y. (2024). **'You don't have to be educated to help your child': Parental involvement among first generation of higher education Druze students in Israel**. *Higher Education Quarterly*, *78*(3), 1221-1240. https://doi.org/10.1111/hequ.12525
First-generation students cope with challenges deriving from a lack of knowledge regarding higher education. This lack of knowledge is particularly relevant for minorities groups. In this context, parental involvement can be regarded as a meaningful pathway for enrolment and advancement in higher education. The study examined the perceptions of Druze students from the Golan Heights in Israel, who are considered to be a minority group and are first-generation students, regarding their parents' involvement in their higher education studies. 15 Druze were interviewed. Using thematic analysis, it

was found that parents' support is reflected in a high appreciation of education, due to the absence of opportunities during their own childhood, alongside moral and indirect academic support. The study contributes to understanding the intersection of being part of the Druze minority with being first-generation students, highlighting these students' ways of overcoming barriers in the context of national and ethnic challenges.

Shirrell, M., Bristol, T. J., & Britton, T. A. (2024). **The Effects of Student–Teacher Ethnoracial Matching on Exclusionary Discipline for Asian American, Black, and Latinx Students: Evidence From New York City**. *Educational Evaluation and Policy Analysis*, *46*(3), 555-580. https://doi.org/10.3102/01623737231175461
Although Black and Latinx students disproportionately face exclusionary school discipline, prior research finds that the likelihood of suspension for Black students decreases when they are taught by greater proportions of Black teachers. Little prior work, however, has examined whether these effects generalize to large, diverse, urban school districts or to Asian American or Latinx students and teachers. Using student fixed-effects models and 10 years of data from New York City, we find that assignment to greater proportions of ethnoracially matched teachers decreases the likelihood of suspension for Black and Latinx students. The magnitudes of these effects are small but suggest that diversifying the teacher workforce could lead to significant decreases in exclusionary discipline in urban districts.

Sidman-Taveau. (2024). **Classroom Equity Data Inquiry for Racial Equity**. *Community College Journal of Research and Practice*, *48*(8), 471-490. https://doi.org/10.1080/10668926.2023.2189175
Longstanding inequities exist in community colleges across the United States. To address these inequities, California Community Colleges educators have engaged in a variety of practices including the writing of equity plans and participation in equity data inquiry. However, there is an urgent need for greater focus on racial equity and for more faculty involvement in equity work at the classroom level. This paper presents a teacher case study exploring Classroom Equity Data Inquiry (CEDI), a tool for faculty professional learning focused on equitable student outcomes. In CEDI, professors examine their disaggregated classroom data, reflect on their class equity gaps, and pursue relevant professional development. They implement targeted interventions and then assess those interventions. This paper describes the author's sustained CEDI utilizing six years of equity data in her English as a Second Language classes at a small northern California community college. First, it provides a definition and rationale for CEDI. Second, it details the author's CEDI process and challenges. Third, it shares the author's changes in thinking and practice including high impact interventions the author implemented to reduce equity gaps for men of color in her classes. Fourth, the article describes positive qualitative student data and increased success and retention rates for Hispanic and multi-race males following the interventions. The article concludes that CEDI requires training, support, and time, but that the approach merits further research. More research is needed on CEDI methods and their possible impact on racial equity in the classroom.

Singer, J. (2024). **How Do Socioeconomic Differences Among Low-Income and Racially Minoritized Students Shape Their Engagement and Access in School Choice Systems?** *American Educational Research Journal*, *61*(5), 991-1029. https://doi.org/10.3102/00028312241263307

Socioeconomic differences among low-income and racially minoritized students may be consequential for understanding the dynamics of school choice—especially in high-poverty and racially segregated urban contexts that are often targeted by school choice policies. Yet school choice research largely focuses on differences between groups and relies on measures that broadly categorize students as low-income or not. Drawing on parent interviews in Detroit, this study describes socioeconomic differences among low-income and racially minoritized families and examines how those differences relate to their engagement in the school choice process. While families faced a similar landscape of choice, relied on similar types of resources, and did not have drastically different preferences, relative socioeconomic disadvantages translated to more constrained access and engagement in school choice.

Skinner, B., Burtch, T., & Levy, H. (2024). **Variation in Broadband Access Among Undergraduate Populations Across the United States**. *Research in Higher Education*, *65*(5), 827-870. https://doi.org/10.1007/s11162-024-09775-w
Increasing numbers of students require internet access to pursue their undergraduate degrees, yet broadband access remains inequitable across student populations. Furthermore, surveys that currently show differences in access by student demographics or location typically do so at high levels of aggregation, thereby obscuring important variation between subpopulations within larger groups. Through the dual lenses of quantitative intersectionality and critical race spatial analysis alongside a QuantCrit approach, we use Bayesian multilevel regression and Census microdata to model variation in broadband access among undergraduate populations at deeper interactions of identity. We find substantive heterogeneity in student broadband access by gender, race, and place, including between typically aggregated subpopulations. Our findings speak to inequities in students' geographies of opportunity and suggest a range of policy prescriptions at both the institutional and federal level.

Skourdoumbis, A. (2024). **Conceptualising the 'education hustle' as a case of Bourdieuian doxa and illusio**. *British Journal of Sociology of Education*, *45*(6), 974-990. https://doi.org/10.1080/01425692.2024.2381102
This article conceptualises the notion of the 'education hustle' as a case of Bourdieuian doxa and illusio. It is argued that the plethora of education reforms engaged in across the globe encompassing privatisation, corporatisation, marketisation, strong accountability, and the governance structures of the New Public Management (NPM), especially within the Anglo-American capitalist world is tantamount to an 'education hustle' where the ideas and values of a neo-liberal politico-economic framework of globalisation founded on the 'American Model' have been imposed (hustled) into fields such as education. This is about advancing an Anglo-American politico-economic primacy in an increasingly multi-polar world. I argue that an emulative illusio [emphasis added] is at work which co-opts nations into maintaining their interest in this policy approach to the detriment of education.

Stahl, G., & Mac an Ghaill, M. (2024). **The pursuit of 'the good life': Muslim masculinities and the transition to higher education in Australia**. *International Journal of Inclusive Education*, *28*(7), 1007-1021. https://doi.org/10.1080/13603116.2021.1971310
Within the social imaginary of Australia's dominant 'White' culture, ethnic minority men, particularly Muslim men, are often depicted as 'folk devils,' resistant to the cultural norms of mainstream society. Muslim masculinities have been problematically conflated with

notions of radicalisation, terrorism and violent extremism. There has been decidedly less attention to Muslim men's acclimatisation to the secular mainstream. This article presents a longitudinal case study of two second-generation young Australian-Muslim men who have attended an Islamic secondary school and spent most of their lives within a cloistered Islamic community. We document their experiences and aspirations as they come to be in higher education. The article considers the discursive production of identities of these men during a liminal time in their lives and how they construct their identities in relation to familial and community-based expectations around success and failure.

Stokes, H., & Aaltonen, S. (2024). **Time–space paths and the experiences of vulnerable young people in alternative educational settings**. *International Journal of Inclusive Education*, *28*(8), 1488-1502. https://doi.org/10.1080/13603116.2021.1994663
We use the concept of time–space paths (Gordon, Holland and Lahelma 2000) to explore how young people negotiate manageable educational pathways and experience educational engagement in alternative educational settings. For many young people in alternative settings, tight time–space paths (e.g. attending school on time) led to their disengagement from mainstream school settings, as mainstream schools did not accommodate the lives and needs of these young people. We draw on interviews with young people in alternative educational settings in Finland and Australia. We extend the discussion to two alternative time–space paths to explore how young people in alternative educational settings, while expressing a like and need for looser time–space paths to accommodate their difficult life circumstances, still need aspects of tight time–space paths to engage with education. We discuss strategies used in the alternative educational settings that enable the young people to develop a rhythm within their own time–space paths and a sense of agency and control in their learning environment. These strategies enabled communication and the development of positive relationships with teachers that led to a sense of belonging and their engagement with education.

Stopforth, S., Connelly, R., & Gayle, V. (2024). **Do you like school? Social class, gender, ethnicity and pupils' educational enjoyment**. *The British Journal of Sociology*, *75*(4), 535-553. https://doi.org/10.1111/1468-4446.13113
This study investigates structural inequalities in educational enjoyment in a contemporary cohort of United Kingdom (UK) primary school children. Foundational studies in the sociology of education consistently indicate that the enjoyment of education is stratified by social class, gender, and ethnicity. Analysing data from the UK Millennium Cohort Study, which is a major cohort study that tracks children born at the start of the 21st century, we examine children's enjoyment of both school and individual academic subject areas. The overarching message is that at age 11 most children enjoy their education. The detailed empirical analyses indicate that educational enjoyment is stratified by gender, and there are small differences between ethnic groups. However, there is no convincing evidence of a social class gradient. These results challenge orthodox sociological views on the relationship between structural inequalities and educational enjoyment, and therefore question the existing theoretical understanding of the wider role of enjoyment in education.

St-Pierre, X., Borri-Anadon, C., & Hirsch, S. (2023). **De l'essentialisation au sein des représentations du personnel enseignant à l'égard des élèves issu.e.s de l'immigration et**

de leur famille au Québec. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 9-27. https://doi.org/10.26443/mje/rsem.v58i1.10163
The objective of this article is to document the way in which the essentialization of teachers' social representations of students identified as having an immigrant background and their families manifests itself. The study is based on individual and group interviews conducted with these actors in 8 Quebec secondary schools. After proposing a constructivist conceptualization of essentialization, we describe 3 interlocking procedures that we then illustrate empirically. The results are likely to contribute to the training of school staff and more particularly to the understanding of this process and its procedures. They also warn against the possible reinforcement of essentialization by research on the educational success of these students.

Strømme, T. B., & Wiborg, Ø. N. (2024). **Social origins and educational attainment: The unique contributions of parental education, class, and financial resources over time**. *The British Journal of Sociology*, *75*(4), 400-419. https://doi.org/10.1111/1468-4446.13091
This study examines the unique contributions of parental wealth, class background, education, and income to different measures of educational attainment. We build on recent sibling correlation approaches to estimate, using Norwegian register data, the gross and net contribution of each social origin dimension across almost 3 decades of birth cohorts. Our findings suggest that parental education is crucial for all measures of children's educational outcomes in all models. In the descriptive analyses, we find that while broad education measures remain stable or decrease over time, attaining higher tertiary education and elite degrees is more stable or increasingly dependent on family background, especially parental financial resources. While gross sibling correlation models show somewhat decreasing trends in the contribution of education in all measures of educational outcomes, net models show that the unique contributions of financial resources have increased over time. Our results lend some support to the idea of education as a positional good and suggest that educational inequalities reflect broader patterns of inequality in society. Our results further indicate that the importance of parental education and cultural capital for children's education can be explained by within-resource transmission but that pro-educational norms tied to wealth may play an increasingly important role in educational mobility. In summary, this study sheds light on the multidimensional nature of social origins and highlights the role of different factors in shaping educational outcomes over time.

Suleman, F., Videira, P., & Teixeira, P. N. (2024). **Conclusion: global trends for the economic and social factors affecting the returns of higher education**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 276-284). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-22.xml
This chapter discusses the research presented in this book that broadly shows the different impacts of higher education expansion in a range of countries and socioeconomic contexts. While there is wide agreement on the human capital political, social, and economic strategy which is behind higher education massification, the connection between the supply of and demand for a skilled workforce is becoming increasingly complex and unequal. In many geographic contexts skill mismatches and wastage are leading to both poorer graduate employment outcomes and negative impacts at the macroeconomic and societal levels. The research suggests that graduates' employability should not be taken for granted and that the responsibility for better

employment outcomes must not rest solely with higher education institutions but with a broader coalition of actors from both the public and private spheres. Higher education faces significant challenges and effective policies are needed to ease graduates' transition into the labour market.

Takamatsu, R., Min, M. C., Aktar, R., Wang, L., Gao, X., & Akamatsu, D. (2024). **Gender and conceptual breadth of barriers to higher education in Asian countries**. *Higher Education Quarterly*, *78*(3), 1016-1030. https://doi.org/10.1111/hequ.12505
Psychological studies of the denial of prejudice and discrimination have suggested that although members of target groups are sensitive to episodes of discrimination, they may deny episodes of discrimination to maintain a positive self-image. Here, through two studies, we investigated the role of the perceiver and target gender in shaping perceived barriers to education from a transnational feminist perspective. The participants were 132 Japanese university students (Study 1) and 1143 students from four Asian countries (Bangladesh, China, Myanmar, and Japan) (Study 2). They read three vignettes depicting different types of obstacles to higher education and rated the extent to which each example constituted a barrier to education. Our results support the sensitivity hypothesis. Regardless of their cultural background, the female participants tended to perceive more barriers to education than their male counterparts. However, the denial hypothesis was not consistently supported. The authors discuss the meaning of denial of educational barriers among female students and future directions.

Tavares, V. (2024). **Feeling excluded: international students experience equity, diversity and inclusion**. *International Journal of Inclusive Education*, *28*(8), 1551-1568. https://doi.org/10.1080/13603116.2021.2008536
Many institutions of higher education have committed to the principles of equity, diversity, and inclusion (EDI). This collective move signifies an effort to identify and confront systemic issues of marginalisation and exclusion of minoritised groups in contexts of higher education. Nevertheless, international students are not always considered an equity-seeking group, despite the structural barriers international students face. As a result, international students' experiences of EDI remain underexplored and are typically examined from a perspective of internationalisation. The purpose of this paper is to investigate the experiences of five international students from the broader perspective of EDI at a Canadian university through a case study design. The findings demonstrate that, in spite of the university's long-standing commitment to aspects of EDI, international students felt excluded and othered in the community. Their experiences pointed to a lack of intercultural awareness and sensitivity on the part of the superficially multicultural community, a lack of institution-led initiatives to include the students through socialisation with peers, and the limited internationalisation of the curriculum. This paper is concluded with a call for universities to recognise international students as a marginalised group in their EDI efforts and, potentially, address structural issues that internationalisation frameworks have neglected.

Tawodzera, M. C., & Themane, M. (2024). **Experiences of teachers and learners who are left-behind in Zimbabwe by emigrating parents: an inclusive education perspective**. *International Journal of Inclusive Education*, *28*(7), 1258-1274. https://doi.org/10.1080/13603116.2021.1991486
Since the year 2000, most parents have emigrated en masse due to a deepening socio-political and economic crisis in Zimbabwe, leaving their school-going children in the

country. This paper assesses the experiences and challenges faced by these Left-Behind Learners (LBL), and ascertain the challenges faced by teachers in meeting the needs of these learners through inclusive education. The study followed a qualitative research approach with data collected at two high schools in Harare using in-depth interviews and focus group discussions. The results of the study indicate that LBL faced numerous challenges: excessive household chores, lack of help from guardians, inadequate representation at school meetings, and non-payment of school expenses. Teachers in the sample were not aware of the vulnerability of LBL, and were inadequately equipped to deal with this 'new' vulnerability. The study recommends the crafting of an inclusive education policy for the country so that new vulnerabilities are holistically dealt with, and that teachers be trained in inclusive education methodologies.

Taylor, B. J., Rosinger, K., & Ford, K. S. (2024). **The Shape of the Sieve: Which Components of the Admissions Application Matter Most in Particular Institutional Contexts?** *Sociology of Education*, *97*(3), 233-251. https://doi.org/10.1177/00380407241230007
Admission to selective colleges has grown more competitive, yielding student bodies that are unrepresentative of the U.S. population. Admission officers report using sorting (e.g., GPA, standardized tests) and concertedly cultivated (e.g., extracurricular activities) and ascriptive status (e.g., whether an applicant identifies as a member of a racially minoritized group) criteria to make decisions. Using latent class analysis, we identified three groupings of institutions based on the admission criteria they claim to value. Public institutions largely practiced a "coarse sieve" approach that relied on sorting criteria. Some private institutions practiced "fine sieve" admissions by emphasizing concertedly cultivated and ascriptive status criteria. A few privates employed the "double sieve" that combined sorting and concertedly cultivated criteria. Results illuminate the shape of the admissions sieve, identifying institutional contexts that inform the admissions practices selective colleges claim to use.

Taylor, L. A. (2024). **"They're not a project. They're people." A study of Black educators critiquing the (mis)uses of social justice discourses**. *International Journal of Qualitative Studies in Education*, *37*(7), 1956-1970. https://doi.org/10.1080/09518398.2023.2258094
Discourses of social justice are becoming increasingly prevalent in educational spaces, with rising numbers of teachers and teacher education programs expressing their aims to teach towards social justice. Yet, recent scholarship has documented the contested meanings of social justice in contemporary educational contexts. This qualitative case study aims to build upon existing literature by examining how two equity-oriented Black educators in an urban elementary school conceptualized and critiqued the discourses of social justice circulating in their school. Through thematic and discourse analysis of data generated through teacher inquiry group meetings and interviews, it examines their experiences with the language of social justice becoming associated with dehumanization and white saviorism, and it documents the equity-oriented pedagogical positions constructed by these teachers in opposition to such discourses. This analysis draws attention to contemporary (mis)uses of social justice discourses and proposes implications for justice- and equity-oriented teacher education.

Thompson, L. D., & Bazor, B. P. (2024). **The Black Room**. *Journal of Cases in Educational Leadership*, *27*(3), 44-54. https://doi.org/10.1177/15554589241230738
A simple parent request unveiled a startling revelation: The principal of Bridgforth Elementary School segregated students by race. Her attempt to establish a culturally

responsive framework was met with an Office of Civil Rights (OCR) complaint of racial discrimination. This case will examine the principal's rationale for creating the framework, the parental complaint, the school community response, and two evidence-based options for increasing student outcomes for African American students and other ethnic minorities.

Trull-Oliva, C., Noell, J. F., Pallisera, M., & Planas-Lladó, A. (2024). **Support Perceived by Children and Youth During the COVID-19 Lockdown in Spain**. *Education and Urban Society*, *56*(7), 809-829. https://doi.org/10.1177/00131245231224761
This article forms part of research into the role of support offered to children and youth by different community agents during the pandemic. In order to carry out the research, an online questionnaire was designed and administered between October 2021 and January 2022, to which 1,216 people in Catalonia (Spain) aged between 9 and 18 years responded. This article presents the results of the analysis of the open questions, in which participants specified the type of support and help they had received. The results show that the support offered by schools mainly focused on the continuity of the learning process; that the family was a main source of emotional support; and that communal leisure activities contributed to health and recreation. It concludes underlining the importance of the community, and the need to strengthen the complementarity of the various surroundings as support providers when situations of generalized adversity arise.

van der Velden, R., Bijlsma, I., Fregin, M.-C., & Levels, M. (2024). **Are general skills important for vocationally educated?** *Acta Sociologica*, *67*(3), 387-405. https://doi.org/10.1177/00016993231219135
In this paper, we examine the effect of general skills on wages for vocationally educated workers with a qualification at upper secondary level. While general skills are considered crucial for labour market success of workers in general, it is not clear whether this also holds for the vocationally educated workers. We use the recently developed concept of effective skills to identify the relationship between general skills and wages for this group. Using data from the Programme for the International Assessment of Adult Competencies (PIAAC) in 25 countries with advanced economies, we show that general skills strongly affect wages of vocationally educated workers and are just as important a factor as they are for generally educated workers. For vocationally educated males, the effect is especially salient for older workers (aged 45 and above). For vocationally educated females, general skills are most important in the beginning of their career (aged 20 to 35) and at prime age (aged 36 to 45).

Vieira, A., & Barbosa, M. L. de O. (2024). **Social origin, skills, and graduates' formal employability in Brazil: how does it vary across fields of study and institutions?** In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 206-230). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-19.xml
This chapter examines the impact of social background, general skills, and field-specific skills on tertiary graduates' formal employability. Based on existing literature on horizontal stratification in higher education and the school-to-work transition, the chapter examines how parental education and academic achievement affect graduates' chances of finding formal employment four years after graduation. In anticipation of social inequalities and skill variations manifesting differently in the initial stages of employment, the authors differentiate between graduates of various fields of study and higher

education sectors. Based on data from a national survey of senior undergraduates (Enade, 2009-2011) and subsequent formal employment statuses (RAIS, 2013-2015), it is evident that graduates from lower social strata with high proficiency in general skills are most likely to transition into formal employment. Socially privileged graduates and those who excel in field-specific skills, on the other hand, are more likely to be able to access more advantageous occupations outside of formal employment.

Vohl, P., & Loye, N. (2023). **Étude visant à identifier des facteurs ayant le potentiel de réduire les écarts d'anxiété mathématique observés entre les garçons et les filles francophones de 15 ans du Québec, à partir d'une analyse des données du PISA de 2003 et 2012**. *Mesure et évaluation en éducation*, *46*(3), 123-180. https://doi.org/10.7202/1113335ar
Dans une étude antérieure (Vohl & Loye, 2024), nous avons montré qu'en moyenne, les filles québécoises francophones de 15 ans se disent davantage anxieuses à l'égard des mathématiques que les garçons et ce, sur l'ensemble du continuum des performances. Nous avons également montré que performances en mathématique et anxiété mathématique sont deux phénomènes négativement corrélés. Dans le présent article, nous souhaitons identifier des facteurs qui pourraient permettre d'expliquer les écarts d'anxiété mathématique observés entre les filles et les garçons. En prenant appui sur le modèle du contrôle et de la valeur de Pekrun (2006), nous vérifions si les écarts de concept de soi, de valeur intrinsèque et de valeur utilitaire observés entre les filles et les garçons expliquent complètement les écarts d'anxiété mathématique. Nos résultats révèlent que les écarts de concept de soi expliquent près de 70 % des écarts d'anxiété mathématique relevés chez les élèves francophones du Québec.

Wu, L. (2024). **Mapping racial justice to online teacher education**. *Distance Education*, *45*(3), 404-417. https://doi.org/10.1080/01587919.2024.2338715
As many teacher education programs have returned to in-person instructional models since the initial interruption caused by the COVID-19 pandemic, little research examines innovative practices during the pandemic at the intersections of racial justice and online teacher education. This self-study illustrates how one Asian male teacher educator linked technological pedagogical content knowledge with anti-racist education in an online multicultural education course at a predominantly white institution in the Pacific Northwest of the United States during the COVID-19 pandemic. Implications include how teacher educators can bridge anti-racist education and technological pedagogical content knowledge in research and practice as an ongoing decolonial project in a post-pandemic world.

Xie, D., & Zong, Z. (2024). **How orientation training socializes newcomers: The mediating role of learning in reducing turnover and boosting performance among new salespersons**. *International Journal of Training and Development*, *28*(3), 255-274. https://doi.org/10.1111/ijtd.12322
Orientation training plays a crucial role in the process of newcomer socialization by equipping employees with the knowledge, abilities, and skills necessary for success in a new work setting. However, relatively few studies have investigated orientation training from a socialization perspective and addressed its underlying mechanisms. To address this issue, we developed a model to elucidate the socialization process of newly hired salespersons undergoing skill-based orientation training. The model includes training reactions, two learning outcomes (learning engagement and skill acquisition), as well as

two distal socialization outcomes (retention status and annual sales performance). Using a one-year multiperiod design, we conducted a multilevel analysis on data of 1184 new salesperson records nested in 37 off-site classes, which was obtained from a US pharmaceutical company operating in China. The results revealed that newcomers' reactions to orientation training were positively associated with their learning engagement and skill acquisition, which in turn resulted in a higher newcomer retention ratio. Furthermore, skill acquisition was found to be a significant mediator between training reactions and newcomers' annual sales performance. By combining self-report, trainer-report and objective indicators, this study provides a new and compelling evidence on how orientation training accelerates newcomer socialization success.

Xu, L., Tani, M., & Zhu, Y. (2024). ***Can the Teaching Style Reduce Inequality in the Classroom? Evidence from a Quasi-Experiment*** (IZA Discussion Paper N° 17135). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17135.htm
We investigate the effects of « lecture-based » (LBT) – i.e. individual work and rote learning - versus « discussion-based » (DBT) – i.e. participative and focused on student-centred learning - teaching styles on the test scores and socio-economic inequality of middle-school students randomly assigned to classes using data from the China Education Panel Survey (CEPS) - a large-scale nationally representative survey. Estimates from Unconditional Quantile Regressions and decompositions based on the Recentered Influence Function suggest that LBT raises scores in mathematics, but the effect is non-linear, as students in the bottom and top quintiles are more likely to benefit from it. In contrast, LBT lowers scores in Chinese and English. LBT also has greater influence on socio-economically advantaged students, resulting in larger inequality within classrooms, especially between top and median students. These effects arise under various robustness checks, implying that: (i) teaching styles affect scores and classroom inequality, and (ii) they appear to be subject-specific. These results suggest that teaching styles can be used as a tool to influence students' academic performance as well as the socio-economic heterogeneity that they bring to their classrooms.

Yu, J. (2024). **Chinese international students' perspectives on Asian Americans in the U.S. racial hierarchy**. *British Journal of Sociology of Education*, *45*(6), 837-855. https://doi.org/10.1080/01425692.2024.2363474
This article examines how Chinese international students perceive the racial identity of Asian Americans and how they position this pan-national, pan-ethnic, phenotypical-based group in relation to other oppressed minorities. Drawing upon theoretical frameworks of the world racial system and racial triangulation, this article argues that Chinese students' ideological socialization in their home country and college experiences in the host country jointly contribute to their knowledge of Asian Americans. To be specific, Chinese students subscribe to the racial stereotype of Asian Americans as 'perpetual foreigners,' and insist that they are difficult to unite but they have more racial consciousness as a minority than Asians from Asian countries. The finding further indicates, different from perceived racial stratification that Asian Americans are positioned as a 'racial middle' group in relation to White and Black Americans, that Chinese students subjectively think Asian Americans are (politically) positioned at the bottom in the U.S. racial hierarchy.

Yu, Y., Gamsu, S., & Forsberg, H. (2024). **'Levelling up' social mobility? Comparing the social and spatial mobility for university graduates across districts of Britain**. *The British Journal of Sociology*, *75*(4), 379-399. https://doi.org/10.1111/1468-4446.13089
Social and spatial mobility have been subject to substantial recent sociological and policy debate. Complementing other recent work, in this paper we explore these patterns in relation to higher education. Making use of high-quality data from the higher education statistics agency (HESA), we ran a set of multilevel models to test whether the local authority areas where young people grow up influence social and spatial mobility into a higher professional or managerial job on graduation. We found entry to these patterns reflect pre-existing geographies of wealth and income, with more affluent rural and suburban areas in South-East England having higher levels of entry to these occupations. Graduates clustered from major cities tended to be spatially immobile and those from peripheral areas further away from these cities show a higher density of long-distance moves following graduation. We also explored the intersection between social and spatial mobility for graduates with the economic geography of Britain, showing that access to high-class occupations is not necessarily associated with long-distance moves across most British districts. Our evidence further suggests that the 'London effect', where working-class students have higher school attainment than their peers elsewhere, may not continue through to graduate employment.

Zhao, B., Qi, C., Wu, Y., Guo, X., Liu, C., & Luo, L. (2024). **Differences in the Development of Mathematics Motivation within and across Socioeconomic Status: Do Early Adolescents' Failure Beliefs Matter?** *Journal of Youth and Adolescence*, *53*(9), 2032-2044. https://doi.org/10.1007/s10964-024-02002-w
Interest in socioeconomic differences in academic motivation has been longstanding. However, previous research has often treated both low- and high-SES students as homogenous groups. This study aims to address this gap by investigating the developmental trajectory profiles of mathematics motivation during early adolescence, with a focus on variations within and across SES groups. Multigroup latent class growth analysis was used on a sample of 3718 early adolescents in China (initial Mage was 9.40 ± 0.52 years; 48.0% girls) across 2 years from grades 4 through 6. The analysis identified three distinct self-determined mathematics motivation trajectory profiles within each SES group: a good-quality profile (i.e., initially high autonomous but low controlled), a high-quantity profile (i.e., initially high both autonomous and controlled), and a low-quantity profile (i.e., initially low both autonomous and controlled). A greater proportion of low-SES students were observed within the low-quantity profile than within the good-quality profile. The study found that the failure-is-enhancing view was a protective factor against two relatively maladaptive motivational trajectory profiles (i.e., high-quantity profile and low-quantity profile), irrespective of socioeconomic background. These findings emphasize the importance of implementing motivational interventions for early adolescents that consider both structural factors (e.g., socioeconomic backgrounds) and psychological factors (e.g., failure beliefs), to foster students' academic development.

Zhou, X. (2024). **Attendance, Completion, and Heterogeneous Returns to College: A Causal Mediation Approach**. *Sociological Methods & Research*, *53*(3), 1136-1166. https://doi.org/10.1177/00491241221113876
A growing body of social science research investigates whether the economic payoff to a college education is heterogeneous — in particular, whether disadvantaged youth

can benefit more from attending and completing college relative to their more advantaged peers. Scholars, however, have employed different analytical strategies and reported mixed findings. To shed light on this literature, I propose a causal mediation approach to conceptualizing, evaluating, and unpacking the causal effects of college on earnings. By decomposing the total effect of attending a four-year college into several direct and indirect components, this approach not only clarifies the mechanisms through which college attendance boosts earnings, but illuminates the ways in which the postsecondary system may be both an equalizer and a stratifier. The total effect of college attendance, its direct and indirect components, and their heterogeneity across different subpopulations are all identified under the assumption of sequential ignorability. I introduce a debiased machine learning (DML) method for estimating all quantities of interest, along with a set of bias formulas for sensitivity analysis. I illustrate the proposed framework and methodology using data from the National Longitudinal Survey of Youth, 1997 cohort.

Zhou, X., Park, M., & Choi, Y. (2024). **Friendship Homophily Trajectories among Asian American Youth from High School to College**. *Journal of Youth and Adolescence*, *53*(9), 2139-2150. https://doi.org/10.1007/s10964-024-02008-4
Friendship racial homophily, the tendency to form friendships with individuals who share the same racial background, is a normative developmental phenomenon that holds particular significance for youth of color in a racialized society. Yet, there exists a paucity of longitudinal research elucidating the stability and change of friendship racial composition across developmental span. This study aimed to examine the friendship racial homophily trajectories over a six-year period encompassing four time points. The sample comprised 437 Asian American youth (MAge = 16.52, SDAge = 1.36, 53% female), with 197 Filipino and 240 Korean participants. Using logistic multilevel modeling analyses, it was found that both Filipino and Korean American youth demonstrated an increase in friendship racial homophily from high school to college, but that Filipino youth overall reported lower levels of racial homophily compared to their Korean counterparts. The study findings also pinpointed several influential factors impacting these trajectories, including proficiency in heritage languages, ethnic identity, and encounters with racial discrimination from both White Americans and other People of Color. These results highlight the continuous evolution of friendship racial composition from high school to college and emphasize the crucial role of ethnic identity and experiences of discrimination in influencing these dynamics, with ethnic identity exerting more enduring effects and experiences of discrimination showing more situational impacts on the levels of racial homophily.

Zimmermann, C. R. (2024). **Looking for Trouble: How Teachers' Racialized Practices Perpetuate Discipline Inequities in Early Childhood**. *Sociology of Education*, *97*(3), 219-232. https://doi.org/10.1177/00380407241228581
Racial disproportionality in school discipline is a major U.S. educational problem. Official data show that Black boys are disciplined at the highest rates of any racial and gender subgroup. Scholars suggest the "criminal" Black male image shapes teachers' views and treatment of their Black male students. Yet few studies examine the everyday mechanisms of racial discipline disparities, particularly in early childhood. This study uses ethnography to understand first-grade teachers' disciplinary interactions with Black and White boys. The findings uncover teachers' racialized disciplinary practices via differential surveillance of, differential engagement with, and differential responses to

noncompliance from Black and White boys as key mechanisms that reproduce unequal disciplinary experiences in early childhood education.

Climat de l'école

Abney, H., Cannon, A., Cornelius, M., Hundley, S., & Lowery, C. (2024). **When Tragedy Strikes: Lessons in School Leadership**. *Journal of Cases in Educational Leadership*, *27*(3), 86-95. https://doi.org/10.1177/15554589241245619
At a large suburban high school in the United States, the first home football game was taking place after missing a full season due to the pandemic. The stands were packed as the school community gathered to celebrate the return to some normalcy. Shortly after the third quarter began, a beloved coach/teacher collapsed on the sideline. Paramedics arrived within 10 minutes, CPR was administered, and 20 minutes later, he was transported to a local hospital, and within a few days, he passed away. This case captures the lived experiences of a school principal and how she was able to lead her school community through a devastating event witnessed by so many. It also highlights the challenges that school leaders face when dealing with an unexpected tragedy to include the quick decisions that must be made, the importance of timely and accurate communication, privacy considerations, and ensuring social emotional support is in place for all who have been impacted. This experience is based on a real event, however, all identifying information (names, etc.) has been changed along with some of the circumstances surrounding the event. This case provides school leaders an opportunity to apply cognitive resource theory to unexpected tragedies that many will undoubtedly face at some point in their career.

Al Khatib, S. A. (2024). **Investigating the leadership styles and national culture of Emirati female school principals**. *Educational Management Administration & Leadership*, *52*(5), 1136-1153. https://doi.org/10.1177/17411432221130589
With the growing expectations from the field of education, increases the importance of effective school leadership. The school proves its effectiveness depending on various factors; the principal's leadership style is the main one. The purpose of this study was to investigate the influence of the female gender and national culture dimensions on the leadership styles of Emirati female school principals, as educational leaders, and the relationships that exist among the different variables. Explanatory sequential mixed method approach was used in two phases for this study. In the first phase, the quantitative data were collected using the Multifactor Leadership Questionnaire (5X-short) survey and the cultural dimensions survey. In the second phase, the researcher conducted semi-structured interviews and qualitative observations. The findings of the study indicated that Emirati female leaders tend to be more transformational in their leadership styles while they still practice transactional leadership to a certain degree. They were found to be more "androgynous" carrying the qualities of both male and female leaders. In addition, the leadership styles and their elements proved to have a significant relationship to national culture dimensions except for management by exception (active). Future research should include a larger sample size and the perspectives of the followers as well. It is important to conduct the study in different organizational contexts not only in schools to confirm the finding that women use "androgynous" style in the United Arab Emirate and beyond.

Beaudoin, C., Rousseau, N., & Laforme, C. (2023). **Étude exploratoire sur l'expérience scolaire en classe flexible : le point de vue des jeunes de la formation générale des adultes**. *Nouveaux cahiers de la recherche en éducation*, *25*(3), 158-178. https://doi.org/10.7202/1111949ar
Cette étude exploratoire trace un portrait de l'expérience scolaire de 41 jeunes de 16 à 24 ans de la formation générale des adultes (FGA) qui fréquentent la classe flexible. Selon une approche qualitative, les données ont été recueillies à l'aide de l'entrevue individuelle semi-dirigée et du questionnaire électronique. Les thèmes centraux découlant de l'analyse des données qualitatives incluent la préférence de la classe flexible par rapport à la classe traditionnelle, le soutien à l'apprentissage, la régulation des comportements, le plaisir d'aller à l'école et le développement d'une relation enseignant-élève positive. Ces résultats indiquent l'importance de tirer avantage de certains paramètres physiques de la classe flexible et des pratiques enseignantes qui l'accompagnent.

Chandini, M. (2024). **Usages du téléphone portable chez les étudiants et fraude aux examens en milieu universitaire camerounais**. *Formation et profession*, *32*(1), 4. https://doi.org/10.18162/fp.2024.808

Chen, X., Li, J., Zhang, P., Hu, H., Yan, W., & Peng, K. (2024). **Who Experiences Greater Happiness When Dining Together? A Study of the Relationship Between Dining with Family Members and the Mental Health of Chinese Students**. *Child Indicators Research*, *17*(5), 1995-2010. https://doi.org/10.1007/s12187-024-10150-5
The mental well-being and dietary habits of adolescents have gained considerable attention over the past decades. The focus of most of the previous research has centered on the impact of specific food types and family meal frequency on mental health. However, the relationship between how often families eat together and other varied eating habits on the psychological well-being of young people remains under-researched. To address this, a survey was conducted among a large sample of students from Chinese elementary to high schools (N = 374,487). The study classified eating arrangement into three categories: only with family members, a combination of eating with family and other situations, and not eating with family at all. Findings indicate that regular meals with family correlate with a decrease in depressive symptoms and an increase in life satisfaction and positive mental health. This study also tested grade and gender differences. The highest grade range (10th -12th grade) showed the least impact on their mental health, which may be attributed to maturation and shifts in social relationships. The findings also suggest that the influence of eating arrangements on mental health was more pronounced among girls than boys, although this effect was relatively mild.

Cormier, K. K. (2024). **A Thief in School: A Found Poem Capturing the Impact of Lockdown Drills in Schools**. *Cultural Studies ↔ Critical Methodologies*, *24*(4), 310-313. https://doi.org/10.1177/15327086241234661
This found poem combines a notice of a lockdown drill, my reactions, and my children's interpretations of the event. Drawing on motherscholarship, the poem expresses my concern as a mother for my children as they experience these drills and my dismay as an educator at how such drills are embedded in our culture. Three perspectives in the poem capture how a regular occurrence impacts students, schools, and communities. This work adds to conversations circulating around the culture of school security, the impact of

lockdown drills on both students and families, and serves as a means of mothering activism.

Cuellar, M. G., Pulido, M. G., & Garcia, A. B. (2024). **Direct and Indirect Impacts of Sociopolitical Contexts on Campus Climate: Student Perceptions and Experiences between 2016 and 2018**. *American Journal of Education*, *130*(3), 455-479. https://doi.org/10.1086/729599
Purpose: Several studies uncover how the period leading up to the 2016 election and the Trump administration affected college students, in particular those targeted by the rhetoric and policies in this tense sociopolitical environment. This article builds on this scholarship and examines how the broader sociopolitical context shaped how targeted and nontargeted students perceived and experienced the campus climate. Research Methods/Approach: We interviewed 21 students who had taken a higher-education course at one institution to gather their perspectives of campus climate. Students commonly referenced undocumented students and students of color as directly affected by policies and rhetoric during this time. We subsequently considered self-identified students of color and undocumented students as belonging to targeted groups and those who did not as nontargeted. Findings: Students described how the sociopolitical climate between 2016 and 2018 directly and indirectly influenced campus climate based on their perceptions and experiences. Students shared how discourse toward minoritized communities increased overt marginalization in the United States and on campuses. Immigration policies were frequently mentioned as impactful, and nontargeted students expressed major concerns for their targeted peers and family members. A few students also described how the polarized sociopolitical climate outside the university created divisions among students. Implications: Institutions should seek ways to ameliorate concerns and tensions students may feel as a result of challenging sociopolitical and campus climates. In addition to supporting students from targeted communities, institutions should provide opportunities for nontargeted students to learn more about issues affecting targeted communities.

Curran, F. C., Boza, L., Harris-Walls, K., & Tan, T. S. (2024). **Assessing the Public Availability of School Discipline and Infraction Data**. *Educational Evaluation and Policy Analysis*, *46*(3), 591-599. https://doi.org/10.3102/01623737231168817
Research using school discipline and infraction data has contributed to public policy conversations by helping elucidate the effects of and disproportionate experience of school disciplinary outcomes. This research brief presents results from an analysis of the public availability of such data from state departments of education. Findings suggest that while public availability of discipline data has not changed significantly over the past decade, states are more likely to disaggregate such data by subgroups. Unfortunately, such data remain generally focused on a small number of exclusionary practices rather than nonpunitive or nonexclusionary alternatives. Infraction data are slightly less available than discipline data and significantly less likely to be disaggregated by subgroup.

Curren, R., Boniwell, I., Ryan, R. M., Oades, L., Brighouse, H., Unterhalter, E., … White, M. (2024). **Finding consensus on well-being in education**. *Theory and Research in Education*, *22*(2), 117-157. https://doi.org/10.1177/14778785241259852
Research on well-being and concern over the well-being of students and teachers has grown dramatically in recent years. Researchers and reformers in positive psychology

and education, self-determination theory, social and emotional learning, liberal-democratic political and educational philosophy, and neo-Aristotelian theories of flourishing and character education have played formative and intersecting roles in what is now an international movement to promote the lifelong flourishing of students as an alternative to a human capital and economic growth focus for education. This article defends this flourishing-focused reorientation of education policy and practice, using a value-led and evidence-informed methodology. It sorts through the conceptual disputes and clarifies the ethical considerations that should guide efforts to advance the well-being of students and teachers, assesses key claims and arguments, and brings together compatible aspects of the leading philosophical and psychological perspectives on flourishing as an aim of education. It identifies ethically and evidentially justifiable points of consensus on well-being and flourishing in education, presents a consensus model of relationships between educational environments, learning, and flourishing, and concludes with some recommendations for educational policy and practice.

Dharan, V., & Mincher, N. (2024). **Continual disobedience: a term perpetuating exclusive practices in schools**. *International Journal of Inclusive Education*, *28*(10), 2251-2264. https://doi.org/10.1080/13603116.2022.2092657
Schools in New Zealand (NZ) have a range of disciplinary options when dealing with challenging behaviours, one of which is excluding students by way of stand-downs, suspensions, exclusions or expulsions. Following marginal downward trend from 2006 to 2015, the numbers of stand-downs and suspensions have been on the rise again since 2016 despite well-established evidence of strong links between poor academic achievement, educational exclusions and youth justice encounters. One of the key reasons cited by schools for excluding students in New Zealand is for continual disobedience (CD). According to the NZ Ministry of Education Guidelines to schools, behaviours must be persistent and set a harmful or dangerous example to other students to meet the criteria for CD, and it is up to schools to interpret these guidelines. This paper reports the findings from a national study in New Zealand, that sought to understand how the category of CD was interpreted in high schools and the type of behaviours they associated with this category. The findings highlighted the need to question the existence of this category (CD) in the guidelines, as it provides a carte blanche to schools to exclude students.

Finnigan, K. S. (2024). **Re-orienting education toward 'flourishing' through education policy**. *Theory and Research in Education*, *22*(2), 172-179. https://doi.org/10.1177/14778785241260530
This commentary on Curren et al. adopts an educational policy perspective, arguing that it is important to not only 'find consensus' on well-being in education but to consider the ways that education policy supports or inhibits this outcome. It argues that a complex systems approach is essential to moving these ideas rooted in ethics and justice into policy and practice. It advocates a comprehensive cross-sector policy approach that integrates education policies at multiple levels and with policies across other sectors that are significant for well-being. It emphasizes that operationalizing these ideas at scale requires consideration of the research evidence on structural racism, gender inequities, and funding disparities, and it emphasizes the importance of focusing on relationships in educational systems and the need for policy leadership and activism.

Fox, R. A., Sharma, U., & Leif, E. S. (2024). **The factors that count: predicting implementation fidelity of evidence-based behavioural supports in Australian schools**. *International Journal of Inclusive Education*, *28*(7), 1133-1149. https://doi.org/10.1080/13603116.2021.1979669
A need for the successful and sustained implementation of positive and proactive approaches to behaviour support has been widely acknowledged in Australia. School-wide positive behavioural interventions and supports (SWPBIS) is one approach that has been increasingly adopted across Australia to meet the social and behavioural needs of all students. However, successful and sustainable implementation of SWPBIS with fidelity has proven a challenging task. At present, limited exploration of SWPBIS implementation efforts have been undertaken in Australia. The current study addressed these gaps in two ways. First, the fidelity of Tier 1 SWPBIS implementation was assessed within 15 schools. Results indicated the majority of schools were implementing Tier-1 SWPBIS with fidelity. Second, a survey instrument was developed, validated, and used to assess 241 teachers' perceptions of variables that may help or hinder SWPBIS implementation across these same Victorian schools. Based on these data, a two-step hierarchical regression model was used to identify predictors of implementation fidelity. The first model found leadership, resourcing, data, teacher beliefs about behaviour, and pre-service preparation were predictive of implementation fidelity, while the second found school duration of implementation, along with resourcing and data, predicted fidelity. The implications of these findings and future research directions are discussed.

Gee, K. A., Cooc, N., & Yu, P. (2024). **Hate Speech Against Asian American Youth: Pre-Pandemic Trends and The Role of School Factors**. *Journal of Youth and Adolescence*, *53*(9), 1941-1952. https://doi.org/10.1007/s10964-024-01987-8
Although hate speech against Asian American youth has intensified in recent years—fueled, in part, by anti-Asian rhetoric associated with the COVID-19 pandemic—the phenomenon remains largely understudied at scale and in relation to the role of schools prior to the pandemic. This study describes the prevalence of hate speech against Asian American adolescents in the US between 2015 and 2019 and investigates how school-related factors are associated with whether Asian American youth are victims of hate speech at school. Analyses are based on a sample of 938 Asian American adolescents (Mage = 14.8; 48% female) from the three most recently available waves (2015, 2017, and 2019) of the School Crime Supplement to the National Crime Victimization Survey. On average, approximately 7% of Asian Americans were targets of hate speech at school between 2015 and 2019, with rates remaining stable over time. Findings also indicate that students had lower odds of experiencing hate speech if they attended schools with a stronger authoritative school climate, which is characterized by strict, yet fair disciplinary rules coupled with high levels of support from adults. On the other hand, Asian American youth faced higher odds of experiencing hate speech if they were involved in school fights. Authoritative school climate and exposure to fights are malleable and can be shaped directly by broader school climate related policies, programs and interventions. Accordingly, efforts to promote stronger authoritative climates and reduce exposure to physical fights hold considerable potential in protecting Asian American youth from hate speech at school.

Guillemot, F., Lacroix, F., & Nocus, I. (2024). **Subjective well-being and social inclusion at school for students with a disability, according to their parents, in France**. *Research in Developmental Disabilities*, *153*, 104814. https://doi.org/10.1016/j.ridd.2024.104814

Background: Providing inclusive, quality education for all children is one of the United Nations' sustainable development goals for 2030. Aims: The aim of this study, carried out in France among 491 parents of children with a disability aged 3 to 18 and enrolled in ordinary schools, is to measure the well-being and social inclusion of children and to identify the factors that promote well-being and social inclusion at school. Methods and procedures: The parents fill in various questionnaires relating to the well-being and social inclusion of their child, the quality of their relationship with the teacher and their satisfaction with the accommodations offered at school. They also provide information about their child and their socio-economic situation. Outcomes and results: Regression analyses show that well-being and social inclusion depend on the nature of the child's disability and decrease with age but do not significantly depend on child's gender and academic level or social background. Furthermore, well-being and social inclusion can be significantly improved when the quality of the parent-teacher relationship and school accommodations are satisfying. Conclusions and implications:The results of this study encourage the development of quality parent-teacher relationships to promote well-being at school. What this paper adds?This article attempts to analyse the factors that do or do not contribute to well-being and social inclusion at school of students with disabilities, something that has been little studied before through quantitative studies in France. It shows the differences in well-being and social inclusion at school depending on the type of disability the child has. According to their parents, children with intellectual or motor disabilities are the happiest at school, while those with autism, dys-disorders or attention disorders are the least happy. However, the study does not reveal any differences depending to the parents' socio-professional category or to the child's academic level. In addition, well-being and social inclusion are significantly improved when relations with teachers are good and adaptations judged to be satisfactory.

Hanushek, E., Morgan, A. J., Rivkin, S., Schiman, J., Shakeel, A., & Sartain, L. (2024). ***The Lasting Impacts of Middle School Principals*** (NBER Working Paper No 32642). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32642.htm
Using rich Texas administrative data, we estimate the impact of middle school principals on post-secondary schooling, employment, and criminal justice outcomes. The results highlight the importance of school leadership, though striking differences emerge in the relative importance of different skill dimensions to different outcomes. The estimates reveal large and highly significant effects of principal value-added to cognitive skills on the productive activities of schooling and work but much weaker effects of value-added to noncognitive skills on these outcomes. In contrast, there is little or no evidence that middle school principals affect the probability a male is arrested and has a guilty disposition by raising cognitive skills but strong evidence that they affect these outcomes through their impacts on noncognitive skills, especially those related to the probability of an out-of-school suspension. In addition, the principal effects on the probability of engagement in the criminal justice system are much larger for Black than for nonBlack males, corresponding to race differences in engagement with the criminal justice system.

Himes, M., & Bausell, S. B. (2024). **Exploring associations between teacher perceptions of working conditions and immediate professional plans at a Chinese internationalised school**. *Journal of Research in International Education*, *23*(2), 130-151. https://doi.org/10.1177/14752409241269368

This longitudinal, quantitative study utilised 2019-2022 survey data from teachers at one Chinese internationalised high school in Jiangsu Province, China to examine teachers' immediate professional plans through the lens of teacher working conditions (TWCs). The relationship between teacher perceptions of working conditions and their immediate professional plans was further explored in light of teachers' status as international vs local, and the primary factor affecting teachers' willingness to stay at the school. Results from the Ordinary Least Squares (OLS) regression analysis revealed that teachers planning to leave or move; international teachers; and teachers who indicated primary stay factors (the most important factors affecting teachers' willingness to continue teaching at the school) of instructional practices and support, school leadership, or time during the work day (adequate time during the school day to plan and collaborate) were associated with lower scores on the overall teacher working conditions perceptions index. These findings add to a growing body of research examining TWCs in international school contexts, specifically within Chinese internationalised schools. Given the transformational shifts these schools have recently experienced due to educational policy changes and COVID-19-related restrictions, school leaders may want to re-examine the organisational characteristics and supports at their schools with an eye toward retaining members of their ethnically heterogeneous teaching faculties.

Hopkins, C. A., Kohl, K., Didham, R. J., bin Abdul Razak, D., Sanusi, Z. A., & Vilela, M. (2024). **Envisioning leadership for tomorrow's collective well-being**. *PROSPECTS*, *54*(2), 383-392. https://doi.org/10.1007/s11125-024-09686-9
What kinds of leaders does the world need today to achieve a sustainable tomorrow? This article focuses on the importance of envisioning values-based leadership in a pursuit of collective well-being, in light of unprecedented change today, uncertainty about tomorrow, and a lack of clear vision of desired futures. The authors make the case for the importance of formal and informal leaders today and in the future understanding themselves as part of a broader system, and becoming aware of their own competencies, attributes, values, and limitations. The emerging aspects of what leadership can do to promote a sustainable future and lead on the path call for shifts in the current understanding of leadership roles and characteristics. More effective approaches may be found through exploring explicit, transparent values-based leadership as well as new forms of engaging in partnerships and addressing systems holistically. When engaged, higher education can play crucial new roles in preparing much-needed knowledgeable and compassionate leaders, fostering and influencing behavior across societies, and leading future generations to live life purposefully and skillfully in the global pursuit of a sustainable future for all.

Horton, P., Webb, A., Forsberg, C., & Thornberg, R. (2024). **'He's actually very kind': bullying figurations and the call of capital**. *British Journal of Sociology of Education*, *45*(6), 957-973. https://doi.org/10.1080/01425692.2024.2381098
In this paper, we draw on the concepts of figurations, capital, and hegemonic masculinity to analyse a bullying relation involving two fifth-grade boys at a Swedish comprehensive school. The findings are based on ethnographic fieldwork, which included participant observations and group interviews with eight teachers and fourteen students (seven girls and seven boys) from the same class. Our findings demonstrate the complexity of the relation between the boys and suggest that rather than constituting a straight-forward bullying situation involving a problematically aggressive 'bully' targeting a less powerful 'victim', it is part of a more complex figuration involving interdependent

social relations that are tenuously balanced in terms of power dynamics and where the boys position themselves and are positioned in relation to the long-term symbolic norms of status dominant within their specific school field.

Hossain, S., Strnadová, I., Danker, J., & O'Neill, S. C. (2024). **How Do Bangladeshi Secondary School Students Conceptualise Well-Being in School**. *Child Indicators Research*, *17*(4), 1523-1545. https://doi.org/10.1007/s12187-024-10132-7
Despite the growing importance of understanding student well-being for students' holistic development, it is still a relatively neglected concept in low and middle-income countries such as Bangladesh. Quantitative metrics such as students' enrolment rate and academic grades have been prioritised at school and considered as the proxy of well-being at school. In contrast, students' quality of school experience and well-being remain neglected. This qualitative study explores the conceptualisation of well-being experiences perceived by secondary school students in Bangladesh. Online focus groups and one-on-one interviews in conjunction with arts-based methods (i.e., drawings) were employed to elicit the views of 40 Grades 7–10 students (aged 13–16 years) about their well-being. Grounded theory approaches were used to analyse the data. Findings revealed that the students conceptualise well-being at school as a multidimensional but relational concept. Six interrelated and constitutive dimensions were identified including a positive sense of self and the future, sense of school resource sufficiency, a sense of relatedness, a sense of school engagement, a sense of accomplishment at school, and a sense of purpose in attending the school. The findings have implications for informing future research and enhancing understanding of student well-being from students' standpoint within the context of a country from the global south.

Houlden, S., & Veletsianos, G. (2024). **Radical imagination for a new social contract for education**. *PROSPECTS*, *54*(2), 499-506. https://doi.org/10.1007/s11125-024-09678-9
In UNESCO's 2021 report, Reimagining our futures together: A new social contract for education, futures emerge as a key orientation for establishing not just improved educational systems but for creating liberatory worlds for everyone. Amidst the Covid-19 pandemic, social and economic instability, and the climate crisis, the future of education, especially higher education, has become highly uncertain. Dominated by "elite futurism", education futures are often dictated by powerful institutions, corporations, and nongovernmental organizations, failing to account for the diverse perspectives and needs of communities. This lack of inclusivity perpetuates conditions of uncertainty and instability worldwide. To address these challenges and foster education futures that prioritize justice and liberation, this article explores the role of radical imagination. While conventional imagination is constrained by discursive enclosures and powerful affective economies, hindering transformative and diverse visions of the future, radical imagination challenges the status quo, seeking to address the root problems of societal norms and ideologies. This article emphasizes the importance of collective processes in radical imagination, promoting inclusivity and diverse perspectives. Importantly, this work isn't simply for students, but must include researchers, educators, and policymakers, challenging their complicity in systems of oppression and divesting from harmful structures. By incorporating "depth pedagogies" that prioritize caring relationships with the natural world and contextual understanding of histories of oppression, education can empower learners to envision and act on alternative futures.

Huang, K., Law, V., & Lee-Post, A. (2024). **Relationships among class climate, students' internal help-seeking inclinations, participation in peer help and achievement in an online class**. *British Journal of Educational Technology*, *55*(5), 2132-2150. https://doi.org/10.1111/bjet.13437
Help seeking has traditionally been studied in face-to-face settings using self-report instruments measuring learners' internal inclinations for help seeking (eg, perceived benefits and threats). Much less is known about help seeking in online learning. Furthermore, external environmental factors such as a positive climate were found to encourage help seeking. Utilizing peer-help analytics as well as self-report measures, this study simultaneously modelled the structural relationships among students' perceived class climate, internal help-seeking inclinations, help-seeking engagement, participation in peer help and performance in an online class. Results from structural equation modelling indicated that students' perceived goal structure of an online class had a significant influence on their internal help-seeking inclinations, which subsequently affected their help-seeking engagement, participation in peer help and learning outcomes. Instructors of online classes should pay particular attention to fostering a mastery-oriented climate in order to encourage help seeking and improve academic performance. Practitioner notes What is already known about this topic Help seeking is important for academic success. Due to a variety of individual and contextual factors, students often do not seek help despite the need. Existing research on help seeking focuses on the face-to-face setting and relies on self-report measures. Students' help-seeking inclinations and patterns may differ between in-person classes and the online environment. What this paper adds This study examined help seeking in an online class through self-report measures and objective analytics data. This study modelled the structural relationships among the external climate of an online class, students' internal help-seeking inclinations, engagement in help seeking, participation in peer help and course performance. Structural equation modelling found that the goal structure of an online class influenced students' internal help-seeking inclinations. Online students' internal help-seeking inclinations affected their grades through their participation in help seeking. Implications for practice and/or policy A mastery-oriented class climate elicits online learners' positive help-seeking inclinations while discouraging negative ones. The design and teaching of online classes should aim to foster a mastery-oriented climate. Online classes should offer peer-help opportunities and encourage student participation, which is conducive to academic performance.

Inoue, A., & Tanaka, R. (2024). **The rank of socioeconomic status within a class and the incidence of school bullying and school absence**. *Economics of Education Review*, *101*, 102545. https://doi.org/10.1016/j.econedurev.2024.102545
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.

Katsantonis, I., Barrado, B., McLellan, R., & Gimenez, G. (2024). **Subjective Well-Being and Bullying Victimisation: A Cross-National Study of Adolescents in 64 Countries and Economies**. *Child Indicators Research*, *17*(4), 1563-1585. https://doi.org/10.1007/s12187-024-10147-0
Bullying is a recognised serious public problem affecting many students worldwide. Despite the well-established empirical evidence for the negative consequences of bullying on adolescents? mental and physical health and educational outcomes, little is known about the link between bullying victimisation and adolescents? subjective well-being. Moreover, empirical studies using comparative large-scale survey data are particularly scarce. This study explores this question using nationally-representative data from 329,015 adolescents across 64 high and middle-income countries and economies from the 2018 PISA survey. Two measures of subjective well-being were considered: overall life satisfaction and positive affect. Multilevel regressions were estimated at three levels (student, school, and country). Results showed that bullying victimisation was negatively and significantly related to overall life satisfaction and positive affect after controlling for a wide set of factors affecting subjective well-being. Moreover, this negative relationship was more pronounced for top performing students. Locally adapted intervention programmes are needed to tackle the issue of school bullying and foster positive school climate and student well-being. Practical and policy implications are discussed in detail.

Khamitova, A. (2024). **Reimagining higher education learning spaces in a new social contract for education**. *PROSPECTS*, *54*(2), 427-431. https://doi.org/10.1007/s11125-024-09680-1
Universities across the globe are transforming or upgrading their campus infrastructure to prepare students for the work in the 21st century. Such campus transformations can be important in various ways. For example, universities can introduce innovative learning spaces that support recruitment and enrollment policies on campus. Even though the design, development, and efficient use of such spaces come with challenges, the reconceptualization of the university infrastructure is one way to move toward a new social contract for education. The author argues that innovative learning spaces can catalyze a new social contract for education. To overcome the challenges that accompany campus transformations, the models of governance and policies that support campus developments, such as partnerships within and between institutions, should be introduced.

Kim, Y. K., & Lundberg, C. A. (2024). **Barriers and Benefits: Student–Faculty Interaction Shaped by Institutional Racism**. *College Teaching*, *72*(3), 153-167. https://doi.org/10.1080/87567555.2022.2124395
Using structural equation modeling, this study identifies the direct and indirect relationships among campus diversity climate, faculty attitudes, student–faculty interaction, and cognitive skills development, examining how the relationships differ by students' race/ethnicity. With data from the University of California Undergraduate Experience Survey (UCUES) and a sample of 28,688 junior and senior students across 10 campuses, findings showed that Students of Color found faculty to be less accessible, the diversity climate less respectful, and faculty's treatment of students less equitable than their White peers perceived them to be. These disparities hindered more frequent interactions between Students of Color and faculty, ultimately resulting in less gains in

cognitive development for this population. Findings from the study suggest that faculty play a key role in cognitive skills development for Students of Color.

Lee, C. A. (2024). **Who Gets Hired at the Top? The Academic Caste System Theory in the Planning Academy**. *Journal of Planning Education and Research*, *44*(3), 1742-1756. https://doi.org/10.1177/0739456X221121611
This study is the first to examine detailed faculty demographics and impacts of elite hiring networks in the planning academy. Institutional prestige significantly shapes faculty placements. Nearly half of planning faculty graduated from Berkeley, Massachusetts Institute of Technology (MIT), University of California, Los Angeles (UCLA), Cornell, and University of North Carolina (UNC)-Chapel Hill. Faculty are predominantly hired in similar or lower ranking programs with little upward mobility, after accounting for demographics and program factors. While race and gender did not have a significant relationship to placements, the findings demonstrate how status-based inequities are perpetuated through elite programs and constrain faculty representation.

Lekhal, R., & Karlsen, L. (2024). **Bullying of students who receive special education services for learning and behaviour difficulties in Norway**. *International Journal of Inclusive Education*, *28*(8), 1372-1389. https://doi.org/10.1080/13603116.2021.1991487
In Norway 5.8% of students report being bullied as much as three or more times a month [UDIR. 2021a. Student Survey 2020 [Elevundersøkelsen 2020]. https://www.udir.no/tall-og-forskning/finn-forskning/rapporter/elevundersokelsen-2020–nasjonale-tall-formobbing-og-arbeidsro/]. The present study investigates the likelihood of students being bullied based on their special education status (i.e. receiving special educational services or not), and the type of learning or behaviour difficulties that are more likely to attract bullying. Data were collected about students aged nine to 15 (N = 2756) from 29 schools across two municipalities in Norway. Using conservative methodological approaches to control for possible covariate bias, our results reveal that the students receiving special education services were not more likely to be bullied than their peers not receiving such services. When focusing on the type of learning and behaviour difficulties students had, we found that students with behaviour and general learning difficulties were most likely to be bullied, while students with specific learning difficulties or hearing/vision difficulties were not more likely to be bullied as compared with their peers. Our findings indicate that there may be other factors impacting students' likelihood of being bullied, outside of their special education status. These findings offer an important contribution to the field of special education and bullying.

Levinson, M. (2024). **Encore ça change ...** *Theory and Research in Education*, *22*(2), 164-171. https://doi.org/10.1177/14778785241258523
'Finding Consensus on Well-Being in Education' is an ambitious and inspiring work in favor of establishing flourishing as the aim of education in classrooms and schools worldwide. The authors offer theories of action to explain how education for flourishing would be virtuously self-sustaining in its ideal state, how we could transition from current educational policies and practices to those that foster flourishing, and why schools currently impede student, teacher, and social flourishing. This commentary critically examines each theory of action, raising questions about the reasons that schools currently fail to promote flourishing and why and how they might do in the future. I argue that David Cohen's classic essay 'Plus Ça Change . . .' provides important insight into why education for flourishing may take as long to develop and take to scale in the

twenty-first century as Deweyan progressive education took (and is continuing to take) in the twentieth century. The kind of education that the authors of 'Finding Consensus' are calling for is hard and ambitious work that may take a very long time to get right – even as it is also well worth trying to do so.

Li, Y., & Ho, E. S.-C. (2024). **What does PISA Tell Us about the Paradoxes of Students' Well-Being and their Academic Competencies in Mainland China?** *Child Indicators Research*, *17*(4), 1443-1469. https://doi.org/10.1007/s12187-024-10146-1
Recent research has shown a growing interest in understanding the relationship between students' well-being and their academic achievement. However, many studies have narrowly focused on the linear relationship and hedonic well-being, such as life satisfaction and positive affect, leading to ambiguous results regarding the association between well-being and academic performance. Concerns persist about potential trade-offs between well-being and academic success, particularly with Chinese students often perceived as sacrificing well-being for academic excellence. This study adopts a broader perspective, considering both hedonic (measured by life satisfaction and positive affect) and eudemonic well-being (measured by meaning in life) to investigate the well-being of students from mainland China. Additionally, it examines the linear and curvilinear relationship between these well-being indicators and two academic competencies: reading performance and reading self-concept. Utilizing data from 12,058 mainland Chinese students (47.9% girls) who participated in PISA 2018, the findings reveal that mainland Chinese students exhibit lower levels of life satisfaction but higher levels of positive affect and meaning in life compared to the OECD countries' average. Results from multi-level modelling and the Johnson-Neyman technique suggest no simple and convincing trade-offs between students' well-being and academic competencies. While the relationships between two hedonic well-being indicators and reading performance are inverted U-shaped, the relationship between eudemonic well-being and reading performance is U-shaped. Additionally, all three well-being indicators show predominantly positive associations with reading self-concept. These results underscore the importance of considering the multi-faceted nature of student well-being and challenge assumptions regarding trade-offs between well-being and academic competencies.

Liang, Z., & Chen, Y. (2024). **An Intersectional Exploration of Outness, Encountered Discrimination and Violence, and Non-Suicidal Self-Injury among Asexual Youth across Gender Identities**. *Journal of Youth and Adolescence*, *53*(9), 2045-2059. https://doi.org/10.1007/s10964-024-01999-4
Current research on asexual youth is limited, especially in understanding the impact of their outness and the intersection of sexual orientation with gender minority identities. This study investigates the influence of outness on experiences of harassment, discrimination, violence, and the risk of non-suicidal self-injury (NSSI) among asexual youth, with a focus on those with transgender and non-binary identities. Data for this study were obtained from the 2021 Ace Community Survey, an international online survey designed to assess the needs and health status of the Ace community, targeting respondents aged 13 and older. The analysis involved a subsample of 5574 respondents aged 13 to 24 (mean age = 19.28), including 2361 cisgender (mean age = 19.65), 1,195 transgender (mean age = 18.80), and 2,018 non-binary individuals (mean age = 19.13). The results revealed that experienceds of sexual violence, verbal aggression, and physical harassment and bullying not only correlated with but also completely mediated the relationship between

outness and NSSI. Asexual transgender youth experienced heightened levels of discrimination and NSSI but demonstrated notable resilience against the negative effects of identity disclosure, highlighting complex dynamics of vulnerability and protection within these communities.

Martela, F. (2024). **Flourishing as the central aim of education: Steps toward a consensus**. *Theory and Research in Education*, *22*(2), 180-188. https://doi.org/10.1177/14778785241258857
Lately, several key experts have proposed that well-being and flourishing ought to be the ultimate aim of education. To make this aspiration into reality, we need (1) a shared normative vision, (2) a shared understanding of key features of flourishing, and (3) shared flagship indicators to assess flourishing. Normatively, while the aim of education indeed ought to be the lifelong flourishing of the students, promoting it requires recognizing potential trade-offs between students' current well-being and lifelong flourishing as well as each student's individualistic flourishing and the capability of the society to promote the flourishing of all. Flourishing itself involves the following three dimensions: subjectively experienced well-being, psychological functioning, and certain foundational capacities and virtues through which human potential is realized. We need consensus around these elements and their lead indicators to transform the abstract aspiration into a trackable target pursued through evidence-based practices by education systems around the world.

Mazzone, A., Karakolidis, A., Pitsia, V., Freeney, Y., & O'Higgins Norman, J. (2024). **Witnessing bullying at work: Employee silence in higher education institutions**. *Higher Education Quarterly*, *78*(3), 640-655. https://doi.org/10.1111/hequ.12472
Workplace bullying is a widespread phenomenon within Higher Education Institutions (HEIs). Employee tendency to remain silent is one of the most common reactions to workplace bullying. Yet, employee silence in the context of workplace bullying is poorly studied. Building on the Conservation of Resources Theory (COR) and the Learned Helplessness Theory (LHT), this study investigated employee reluctance to take action when witnessing workplace bullying (employee silence). The sample comprised 560 employees working in 20 HEIs in Ireland. Respondents filled out a survey measuring employee silence, victimisation, and team psychological safety. Results showed a negative association between team psychological safety and employee silence, indicating a reluctance to report bullying among respondents with low levels of team psychological safety. In line with the COR and the LHT, a positive association was found between victimisation and employee silence. The paper concludes with a discussion of possible actions for bullying prevention in HEIs.

Nassir, M., & Benoliel, P. (2024). **Principal–teacher gender (dis)similarity as a moderator in the relationship between paternalistic leadership and organisational citizenship behaviour in the Arab minority in Israel**. *Educational Management Administration & Leadership*, *52*(5), 1154-1177. https://doi.org/10.1177/17411432221127655
Relying on the similarity attraction paradigm and self-categorisation theories, the current study examines how principal–teacher gender (dis)similarity affects the emergence of paternalistic leadership and the influences of such leadership on teachers' organisational citizenship behaviour in the Arab minority in Israel. Data were collected from a sample of 180 randomly selected teachers and their principals from elementary schools in the Arab education system in Israel (180 dyads). MANCOVA, ANCOVA,

hierarchical regression analyses and structural equation modelling were used to test the proposed relationships. The results of the overall model indicated that principal–teacher gender dissimilarity affected the emergence of paternalistic leadership and its influences on teachers' organisational citizenship behaviour. Specifically, in the case of principal–teacher gender dissimilarity, paternalistic leadership contributed to improving organisational citizenship behaviour. Theoretical and practical implications are discussed.

P. León, S., Barroso-Carballo, S., & García-Martínez, I. (2024). **Social inclusive education in secondary schools. A student's perspective approach**. *International Journal of Inclusive Education*, *28*(8), 1520-1534. https://doi.org/10.1080/13603116.2021.1995904
Inclusion is one of the most important and emerging areas for school improvement. The purpose of this study was to explore the perception of high school students with the aim of determining whether there is a shared and inclusive education within their schools. An explanatory model was developed, based on the responses of 365 students from the participating high school, using a scale on inclusion that had already been used in the Spanish context. The results showed a high correlation between the perception of inclusion and factors such as the perception toward the supportive teacher, the need for help and the satisfaction perceived in the classroom. We analysed which potential factors proved to be good predictors of the results associated with the perception of educational inclusion obtained using this scale. The results showed that the students' perceptions of inclusion evolved negatively over different grades. In contrast, it was found that their perception toward the teachers was mediated by the existence of a special need and age, and was higher in those students who had experienced the Support Teacher directly or indirectly.

Ro, S., Galperin, B., Dixon, D., & Belfiore, N. M. (2024). **The relationship between experienced and observed harassment: The role of organizational identification and perceived justice in a higher educational context**. *Higher Education Quarterly*, *78*(3), 877-897. https://doi.org/10.1111/hequ.12491
Building on cognitive schema theory, this study investigates the relationship between experienced and observed harassment in a university setting. It also examines two moderators—organizational identification and perceived justice. Using a cross sectional survey, data were gathered from 276 academics and staff in a private university with approximately 9000 students located in the southeastern United States. The results suggest that employees who personally experience workplace harassment are more likely to observe others as being targets of harassment. They also suggest that organizational identification and perceptions of organizational justice moderate the relationship between experienced harassment and observed harassment. Overall, the findings support the important role of schemas in understanding how pre-organized cognitive templates can impact perceptions of observed harassment in an academic context, and also stress the central roles of organizational identification and perceived justice in managing harassment. With respect to practical implications for higher educational institutions, human resource managers must work hard at making sure that faculty, staff and students perceive their universities to have fair systems in place so they can have trust in their institutions, thus increasing the likelihood that individuals will more likely disassociate their own negative experiences from the harassment schema. Managers should also implement programmes to build positive organizational cultures or school spirit.

Sasson, H., Tur-Sinai, A., & Dvir, K. (2024). **Family Climate, Perception of Academic Achievements, Peer Engagement in Cyberbullying, and Cyber Roles among Adolescents**. *Child Indicators Research*, *17*(5), 2011-2028. https://doi.org/10.1007/s12187-024-10140-7
Cyberbullying is a disturbing form of behavior associated with the use of communication technologies among adolescents. Many studies have been devoted to cyberbullies and cyber victims, neglecting an important growing group: cyberbullies who are also cyber victims. Moreover, few studies refer to all cyberbullying roles and factors associated with them. Therefore, the goal of this study is to examine differences in family climate, peers' engagement in cyberbullying, and perception of academic achievements among involvements in cyberbullying roles. Data are collected by telephone or face-to-face from a sample of 277 eleventh- to twelfth-grade students in Israel who are asked to participate in the survey. Cyberbullying roles are composed of two variables—cyberbullies and cyber victims, creating four groups: cyberbullies, cyber victims, cyberbullies-and-victims, and non-involved. Three types of family climate are measured: warmth, order and supervision, and conflict. Respondents report their perceptions of peers' engagement in cyberbullying. At the personal level, gender, perception of academic achievements, and school absence are measured. Multinomial logistic regression findings show that boys are more likely to be cyberbullies and cyberbullies-victims than are girls; family conflicts increase the odds of being cyberbullies and cyber victims; and family warmth decreases the odds of being cyber victims and cyberbullies-cyber victims. Perception of peers' engagement in cyberbullying increases the odds of being cyberbullies and cyberbullies-victims. Perception of academic achievements and school absence have opposite effects on cyber victims, the former increasing the odds of being cyber victims and the latter decreasing them. The results emphasize the role of family and peers in adolescents' cyber behavior. Limitations and conclusions are discussed.

Shapiro, B. R., Horn, I. S., Gilliam, S., & Garner, B. (2024). **Situating Teacher Movement, Space, and Relationships to Pedagogy: A Visual Method and Framework**. *Educational Researcher*, *53*(6), 335-347. https://doi.org/10.3102/0013189X241238698
In conversations about pedagogy, researchers often overlook how physical space and movement shape teacher sensemaking. This article offers a comparative case study of classroom videos using a dynamic visual method to map embodied interaction called "interaction geography." Our analysis proposes an integrative framework to study classroom interactions and teacher movement over space and time comprised of four salient characteristics within lessons: trails, landmarks, material routines, and circulation patterns. We discuss how this visual method and framework can be used and expanded by classroom researchers and teachers as a starting point to better understand teaching as a situative and spatial practice, a crucial step in characterizing responsive forms of instruction. This work has implications not only for teachers and teacher educators but also for architects, administrators, and researchers concerned with the physical design of classrooms.

Wallace, W. C. (2024). **Student on student bullying in higher education: case studies from Trinidad and Tobago**. *International Journal of Qualitative Studies in Education*, *37*(7), 2129-2143. https://doi.org/10.1080/09518398.2023.2264245

There is a noticeable absence of scholarship on student-on-student bullying at institutes of higher education in the Caribbean. As a result, this study investigated the phenomenon at a national university in Trinidad and Tobago using a phenomenological case study approach to gather data via semi-structured interviews from five undergraduate and graduate students and a within-case analysis conducted. Thematic analyses revealed nine themes (loneliness, fear, intimidation, low self-esteem, embarrassment, power imbalance, lack of immediate action/indifference, harassment, and quitting). The findings indicated that bullied students feared attending lectures, felt intimidated, disheartened, depressed, anxious, disenchanted, disillusioned, had trouble concentrating on their course of study and had suicidal ideations. These findings inform understandings of student bullying at institutes of higher education and how Caribbean universities can better support students who experience student-on-student bullying on campus. This study has the potential to advance knowledge and improve policy and practice in higher education in the region.

Wang, F., Zhu, D., He, Y., Yuan, M., Li, Y., Xie, F., … Wang, G. (2024). **Longitudinal and Reciprocal Effects in the Association Between School Bullying and Homicidal Ideation During Early Adolescence**. *Journal of Youth and Adolescence*, *53*(9), 1971-1986. https://doi.org/10.1007/s10964-024-02001-x
Several cross-sectional studies indicated a positive association between school bullying and homicidal ideation during early adolescence. However, few longitudinal studies investigated this association. This study examined whether a bi-directional relationship exists within the longitudinal association between bullying victimization or bullying perpetration and homicidal ideation among early adolescents using a Random Intercept Cross-Lagged Panel Model. A total of 1611 early adolescents (39.5% girls; Mage = 12.50 years, SD = 0.50) were recruited from the Chinese Early Adolescents Cohort study. Data on bullying victimization, bullying perpetration, and homicidal ideation collected during three time points (September 2019, September 2020, and September 2021) were used. Bullying victimization showed a significant positive association with homicidal ideation at the between-person level. Bullying victimization and bullying perpetration had a bi-directional relationship with homicidal ideation at the within-person level. Additionally, this study considered the impact of biological sex-based differences and bullying types on adolescents' homicidal ideation. Based on these findings, school bullying might exhibit unique reciprocal associations with homicidal ideation.

Wood, P. (2024). **The interpretation and use of social and emotional learning in British primary schools**. *International Journal of Inclusive Education*, *28*(10), 2201-2217. https://doi.org/10.1080/13603116.2022.2088870
The promotion of social and emotional well-being and positive mental-health has become a key focus for governments across the world, with schools seen as prime locations to facilitate improvements in these areas for children. In response, schools have implemented a wide-ranging package of support designed to target well-being and mental health, including 'Social and Emotional Learning' (SEL). Although research points to complexities with the implementation of SEL, little is known about the influences behind how it is interpreted by schools and their staff. This paper, drawing on data from 24 individual interviews and ten focus groups with staff members working across primary schools located in North West England, offers insights into this research gap. The main finding of the study is that individual staff members framed, enacted and valued social,

emotional and behavioural work in response to their own roles and working environment, and that schools utilised SEL in light of their own specific needs and priorities. Main conclusions for policy and practice are that 'emotions' should be prioritised as the basis of schooling to establish and maintain an ethos where SEL is valued and utilised effectively.

Zembylas, M., Aristidou, X., & Charalambous, C. (2024). **Teachers' understandings of indoctrination as 'affective': empirical evidence from conflict-affected Cyprus**. *International Journal of Qualitative Studies in Education*, *37*(7), 2088-2109. https://doi.org/10.1080/09518398.2023.2264242
This paper examines teachers' understandings of affective indoctrination in a conflict-affected society, focusing on how teachers' political orientations are entangled with these understandings. The exploration is conducted through a qualitative study of Greek-Cypriot primary and secondary school teachers who are identified as either conservative or progressive. The findings highlight that regardless of political orientation, teachers interpret the term indoctrination through a negative lens. However, teachers of progressive orientation view affective indoctrination as a part of everyday educational practices, whereas teachers of conservative orientation understand affective indoctrination as an exceptional case. The paper discusses the implications for teaching and teacher education. The relevance of teachers' political orientation makes it all the more necessary that teachers and teacher educators delve deeper into the political and pedagogical implications of the entanglement between political orientations and understandings of affective indoctrination in schools.

Zhang, M., & Wyness, M. (2024). **Children's Participation in Decisions Affecting their School Life in China: Towards Children's Subjective Well-Being in School**. *Child Indicators Research*, *17*(5), 1941-1967. https://doi.org/10.1007/s12187-024-10151-4
Children's participation rights and well-being are two prominent concepts in children's lives. While they are mainly addressed separately in research, empirical associations exist between them. The article analyzes the perspectives of children and teachers concerning children's participation in decisions affecting their school life in one participatory initiative in a primary school in China. Thematic analysis of participant observation, interviews, focus groups, and document examination in one case demonstrates how children experience increased subjective well-being in their participation, focusing on the different types of subjective well-being that children reported improving as a result of their participation. The article indicates that children improved their subjective well-being in two dimensions: social well-being (e.g., friendships with peers and teacher-student relationships) and psychological well-being (e.g., relaxation).

Zhao, P., Yuan, J., & Hu, Y. (2024). **Work Hours, Job Resources and Subjective Well-Being of Chinese Faculty: An Empirical Analysis Based on a Sequential Mediation Model**. *Research in Higher Education*, *65*(5), 965-988. https://doi.org/10.1007/s11162-023-09770-7
Several studies have demonstrated the relevance of job demands-resources theory in examining the subjective well-being of Chinese university teachers. Nevertheless, the specific impact and mechanisms of various dimensions of job demands and resources on faculty members' subjective well-being are not well understood. This study seeks to identify the primary predictors of subjective well-being and to explore the connection between specific job demands-resources and subjective well-being through an

examination of the sequential mediation of work stress and work-life balance. Questionnaires were completed by a total of 2302 faculty members from 302 universities in China. Correlation analysis and path analysis were employed to examine the relationships between job demands-resources and subjective well-being, as well as their influencing mechanisms. Job demands measured by work hours have a significant negative impact on the subjective well-being of university faculty, with teaching hours emerging as the primary negative predictor. Conversely, job resources have a significantly positive effect on faculty's subjective well-being, particularly decision participation, job security and extensive training, which serve as positive predictors. The relationship between job demands and faculty's subjective well-being is mediated by their work stress, and is further serially mediated by their work stress and work-life balance. Similar patterns are observed in the influence mechanism of job resources on subjective well-being.

Évaluation des dispositifs d'éducation-formation

Barras, H. (2023). **Impact de la formation à l'enseignement, analyse de bilans de compétences**. *e-JIREF*, 9(3), 1-32. https://doi.org/10.48782/pwgsr153
L'objectif de cette recherche est d'évaluer la pertinence de l'accompagnement des étudiants dans leur développement professionnel dans un cursus de formation à l'enseignement secondaire. Cet accompagnement s'appuie sur les principes de la pratique réflexive. Elle vise à intérioriser les différents savoirs de la formation par le biais d'analyses de pratique, d'observations sur le terrain, de l'évolution d'un modèle personnel de l'enseignement. Cet accompagnement est évalué au terme de la formation par un bilan de compétences. Les 209 documents écrits et soutenus ces cinq dernières années sont analysés. Le nombre de cartes conceptuelles, d'annexes, de sources bibliographiques, de pages et les notes obtenues estiment la qualité des travaux rendus. Les résultats démontrent les capacités des étudiants à relier des apports théoriques et pratiques. La qualité des travaux montre également le développement professionnel atteint par les étudiants. En conclusion et contrairement à adage populaire dénigrant la formation, l'analyse des productions des étudiants éclaire mieux leur développement professionnel accompli par le biais du cursus de formation et de son accompagnement.

Ferrier, C. (2024, août 27). **Apprentissage de la lecture : un programme par SMS pour soutenir les parents d'élèves de CP**. Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/apprentissage-de-la-lecture-un-programme-par-sms-pour-soutenir-les-parents-deleves-de-cp-232196
Pour lutter contre les inégalités dans l'apprentissage de la lecture, l'association Coup de Pouce s'efforce de partager les bonnes pratiques entre parents et éducateurs. Retour sur leurs résultats.

Galvez, G., Killilea, D. W., Berry, S., Narayanaswami, V., & Fung, E. B. (2024). **Increasing STEM Skills, Knowledge and Interest Among Diverse Students: Results from an Intensive Summer Research Program at the University of California, San Francisco**. *Innovative Higher Education*, *49*(4), 645-664. https://doi.org/10.1007/s10755-024-09701-z
This study evaluates the effectiveness of the UCSF Summer Student Research Program (SSRP) in enhancing research-related skills, academic outcomes, and post-baccalaureate aspirations of underrepresented minority (URM) and non-URM

undergraduate students in biomedical sciences and STEM fields. The SSRP, spanning 9 weeks, provides immersive research experiences, structured mentorship, trainings, seminars, and STEM education. Pre- and post-program survey data from eight cohorts (N = 315) were analyzed using paired-sample t-tests, MANOVA, and content analysis. Results demonstrate significant gains in critical thinking skills, research abilities, science identity, applied science skills, and readiness for a research career. Notably, participants exhibited improvements in understanding the research process, scientific thinking, science writing, and problem-solving. URM and non-URM students experienced similar gains, highlighting the program's inclusivity. The SSRP also positively influenced students' postgraduate aspirations. Some participants expressed heightened interest in pursuing Master of Arts, Ph.D., and M.D. degrees, indicating increased clarity and motivation towards advanced education and research careers. Furthermore, 87% of participants expressed a high likelihood of engaging in future research endeavors, underscoring the program's sustained impact on research interest. This study underscores the transformative potential of a well-structured, intensive summer research program in significantly enhancing academic outcomes for URM and non-URM students alike. These findings align with the persistence framework, emphasizing the importance of early research experiences, active learning, and learning communities in fostering student success. The SSRP's effectiveness in improving research skills and post-baccalaureate aspirations suggests its potential in diversifying the STEM fields, biomedical sciences and health-related professions.

Henríquez, V., Guerra, J., & Scheihing, E. (2024). **The impact of an academic counselling learning analytics tool: Evidence from 3 years of use**. *British Journal of Educational Technology*, *55*(5), 1884-1899. https://doi.org/10.1111/bjet.13474
Despite the importance of academic counselling for student success, providing timely and personalized guidance can be challenging for higher education institutions. In this study, we investigate the impact of counselling instances supported by a learning analytics (LA) tool, called TrAC, which provides specific data about the curriculum and grades of each student. To evaluate the tool, we measured changes in students' performance ranking position over 3 years and compared the performance of students who received counselling with and without the tool. Our results show that using the tool is related to an improvement in cohort ranking. We further investigated the characteristics of counselled students using cluster analyses. The findings highlight the potential beneficial influence on academic outcomes arising from the provision of guidance to students regarding their course load decisions via TrAC-mediated counselling. This study contributes to the field of LA by providing evidence of the impact of counselling supported by an LA tool in a real-world setting over a long period of time. Our results suggest that incorporating LA into academic counselling practices can improve student success. Practitioner notes What is already known about this topic By analysing student performance, teaching strategies and resource impact, learning analytics (LA) empowers institutions to make informed changes in curriculum design, resource allocation and educational policies. Through insights into academic progress, engagement and behaviour, LA counselling tools enable the identification of at-risk students and those needing additional support. In the related literature, there are areas for further exploration such as understanding the scalability and long-term effects of interventions on student success and retention. What this paper adds Through rigorous data analysis, the paper establishes a connection between LA utilization and enhanced student performance, offering concrete evidence of the effectiveness of LA

interventions. By examining various factors such as academic stage and course load, the research offers valuable insights into the contextual nuances that optimize the outcomes of LA tool-based support. It adds to the growing body of evidence that supports the efficacy of data-driven interventions in education, fostering a more informed and evidence-based approach to student support and success. Implications for practice and policy Enhanced student support strategies: By tailoring counselling interventions to align with the identified effective conditions, educators can proactively address individual student needs, improving academic outcomes and retention rates. Informed decision making: The demonstrated positive impact highlights the potential of similar data-driven initiatives to foster student success. Policymakers can consider incentivizing the adoption of such interventions at institutional levels. Future directions for research: By identifying contextual factors that influence the efficacy of LA interventions, it encourages further exploration into how other LA interventions can be optimized for specific conditions. This can guide the development of more precise and effective student support strategies in the future.

Liu, V. Y. T., Haralampoudis, A., & Polon, I. (2024). **Combating Summer Melt: The Impact of Near-Peer Mentor Matriculation Program in New York City**. *Research in Higher Education*, *65*(5), 794-826. https://doi.org/10.1007/s11162-023-09773-4
College education plays a crucial role in upward social mobility. However, despite applying to and being accepted by colleges, students often fail to matriculate—a phenomenon known as "summer melt". The summer after high school graduation is a vulnerable period for these students due to limited counseling support from both high schools and accepted colleges. While summer counseling has been studied as an intervention to address summer melt, little research exists on programs using "near-peer" counselors, despite evidence from smaller-scale interventions suggesting their positive impact and cost-effectiveness. This study utilizes administrative data for 54,000 New York City high school seniors who graduated in June 2020 at the peak of the COVID-19 Pandemic. It aims to examine the impact of a remote near-peer college matriculation support program on students' enrollment in Fall 2020 using propensity score matching. The results indicate that the program increased matriculation by seven percentage points. Notably, it proved particularly effective for Black and Hispanic students, as well as students residing in low-income neighborhoods—groups that are typically underserved in higher education. These findings, drawn from the largest public school system in the nation, offer evidence supporting the efficacy of near-peer mentoring programs in promoting college matriculation.

Negro, I., Leblanc, N., & Hazard, M.-C. (2024). **Évaluation d'un dispositif d'enseignement explicite de l'orthographe lexicale en CP : l'exemple des boites à mots**. *Repères. Recherches en didactique du français langue maternelle*, (69), 187-188. https://doi.org/10.4000/12050
L'objectif de cette étude expérimentale était de tester l'efficacité d'un dispositif pédagogique d'acquisition de l'orthographe des mots (Cogis, 2005) chez des élèves de CP. Les habiletés orthographiques sont essentielles tant pour lire que pour écrire et l'acquisition de l'orthographe du français est difficile en raison notamment de son inconsistance. Combien de fois faut-il avoir traité un mot à l'écrit pour l'avoir mémorisé ? Une forme orthographique correctement mémorisée est-elle stable,...

Papi, C., Desjardins, G., & Kaboré, T. (2023). **Évaluation d'un camp de littératie pour contrer la perte d'apprentissage estivale**. *Mesure et évaluation en éducation*, *46*(3), 27-55. https://doi.org/10.7202/1113332ar
Lors de la pandémie de COVID-19, le gouvernement du Québec a instauré une mesure pour lutter contre la perte d'apprentissage estivale appelée « glissade de l'été ». À partir de 2021, il a encouragé financièrement la création de programmes ou de dispositifs d'été pour soutenir les élèves et leurs apprentissages durant les vacances scolaires. Cet article porte sur l'évaluation d'un camp nommé Littératie en s'amusant ! proposé dans un centre de services scolaire. L'objectif est de déterminer dans quelle mesure un tel dispositif est susceptible d'endiguer la perte d'apprentissage estivale, autrement dit, de favoriser le maintien des acquis pendant l'été. Une méthodologie mixte a été employée. L'approche qualitative repose sur des entretiens semi-directifs et l'approche quantitative, sur des prétests et des post-tests. Les résultats de l'étude de ce camp de littératie sont positifs et significatifs : ils montrent que la participation au camp permet aux enfants de maintenir, voire d'améliorer leurs compétences en littératie pendantl'été.

Prieur, M., Chabanne, J.-C., Goislard, A., Joseph, B., Roubin, S., & Volf, V. (2023). ***Bilan 2021-2022 du réseau des LéA-IFÉ***. Consulté à l'adresse Réseau des LéA, Institut français de l'éducation, ENS de Lyon website: https://hal.science/hal-04654695
Ce bilan du réseau des LéA-IFÉ a été rédigé à partir des données recueillies dans les points d'étape et les bilans finaux rédigés par les équipes des LéA pour l'année 2021-2022, et auprès des référents IFÉ et des membres de l'équipe de coordination du réseau. Nous remercions Sophie Arnaud, Cécile Pichard, Mislie Prieur et Inés Tchekemian Lanaspa qui ont contribué au traitement de ces données.

Prieur, M., Monod-Ansaldi, R., Chabanne, J.-C., Joseph, B., Loisy, C., & Roubin, S. (2021). ***Le dispositif des LéA : quelle interface pour les recherches collaboratives après 10 ans d'expérience ? Bilan 2019-2021 du réseau des LéA***. Consulté à l'adresse ENS de Lyon website: https://hal.science/hal-04654667
Ce bilan est réalisé à partir des données recueillies dans les bilans rédigés par les équipes de chaque LéA pour les années 2019-2020 et 2020-2021, ainsi que dans le site et le blog des LéA, et auprès des référents et des membres de l'équipe de pilotage du réseau. Nous remercions Sophie Arnaud, Stéphanie Croquelois, Sophie Delagneau et Marlène Tognifode qui ont contribué au traitement de ces données.

Volf, V., Joffredo-Lebrun, S., Blond-Rzewuski, O., Sabrina, L., Pulido, L., Reynaud, L., … Prieur, M. (2024). **Caractérisation des recherches conduites dans trois réseaux de recherche collaboratives : CRRE (Canada), LéA-IFE (France), LéAL (Liban)**. *Colloque Trasce (Terrains et Recherches dAns les SCiences de l'Education)*. Présenté à Rouen, France. Consulté à l'adresse https://hal.science/hal-04694061
Ce symposium a pour objectif de mettre au travail et en discussion des éléments de caractérisation des recherches collaboratives conduites dans trois réseaux de recherche : le Consortium régional de recherche en éducation au Québec (CRRE), le réseau des Lieux d'éducation Associées à l'Institut français de l' Éducation (LéA-IFÉ) et le réseau des Lieux d'éducation Associées au Liban (LéAL). Ce symposium se situe dans la continuité d'une réflexion initiée en mai 2023 par un collectif composé d'une vingtaine de personnes des trois réseaux avec l'objectif de mieux comprendre et mieux accompagner ces recherches. Les travaux engagés ont permis de décrire des caractéristiques partagées qui fondent les recherches des trois réseaux. Ce symposium

propose six communications qui explorent à partir de contextes choisis les éléments de caractérisation identifiés et décrits. Trois communications s'intéressent aux questions de transformations des acteurs et de leur identité professionnelle, l'une dans le contexte des LéAL, les deux autres en confrontant le contexte des LéA-IFE et celui du CRRE. Les trois autres communications s'inscrivent dans le contexte des LéA, deux s'intéressent à des éléments de caractérisation déjà mis au travail, " Les régulations conjointes et continues " et " La complémentarité des compétences ", tandis que la troisième explore une nouvelle caractéristique, celle des données probantes dans les recherches de nos réseaux.

Formation continue

Bayer, V., & Tronqual, M. (2024). **Médiation : quand l'art et le social se rencontrent**. *Éducation Permanente*, *239*(2), 89-96. https://doi.org/10.3917/edpe.239.0089

Béduwé, C., Akremi, A. E., & Stephanus, C. (2024). **L'accès à la formation des salariés en emplois non qualifiés : s'il suffisait d'aspirer !** *Formation emploi. Revue française de sciences sociales*, (166), 153-177. https://doi.org/10.4000/11slm
Dans le contexte des réformes engagées depuis le début des années 2000, avec un objectif de responsabilisation des individus quant à leur parcours professionnel, de nouveaux droits individuels ont été attribués aux salariés, sensés leur permettre un recours plus autonome à la formation. Toutefois, dans la lignée de la notion d'appétence et en mobilisant les données du dispositif DEFIS (Dispositif d'enquêtes sur les formations et les itinéraires des salariés), cette étude interroge l'effet de levier de l'aspiration à se former sur l'accès à la formation des salariés en emplois non qualifiés. Nos modèles d'analyse révèlent que l'aspiration a un effet significatif de déverrouillage du processus d'action dans la formation. Lorsque cet effet est croisé avec des facteurs organisationnels tels que les entretiens professionnels et l'accès à l'information, l'accès à la formation est davantage renforcé pour l'ensemble des salariés. Toutefois, en dépit des effets positifs de la combinaison de ces facteurs, les inégalités entre les salariés en emplois qualifiés et ceux en emplois non qualifiés persistent et demeurent significatives.

Berthod, L. (2024). **Le coin lecture, un espace de médiation pour les élèves en retrait des livres**. *Éducation Permanente*, *239*(2), 142-150. https://doi.org/10.3917/edpe.239.0142

Betton, E. (2024). **La musique, objet médiateur dans la relation thérapeutique**. *Éducation Permanente*, *239*(2), 69-78. https://doi.org/10.3917/edpe.239.0069

Beverly, S. P., & Gillian-Daniel, D. L. (2024). **Facing the Challenge: Connecting Concepts to Practice to Improve STEM Faculty Professional Development**. *Innovative Higher Education*, *49*(4), 735-755. https://doi.org/10.1007/s10755-024-09705-9
The National Science Foundation-funded Eddie Bernice Johnson INCLUDES Aspire Alliance (Aspire) has made efforts to address broadening participation in STEM through multiple initiatives, including faculty professional development. Aspire, recognizing the positive outcomes related to inclusive teaching, developed the Inclusive Professional Framework (IPF), a conceptual framework that was designed to address equity in STEM. The IPF is focused on foundational awareness, knowledge, and skill development that can be applied to all areas of faculty responsibilities, and in turn ensures that faculty are

engaged in not only inclusive teaching, but inclusive practices across their multiple roles with students and colleagues. The IPF was created to center a reflective process, which in turn leads to self-reflexivity. The Aspire team found operationalizing the framework in concrete ways and building faculty skills in self-reflexivity to be more challenging than they had anticipated. Through qualitative interviews, this paper highlights the challenges inherent in moving from conceptual framework to practice by examining how developers and facilitators of the framework conceptualized the IPF and how they attempted to operationalize it in their personal or professional lives. This paper also underscores the nuancing that occurs as individuals continue to make sense of a framework after it is initially published and they begin to use it in their practice–field testing the ideas and concepts in the real world. This knowledge is especially helpful to faculty developers that work in centers for teaching and learning, higher education administrators, and faculty.

Billar, B., Sue Brown, K., Azul, A., Schreiner, L. A., & Menson, K. (2024). **A Balancing Act: Pathways to Thriving for Adult Hispanic Students**. *Journal of Hispanic Higher Education*, *23*(4), 247-264. https://doi.org/10.1177/15381927241229700
This mixed methods study used structural equation modeling (SEM) to determine the fit of a model of thriving in 264 adult Hispanic undergraduates, then performed a content analysis of student comments. Thriving was defined as intellectual, interpersonal, and psychological engagement in the student experience. The student comments confirmed the SEM findings but also revealed areas around family and work support that remain unexplored in higher education assessment tools.

Born, P. (2024). **Une approche genrée de sélection au cours des premières années d'engagement chez les sapeurs-pompiers volontaires**. *Savoirs*, *65*(2), 43-58. https://doi.org/10.3917/savo.065.0043

Brasselet, C., Rossi, S., Khamzina, K., Cilia, F., Kheroufi-Andriot, O., Guirimand, N., … Desombre, C. (2022). **La formation à et par l'interprofessionnalité au service de l'éducation inclusive**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(2), 95-110. https://doi.org/10.3917/lsdle.552.0095

Bremond, C. (2024). **La maturité relationnelle dans les métiers de l'accompagnement. Une expérience de formation à la « plasticité sensible »**. *Éducation Permanente*, *239*(2), 151-163. https://doi.org/10.3917/edpe.239.0151

Burie, A., Devetter, F.-X., & Valentin, J. (2024). **Pourquoi former des « non-qualifiés » ? Le cas des agents d'entretien et des aides à domicile**. *Formation emploi. Revue française de sciences sociales*, (166), 45-67. https://doi.org/10.4000/11sln
Les métiers dont une fraction de l'activité relève du nettoyage constituent une part importante des métiers considérés comme peu qualifiés. Pourtant, bien que rares, des politiques en termes de formation professionnelle sont mises en œuvre. Cet article se centre sur les agents d'entretien et les aides à domicile pour dresser un bilan du rapport à la formation dans ces secteurs, d'un point de vue quantitatif et qualitatif. Il propose une analyse des motivations avancées par les employeurs, en distinguant les logiques de préparation des salariés à l'emploi et celles, plus ambitieuses, qui permettent de repenser le travail et les parcours professionnels. Il révèle les conditions requises pour que

se déploie cette seconde approche de la formation : la reconnaissance sociale des compétences mobilisées et l'identification d'un employeur qui assume ses fonctions.

Checcaglini, A., & Marion-Vernoux, I. (2024). **On-site vocational training: France stands out from its European neighbours**. *Training and Employment*, (450), 1-4. Consulté à l'adresse https://shs.cairn.info/journal-training-and-employment-2024-2-page-1?lang=en&tab=resume

Emmerton, A., & Guevara, J. R. (2024). **Reimagining roads ahead: Harnessing the transformative potential of capacity building as education**. *PROSPECTS*, *54*(2), 307-313. https://doi.org/10.1007/s11125-023-09673-6
Capacity building is ubiquitous in development and education discourse as a means of strengthening approaches to education, among other development goals. However, in crafting a new social contract for education founded in an ethic of care, reciprocity, and solidarity, we must not overlook the significant transformative potential of capacity building as education. This article makes a case for the rediscovery of the liberatory roots of capacity building and a renewed focus on its potential to transform, humanize, and actualize, as a vital aspect of lifelong and life-wide learning in organizational contexts. Taking civil society, and particularly nongovernmental organizations, as a point of focus, it expounds on the tendency towards a narrowing notion of capacity building in development and education practice and discourse, as well as ways forward to reimage capacity building as transformative and emancipatory education. The article poses that a new social contract for education provides a crucial and exciting opportunity to weave difference, dialogue, and justice into the fabric of capacity-building approaches, reframing capacity building not merely as a means to an end but as a vital and valuable form of education in itself, as practitioners, educators, policymakers, and organizations work and learn together to shape new shared futures.

Ganning, J. (2024). **Doctoral Education and the Academic Job Market in Planning**. *Journal of Planning Education and Research*, *44*(3), 1063-1077. https://doi.org/10.1177/0739456X211067271
This project uses three years (2017–2020) of survey data and job announcements to analyze the alignment between doctoral education and the academic job market in Planning. Graduates are competitive, having teaching experience and published or publishable research. The primary job market (i.e., the Association of Collegiate Schools of Planning [ACSP] Career Center) likely accommodates 50 to 60 percent of graduates finding academic employment (or about 25% of graduating cohorts), with a large share navigating the secondary job market. Survey data from program directors suggest approximately one-third of graduates do not aspire to academic careers. This paper illustrates realities of academic employment for recent graduates and includes recommendations for programs.

Garot-Scelin, M. (2024). **Médiations relationnelles en analyse de la pratique**. *Éducation Permanente*, *239*(2), 29-38. https://doi.org/10.3917/edpe.239.0029

Grichtchouk, J. (2024). **La médiation par l'expression théâtrale et poétique en formation d'éducateurs spécialisés**. *Éducation Permanente*, *239*(2), 50-56. https://doi.org/10.3917/edpe.239.0050

Houot, I. (2024). **Penser les parcours adultes à l'université : la VAE comme révélateur**. *Revue hybride de l'éducation*, *8*(3), 1-24. https://doi.org/10.1522/rhe.v8i3.1594
Les universités françaises mettent en œuvre, depuis 2002, une validation des acquis de l'expérience (VAE) certifiante, c'est-à-dire qui vise à délivrer intégralement un diplôme sur une base de reconnaissance des acquis expérientiels. Dans un contexte où les établissements universitaires sont largement incités à développer des parcours diplômants dits hybrides (combinant validation des acquis expérientiels et de formation), les débats propres à la manière de considérer les savoirs expérientiels au regard des finalités de l'université (produire et transmettre des savoirs, accompagner la professionnalisation des étudiants, etc.) ressurgissent. À partir d'une observation participante réalisée au sein d'un établissement engagé dans une recomposition de ses services dédiés à l'accueil des adultes en formation, cette contribution propose une lecture des différentes configurations dans lesquelles les agents professionnels transigent à la fois sur l'objet et la finalité de leurs activités communes pour produire et modéliser les dispositions propres à la VAE.

Hubert, B., Pierrisnard, C., Vannier, M.-P., Bersihand, F., Chagnaud, S., & Lefeuvre, X. (2024). **Médiation cognitive, relationnelle, émotionnelle par le récit**. *Éducation Permanente*, *239*(2), 97-110. https://doi.org/10.3917/edpe.239.0097

Jeunesse, C., Adinda, D., & Vergnas, O. L. (2024). **Recherches doctorales et HDR intéressant la formation des adultes soutenues en France de 2020 à 2023 et accessibles en ligne sur HAL**. *Savoirs*, *65*(2), 61-88. https://doi.org/10.3917/savo.065.0061

Kurczewski, A., & Sahuc, P. (2024). **La clowne et le conteur : rencontre par la médiation du conflit**. *Éducation Permanente*, *239*(2), 121-131. https://doi.org/10.3917/edpe.239.0121

Mahlaoui, S., & Muñoz, G. (2024). **Un système de médiations pour analyser la conception de scénarios pédagogiques**. *Éducation Permanente*, *239*(2), 132-141. https://doi.org/10.3917/edpe.239.0132

Mamfoumbi, C. P. (2024). **La valeur de médiation du conte en situation d'hypermodernité**. *Éducation Permanente*, *239*(2), 111-120. https://doi.org/10.3917/edpe.239.0111

Marty, O. (2024). ***La Fac : Formation d'adultes continue***. Consulté à l'adresse https://shs.hal.science/halshs-04667068
Configurations et discussions scientifiques au Centre de recherches sur la formation (2011-2018) du Conservatoire national des arts et métiers.

Migairou, D. (2024). **Tiercéité du tiers et singularité du sujet : une dynamique de formation**. *Éducation Permanente*, *239*(2), 19-28. https://doi.org/10.3917/edpe.239.0019

Monaghan, C., & Swords, L. (2024). **I'm still learning: perspectives on returning to education among early school leavers**. *International Journal of Inclusive Education*, *28*(7), 1022-1035. https://doi.org/10.1080/13603116.2021.1971311
In recent decades, it has become the case that leaving school early may no longer be the conclusion of one's educational experiences, with more alternative educational

spaces for disenfranchised learners becoming accessible. This qualitative study examines the experiences of 14 young adults in Ireland who, having left their mainstream school prior to receiving a higher secondary qualification, returned to education through an alternative facility called Youthreach. Findings indicated that participants made a distinction between a general appreciation for education, reflective of their aspirational identities, and their feelings towards the specific educational environments they have encountered. A meaningful engagement occurred when their educational aspirations appeared obtainable within the context of a particular setting. Consequently, participants did not reflect on their initial decision to leave as a mistake, as they found that their unsupportive environments provided them with little space to succeed. As a result, participants presented their decision to leave as a sensible response in accordance with what they deemed to be the right course of action for their own development.

Montandon, F. (2024). **La médiation musicale, un tiers habité**. *Éducation Permanente*, *239*(2), 79-88. https://doi.org/10.3917/edpe.239.0079

Poizat, G., Drakos, A., Ambrosetti, É., Flandin, S., Ria, L., & Leblanc, S. (2024). **Enactive Design-Based Research in Vocational and Continuing Education and Training**. *Vocations and Learning*. https://doi.org/10.1007/s12186-024-09348-z
The purpose of this article is to introduce a design-based research (DBR) approach developed in the field of vocational and continuing education, which is grounded in a pragmatic and phenomenologically inspired enactivist approach to activity. As a design-based methodology, our activity-centered and enactive DBR approach aims to generate knowledge related to design and to identify relevant design principles. After detailing the particularities of an activity-centered and enactive DBR approach, we focus on the results pertaining to design knowledge by identifying two broad design principles for vocational education and training, and five enactivist inspired principles for training design. A significant practical implication for researchers and practitioners in vocational and continuing education and training is that these enactivist inspired design principles provide promising pathways to enhance the connectivity between (i) work experiences, (ii) work and training practices, and (iii) learning contexts.

Roquet, P., & Boutinet, J.-P. (2024). **Les dynamiques temporelles présentes dans les formations tout au long de la vie**. *Savoirs*, *65*(2), 13-40. https://doi.org/10.3917/savo.065.0013

Sarralié, C. (2024). **Médiation, enseignement et handicap**. *Éducation Permanente*, *239*(2), 39-49. https://doi.org/10.3917/edpe.239.0039

Veillard, L., Beaujean, B., Bisschop, H. de, Bonnard, C., David, M., David, P., … Vilches, O. (2024). ***Les situations intermédiaires dans les formations en alternance*** (p. 141) [Report]. Consulté à l'adresse France Compétences website: https://institut-agro-dijon.hal.science/hal-04676335
La présente recherche est le fruit d'un consortium composé de chercheurs issus de 4 unité de recherche en sciences de l'éducation et de la formation (FoAP ; IREDU ; LaRAC ; CREN). Elle vise à mieux comprendre en quoi et comment les différentes dispositifs de formation par alternance participe ou pas (i) à l'accompagnement des apprenants

dans les transitions qu'ils sont amenés à vivre entre univers académique et professionnel, (ii) au développement de leurs compétences professionnelles.

Volpé, Y., & Borer, V. L. (2024). **Médiations et processus d'autorisation dans l'accompagnement d'enseignants novices**. *Éducation Permanente*, *239*(2), 57-68. https://doi.org/10.3917/edpe.239.0057

Marché du travail

Adams, B. C. (2024). **Locus of control and performance pay: Evidence from US survey data**. *LABOUR*, *38*(3), 395-423. https://doi.org/10.1111/labr.12273
This work examines the influence of locus of control on sorting into performance pay jobs. It uniquely examines different types of performance pay schemes, demonstrating sharp differences between them. Bivariate probit estimates indicate workers with an internal locus of control sort into individual schemes but not joint schemes. Wage equations reveal that adding locus of control modestly reduces the return to individual performance pay but that in more complete specifications, the return to an internal locus of control becomes vanishingly small, which suggests that its primary importance is in sorting (not only into performance pay but into education and occupation).

Albandea, I., David, P., Roupnel-Fuentes, M., & Bernard, P.-Y. (2024). **Les embarras des employeurs : recruter dans des métiers peu qualifiés en tension**. *Formation emploi. Revue française de sciences sociales*, (166), 23-43. https://doi.org/10.4000/11slo
Les tensions de recrutement concernent actuellement de nombreux métiers. Cette recherche s'appuie sur le cadre théorique des conventions et sur des entretiens semi-directifs auprès de chefs d'entreprise ou de responsables ressources humaines (RH). Dans un contexte incertain, les employeurs se réfèrent fréquemment au savoir-être et déclarent privilégier des stratégies de recrutement qui s'apparentent à la « cité domestique », telles que les réseaux de proximité, la confiance ou le modèle familial et hiérarchique. Ils cherchent à se montrer créatifs en empruntant à la « cité inspirée » pour attirer et garder des salariés. Toutefois, ces stratégies demeurent insuffisantes, en particulier pour les métiers peu qualifiés où les conditions de travail sont souvent difficiles et les emplois peu attractifs.

Amara, M., Khallouli, W., & Zidi, F. (2024). **Public–private wage differentials in Tunisia: Consistency and decomposition**. *LABOUR*, *38*(3), 295-330. https://doi.org/10.1111/labr.12270
In this paper, we estimate and decompose the public–private wage differentials for urban areas, using the 2012 Tunisia urban youth survey. Oaxaca decomposition results suggest that, on average, public sector workers earn more than their private counterparts. Additionally, the results indicate that a substantial part of the conditional gap in urban areas can be attributed to observed characteristics. Human capital, particularly education, are the main reason behind the observed log-wage advantages. Using unconditional quantile decomposition, our findings reveal that, for urban areas, the discrimination effect becomes more pronounced at the upper quantiles of the wage distribution. Separate analyses by gender and educational levels show that male workers across both sectors receive higher compensation than their female counterparts, with a more pronounced gender gap in private sector. Less educated workers are

compensated much more in the public sector than in the private sector, while the wage differential for skilled workers decreases rapidly through the distribution.

Antonowicz, D., & Domalewski, J. (2024). **The economic situation of higher education graduates in the labour market in Poland**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 102-124). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-14.xml
For a long time, the expansion of higher education (HE) was accompanied by moderate enthusiasm, which eventually was transformed into disappointment due to the questionable quality of education and limited access of graduates to high positions in the labour market. Despite the prosperity and dynamic economic development, the public discourse increasingly emphasizes arguments questioning the social and economic contribution of HE expansion. This chapter aims to examine the situation of graduates in the labour market, taking into account type of higher education institutions, the mode of study (bachelor, master and united master) and also the field of study. It presents major dimensions and the scale of the diversity in the labour market situation of graduates based on data on earnings, employment conditions and the form of unemployment. In order to do so, it uses data obtained by the Polish Graduate Tracking System, which is a public tool unique to Europe for monitoring the situation of HE graduates in the labour market.

Bock, C. (2022). ***La formation d'animateur professionnel : émergence et structuration d'un marché entre acteurs privés et publics*** (Phdthesis, CY Cergy Paris Université). Consulté à l'adresse https://hal.science/tel-04316851
Le monde de l'animation apparaît à la fin du XIXe siècle avec les colonies de vacances (Houssaye, 1989). Jusqu'à la fin de la Seconde Guerre mondiale, les acteurs de l'animation conservent une activité occasionnelle en parallèle de l'école. Les mouvements militants construisent ce secteur d'activité et s'attribuent aujourd'hui quatre missions principales autour de l'éducation populaire : (1) la conscientisation, (2) l'émancipation, (3) l'augmentation du pouvoir d'agir et (4) la transformation sociale et politique (Maurel, 2010). Des valeurs sociales portées par des acteurs engagés structurent ainsi le monde de l'animation. À partir de la fin des années 1960, un processus de professionnalisation s'enclenche, mais il reste toutefois difficilement identifiable. Des chercheurs le qualifient d'ailleurs de « lent » (Mignon, 1998), d'« inachevé » (Lebon, 2009) ou encore d'« impossible » (Bordes, 2008). Cette recherche vise à analyser la professionnalisation de l'animation en s'intéressant aux diplômes. Si le développement des diplômes professionnels éclaire la professionnalisation des acteurs initiaux de l'animation que sont les associations d'éducation populaire, il s'accompagne également de l'arrivée de nouveaux acteurs à l'instar des universités, des Greta et des entreprises. Les transformations de la formation d'animateur professionnel articulées à la multiplication des intervenants conduisent à la structuration progressive d'un marché. En d'autres termes, cette thèse interroge le rapport entre le processus de professionnalisation et la structuration du marché de la formation d'animateur professionnel. Afin d'analyser la manière qu'ont les acteurs de l'animation d'organiser ce marché, la recherche est présentée en cinq parties. Une première présente le cadre d'analyse : construit dans une perspective interactionniste (Becker, 1988) qui vise à préciser les contours du monde de l'animation et à proposer une analyse en termes de marché (François, 2005). Une deuxième partie revient sur la démarche empirique qui

articule plusieurs méthodologies : une démarche carto- graphique, un questionnaire mené à l'échelle nationale et cinquante-sept entretiens semi-directifs portant sur trois territoires contrastés. La troisième partie propose une sociohistoire de la formation d'animateur afin d'appréhender l'émergence et la structuration des diplômes. La quatrième partie de la thèse analyse trois marchés de la formation afin de caractériser les modes de régulation locaux (Paris, Grenoble et Toulouse). Enfin, une cinquième partie compare ces trois cas. Les résultats montrent que ces marchés locaux comportent des caractéristiques spécifiques et adoptent des modes de régulation différenciés : (1) régulation externalisée, (2) autorégulation et (3) régulation chaotique.

Bousmah, I. (2024). **Firm-size wage-gaps and hierarchy: Evidence from Canada**. *LABOUR*, *38*(3), 350-364. https://doi.org/10.1111/labr.12269
I investigate the role of hierarchy in explaining wage differential between Canadian large and small firms. I use the confidential-use files of the Labour Force Survey (LFS) from 2016 to 2022 and exploit the mini-panels form to control for time-invariant unobserved heterogeneity. The results show that the Canadian employer size wage effects for managers are approximately twice those for non-managers which is consistent with the results of prior studies for other countries. Managers who move from a small to a large firm have earnings increase of 20%, twice the estimated size-wage differential of non-managers (11%). The results also demonstrate that low-skill workers moving from a small to a large firm have earnings increase of 5.3% which is significantly lower than high-skill workers (14.1%). Those results support the role of the hierarchy in explaining an important part of the size-wage effect for Canadian workers.

Cadet, J.-P., & Vero, J. (2024). **Introduction**. *Formation emploi. Revue française de sciences sociales*, (166), 7-21. https://doi.org/10.4000/11sll
La confusion sourd quand est évoquée la « non-qualification ». D'une part, une ligne de brouillage existe sur l'objet même de la (non) qualification. Un retour sur les usages de la notion révèle une distinction établie depuis longtemps entre qualification du travail, de l'emploi et de la personne (Rose, 2012). Ces trois registres de la qualification ont respectivement un lien avec le travail effectué, l'emploi occupé et la personne concernée. Cependant, leur relation est souvent moins nette q...

Di Paola, V., Joutard, X., & Moullet, S. (2024). **L'aspiration à changer de métier, à l'aune de la qualification des jeunes et des emplois**. *Formation emploi. Revue française de sciences sociales*, (166), 207-231. https://doi.org/10.4000/11sls
Cet article éclaire la manière dont l'expression d'une aspiration individuelle à changer de métier émerge pour les jeunes les moins qualifié·es (ayant au plus un baccalauréat) en début de parcours et dans quelle mesure cette aspiration pourrait jouer un rôle sur les changements effectifs de métier. À partir de l'enquête Génération 2010 du Céreq à sept ans, on montre qu'elle est importante dès les premières années de vie active, puisqu'elle concerne 40 % de ces jeunes, mais qu'elle ne se transforme en réalisation effective que pour les jeunes les plus doté·es, à la fois scolairement et professionnellement. Les jeunes sans titres scolaires ont une moindre propension à aspirer, et lorsque celle-ci s'exprime, elle ne se réalise que pour celles et ceux déjà en emploi qualifié.

Fisné-Koch, A. (2024, juillet 16). **Entre femmes et hommes, une égalité professionnelle… réservée à l'élite**. Consulté 17 juillet 2024, à l'adresse Alternatives Economiques website:

https://www.alternatives-economiques.fr/entre-femmes-hommes-une-egalite-professionnelle-reservee-a-lelit/00111664
Les politiques de lutte pour l'égalité femmes-hommes au travail se sont concentrées sur le plafond de verre des cadres, négligeant d'autres enjeux.

Gazier, B. (2024). **Postface**. *Formation emploi. Revue française de sciences sociales*, (166), 233-240. https://doi.org/10.4000/11slv
Les huit contributions rassemblées dans ce dossier sont pour quatre d'entre elles issues du programme de travail SQUAPIN (Salariés en emploi peu qualifié : quelles perspectives face à l'injonction de devenir acteur de leur parcours professionnel ?). Les quatre autres sont en dialogue avec lui. Elles interrogent, à partir de données quantitatives et qualitatives originales, le sens et l'efficacité des efforts de formation continue à l'intention des travailleurs à basse qualification, dans l'es...

Haque, S., & Delgado, M. S. (2024). **Labor market monopsony power in the manufacturing sector of four Sub-Saharan African countries**. *LABOUR*, *38*(3), 331-349. https://doi.org/10.1111/labr.12271
We estimate labor market monopsony power among manufacturing firms in four Sub-Saharan African countries using a parametric production function approach on panel dataset. Pooled estimate suggests that wages are approximately 38 percent of the marginal revenue product of labor, implying a labor supply elasticity of 0.62. Nonparametric robustness checks indicate these results are robust to concerns over parametric model misspecification. Departure from competitive labor market leads to approximately 50.80 percent higher employer rent, 75.61 percent lower employee rent, and 15.95 percent deadweight loss. Overall, our results are suggestive of monopsonistic labor markets.

Khiem, P. H., Linh, D. B., Khanh, T. V., & Tai, D. A. (2024). **Does maternity leave reform impact on the labour supply of the elderly? Evidence from a natural experiment in Vietnam**. *LABOUR*, *38*(3), 365-394. https://doi.org/10.1111/labr.12272
The aging population has been rising rapidly in every country, slowing the labour force and causing lower per capita growth. Many policies incentivize working in old age as it can alleviate the challenges of the aging population. This study examines the impacts of the extended maternity leave reform in Vietnam on elderly labour market outcomes. As grandparents' childcare responsibility may be reduced by maternal childcare following the extended maternal leave, especially for elderly living with children smaller than 1 year old, the reform gives older adults or grandparents more flexibility to join the labour market. Using the difference-in-differences model, we find that older people in the treatment group are more likely to return to the labour market following the reform implementation. The effect is positive and most robust for the self-employment group rather than waged employment and for males rather than females. Our study suggests that there is a need for a policy design to shift public finance into the healthcare and pension system.

Lainé, F., & Lizé, L. (2024). **Quels rapports entre les conditions de travail présentes et le passé professionnel ?** *Céreq Bref*, (454), 1-4. Consulté à l'adresse https://www.cereq.fr/conditions-travail-trajectoire-professionnelle
Les conditions de travail en France sont très hétérogènes. Si elles varient selon les caractéristiques sociodémographiques des salariés, elles sont également liées à leurs parcours professionnels. Les salariés qui progressent en changeant d'entreprise sans

passer par le chômage sont ceux qui considèrent le plus souvent que leur travail est apprenant et qui sont les plus satisfaits des conditions dans lesquelles il est exercé.

Lambert, M., & Marion-Vernoux, I. (2024). **Panorama de la non-qualification : un manque de perspectives professionnelles quand le travail est peu qualifié**. *Formation emploi. Revue française de sciences sociales*, (166), 95-118. https://doi.org/10.4000/11slp
Ce travail statistique met au jour la diversité des formes de non-qualification, combinaison des caractéristiques des personnes, de leur emploi et du travail qu'elles exercent. Le troisième registre, celui du travail, caractérise à la fois le contenu de celui-ci et les conditions dans lesquelles il s'exerce. L'article présente une méthodologie pour en délimiter le périmètre à la croisée des caractéristiques des contextes organisationnels et des activités de travail des salariés. La prise en compte de cette dimension permet de montrer que bien que diplômés et mieux rémunérés, 14 % des salariés se trouvent dans une situation de non-qualification « masquée ». En effet, cette catégorie de salariés peu ciblée par les politiques publiques, évolue pourtant dans un contexte peu propice au développement des apprentissages ne permettant pas de satisfaire leurs besoins en compétences pour évoluer favorablement sur le marché du travail.

Luzy, C. (2024). **L'activité de R&D selon les catégories d'entreprises en 2021 - Résultats détaillés pour 2021**. *Note d'Information du SIES*, (24.05), 1-6. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-07/ni-sies-2024-05-33743.pdf
En 2021, les entreprises ont exécuté 36,5 Md€ de travaux de recherche et de développement expérimental (R&D) en France. Avec 19,7 Md€, les grandes entreprises sont à l'origine de 54 % de la dépense intérieure de recherche et développement expérimental des entreprises (DIRDE). Leurs dépenses se concentrent essentiellement dans les branches industrielles. En revanche, les petites et moyennes entreprises consacrent une part importante de leur chiffre d'affaires à la R&D dans les branches de services. L'activité de R&Dest plus développée dans les entreprises exportatrices, et plus particulièrement dans les filiales de groupes étrangers.

Margaryan, A. (2024). **The duality of global online labour platforms as restrictive-expansive sites of workplace learning and skill development**. *International Journal of Training and Development*, *28*(3), 315-334. https://doi.org/10.1111/ijtd.12326
The paper analyses global online labour platforms (OLPs) through the lens of the Expansive-Restrictive Learning Environments framework. The framework articulates a set of structural factors that enable or constrain workplace learning and development. The paper draws on multistakeholder, mixed-method empirical data to illustrate how OLPs are emerging as learning environments, where new and reconfigured skills, learning practices, and new forms of learning support emerge in response to the radically distributed and fragmented nature of this work. Against portrayals of OLPs as places of deskilling work devoid of learning opportunities, the paper contributes a more nuanced understanding of the duality of OLPs as simultaneously restrictive and expansive. Three dualities of OLPs emerge from the study: (i) their espoused vision restricts organisational support for workforce development, yet stimulates self-directed learning; (ii) their enacted workplace curriculum is patchy and opaque, yet offers novel structural features supporting learning and development; (iii) workplace learning practices in OLPs are autonomous, yet not atomised. The paper illustrates how structure and individual agency interact in OLPs to create and configure learning opportunities for workers and informs

practitioners about the current learning and development features and practices in OLPs.

Mba, J. É., Keuya, É., & Beaulieu, J. (2024). **Quand l'humanitaire reproduit de profondes inégalités de carrière**. *Formation emploi. Revue française de sciences sociales*, (166), 69-93. https://doi.org/10.4000/11slt
Cet article aborde la question des inégalités de carrière des agent·es d'entretien qui occupent une position peu qualifiée au sein des organisations humanitaires internationales au Cameroun. Il soulève une problématique novatrice qui s'intéresse à l'analyse de ces inégalités dans un champ qui pourtant prône l'égalité, l'équité et le développement humain. Mobilisant des théories éthiques du care et de la segmentation du marché du travail, il montre comment ces agent·es, en particulier les femmes, sont victimes de fortes inégalités de carrière, à la fois en raison des normes genrées associées au travail de soin, ainsi que du caractère hybride de leur métier : entre un travail domestique et un service d'entretien des bureaux. Cette hybridation s'accompagne de limitations d'accès à la formation et à la mobilité professionnelle, elles-mêmes adossées au faible niveau d'éducation de ce personnel d'entretien dans un secteur humanitaire devenu très professionnalisé.

OCDE. (2024). ***Perspectives de l'emploi de l'OCDE 2024***. Consulté à l'adresse OCDE website: https://www.oecd.org/fr/publications/2024/07/oecd-employment-outlook-2024_abc8ad82.html
Transition vers la neutralité carbone et marché du travail

Ramazzotti, A. (2024). ***The Influence of Sectoral Minimum Wages on School Enrollment and Educational Choices: Evidence From Italy in the 1960s-1980s*** [CSEF Working Paper]. Consulté à l'adresse Centre for Studies in Economics and Finance (CSEF), University of Naples, Italy website: https://econpapers.repec.org/paper/sefcsefwp/717.htm
Do minimum wages influence post-compulsory school enrollment and educational choices? This paper studies the effect of sectorally-bargained minimum wages using a quasi-natural historical experiment from Italy around 1969, when labour unions obtained steep wage raises for manufacturing workers. Italy's weakly-selective educational system—whereby students choose specialist educational curricula at age fourteen—allows to separately identify the impact on enrollment from that on educational choices. Absent microdata for the period under study, I present original estimates of education and labour-market variables at the province level with annual frequency between 1962 and 1982. Exploiting exogenous spatial variation in the intensity of the minimum wage hike between provinces with an instrumental variable approach and flexible Difference-in-Differences, I find a temporary increase in early school leaving and a permanent substitution away from vocational schools preparing for manufacturing jobs. The length of the adjustment might have caused a significant long-term loss for Italy's human capital stock.

Ribas, R. P., Sampaio, B., & Trevisan, G. (2024). ***The Impact of Peer Performance and Relative Rank on Managerial Career Attainment: Evidence from College Students*** (IZA Discussion Paper N° 17082). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17082.htm
The ranking system within academic environments may impact future professional trajectories. Examining the influence of class rank on college students' managerial

attainment is crucial for understanding some determinants of career advancement. This paper estimates the effect of a low rank in a highperforming class on the probability of college students attaining a managerial position in the future. Our data combine administrative records from a highly selective university in Brazil and employment registries. For most programs, this university divides first-year students into two classes based on their preferences and admission scores. In a regression discontinuity design, we control for students' preferences and inherent skills by comparing the last student admitted to the high-score class (the 'first class') with the first student excluded from this class, who joins the « second class. » Results show that the last student in the first class is 10 percentage points less likely to attain a managerial position soon after graduating than a similar student in the second class. Although this effect is initially similar between genders, it diminishes for men over time while persisting for women. Overall, our study indicates that better-performing peers can hinder a student's managerial career by lowering their relative rank in the classroom.

Robert, A., & Sawadogo, A. W. F. (2024). **Les jeunes en emploi peu qualifié pendant la crise sanitaire : quelles spécificités de leurs trajectoires professionnelles ?** *Formation emploi. Revue française de sciences sociales*, (166), 179-205. https://doi.org/10.4000/11slr
Comment a évolué la situation professionnelle des jeunes en emploi peu qualifié après le début du premier confinement ? Quelles différences par rapport à leurs homologues en emploi plus qualifié ? Ces questions seront examinées sous l'angle de la segmentation du marché du travail à partir de l'enquête Génération 2017 du Céreq, menée en 2020. Les jeunes en début de carrière occupant un emploi peu qualifié au début de la crise apparaissent davantage confrontés à de la mobilité externe, notamment à une sortie de l'emploi vers le chômage, l'inactivité ou la reprise d'études. Cependant, l'écart avec les salariés plus qualifiés ne se creuse pas par rapport à la période qui a précédé la crise ; de même, ils sont aussi nombreux que les autres à connaitre une trajectoire ascendante en cas de mobilité vers un autre emploi portée, surtout pour les plus diplômés, par l'accès à une qualification supérieure dans l'emploi.

Stephanus, C., & Vero, J. (2024). **Capacité de reconversion des salariés en emploi peu qualifié : du vouloir au pouvoir**. *Formation emploi. Revue française de sciences sociales*, (166), 119-152. https://doi.org/10.4000/11slq
À l'heure où les dispositifs publics érigent les reconversions à des fins de « sécurisation des parcours » individuels, d'adaptation aux mutations du travail et de résorption des difficultés de recrutement, nous examinons leur mise en œuvre entre 2015 et 2019. Nous mobilisons le Dispositif d'enquête sur la formation et les itinéraires des salariés (DEFIS). Comment les salariés sont-ils mis en (in)capacité de se déterminer, de se projeter dans l'avenir, de mobiliser des dispositifs publics et d'accomplir leurs souhaits ? Nous analysons les aspirations et parcours, et la manière dont ils se concrétisent et interagissent avec des facteurs externes. Cette approche croisée compare la capacité de reconversion des employés et ouvriers peu qualifiés à celle des salariés moyennement et très qualifiés. Nous proposons une grille d'analyse à partir de la notion de capabilité définie par A. Sen. Ensuite, nous appréhendons la capacité de reconversion selon ces deux dimensions : la liberté de choix et le pouvoir d'agir. Enfin, nous concluons sur les inégales capacités à accomplir une reconversion et les difficultés auxquelles font face ceux qui occupent les métiers peu qualifiés.

Suleman, F., Videira, P., & Teixeira, P. N. (Éd.). (2024). ***Mass Higher Education and the Changing Labour Market for Graduates: Between Employability and Employment***. https://doi.org/10.4337/9781035307159

Thomas, M. (2024). ***Effects of Peer Groups on the Gender-Wage Gap and Life After the MBA: Evidence from the Random Assignment of MBA Peers*** (Upjohn Working Paper N° 24-3402). Consulté à l'adresse W.E. Upjohn Institute for Employment Research website: https://econpapers.repec.org/paper/upjweupjo/24-402.htm
Using the historical random assignment of MBA students to peer groups at a top business school in the United States, I study the effect of the gender composition of a student's peers on the gender pay gap at graduation and long-term labor market outcomes. I find that a 10 percentage point increase in the share of male peers leads to a 2.1 percent increase in the relative earnings of female students at graduation, closing the gender gap in earnings at graduation by two-thirds. The effects on women's long-term earnings grow even larger with time. Using novel data on job offers, I find that two different mechanisms drive the effects on short- and long-term earnings. Women with a greater share of male peers take more quantitative coursework in business school and receive job offers at graduation in occupations, industries, and firms associated with higher wages, longer hours, and greater earnings growth. However, the effect of male peers on women's earnings at graduation is primarily driven by female students' increased willingness to accept the maximum salary offered within their offer set. In contrast, peer-induced effects on human capital alone place female students on dramatically different long-term expected earnings paths due to changes in the initial occupation, initial industry, and initial firm accepted at graduation. This change in the characteristics of the first job at graduation largely explains the effect of peer gender composition on long-term outcomes.

Youssef, L. (2024). **The Lebanese labour market: the bittersweet reality**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 250-275). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-21.xml
Public and private higher education institutions share the Lebanese market. The mass sector is considered to have the biggest share at all levels. Mismatch between educational choices and market needs continues to occur. Multiple crises hitting the country have aggravated the situation, leading to increased unemployment, poverty, underemployment, and migration trends of the educated. The labour market locked in service activities is not able to create enough jobs. Employers complain about the lack of employability skills creating different markets for graduates from different universities. This chapter proposes a discussion of the Lebanese case in line with the human capital theory and its criticism while reflecting not solely on the applicability for the Lebanese case of the glutting theory, but also the human capabilities theory, the importance of employability skills, and creating job opportunities. A qualitative research design is used with secondary data.

Métiers de l'éducation

Abraham, B., Grafto, M., & Poutrel, A. (2024a). **Le pilotage pédagogique des écoles par les directeurs. Livret 1 : état des lieux et perspectives**. In *https://veille-et-analyses.ens-*

lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3982 (p. 78) [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: https://www.education.gouv.fr/media/196447/download
Aujourd'hui en France, près de 44 000 directrices et directeurs d'école œuvrent chaque jour au fonctionnement de l'école dont ils ont la charge. Le rapport est consacré à l'évolution de leurs missions, notamment celle du pilotage pédagogique, dans le contexte de la loi Rilhac. Le décret d'application de la loi Rilhac du 14 août 2023 demande aux directeurs et directrices d'école de devenir les pilotes pédagogiques, d'orienter et de conseiller les membres de l'équipe enseignante, de fédérer les talents et les énergies pour une cohérence pédagogique renforcée et une meilleure réussite des élèves. Comment aider les directrices et directeurs à gagner en confiance et en légitimité ? Comment les former à piloter avec expertise et cohérence pédagogiques les cycles d'apprentissage, à orienter les contenus et réguler les échanges dans les instances pédagogiques ? Comment les aider à mieux exploiter les résultats des élèves aux évaluations nationales standardisées et à faire de l'évaluation d'école un levier d'amélioration du projet pédagogique de leur école et de la réussite des élèves ? La mission d'inspection générale émet des recommandations visant à aider les acteurs concernés par les réponses opérationnelles à apporter à ces différentes questions.

Abraham, B., Grafto, M., & Poutrel, A. (2024b). **Perspectives d'évolution des filières ITRF et ITA**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3981* (p. 78) [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR)
L'étude prospective relative au devenir de la filière des ingénieurs, personnels techniques et administratifs (ITA) et de la filière des ingénieurs et personnels techniques de recherche et de formation (ITRF) retient trois enjeux principaux pour lesquels elle formule des recommandations et envisage plusieurs scénarios d'évolution. L'enjeu d'attractivité requiert l'alignement de la rémunération indiciaire et indemnitaire de ces filières sur le reste de la fonction publique. Pour que cette recommandation puisse être mise en œuvre, la durée effective du temps de travail des personnels d'appui des établissements publics à caractère scientifique culturel et professionnel (EPSCP) doit s'inscrire dans une trajectoire atteignant effectivement les 1 607 heures annuelles légales. L'enjeu de gestion des ressources humaines porte d'une part sur l'amélioration des modalités de gestion et d'autre part sur la déconcentration des actes de gestion des personnels d'appui des EPSCP, à l'instar du régime des établissements publics à caractère scientifique et technologique (EPST), renforçant en cela l'autonomie des EPSCP. L'enjeu de rénovation statutaire se réalise à travers quatre scénarios qu'il est possible de combiner entre eux pour organiser au mieux les fonctions d'appui de l'ESR : supprimer la filière des assistants ingénieurs selon un arrêt des recrutements ou une intégration dans les corps directement supérieurs ; recentrer la filière ITRF, voire ITA, sur les spécificités des métiers de soutien à la recherche et à la formation ; fusionner les filières ITRF et ITA ; fusionner les trois corps de catégorie A en offrant une revalorisation des débouchés de carrière.

Al Khatib, S. A. (2024). **Investigating the leadership styles and national culture of Emirati female school principals**. *Educational Management Administration & Leadership*, *52*(5), 1136-1153. https://doi.org/10.1177/17411432221130589

With the growing expectations from the field of education, increases the importance of effective school leadership. The school proves its effectiveness depending on various factors; the principal's leadership style is the main one. The purpose of this study was to investigate the influence of the female gender and national culture dimensions on the leadership styles of Emirati female school principals, as educational leaders, and the relationships that exist among the different variables. Explanatory sequential mixed method approach was used in two phases for this study. In the first phase, the quantitative data were collected using the Multifactor Leadership Questionnaire (5X-short) survey and the cultural dimensions survey. In the second phase, the researcher conducted semi-structured interviews and qualitative observations. The findings of the study indicated that Emirati female leaders tend to be more transformational in their leadership styles while they still practice transactional leadership to a certain degree. They were found to be more "androgynous" carrying the qualities of both male and female leaders. In addition, the leadership styles and their elements proved to have a significant relationship to national culture dimensions except for management by exception (active). Future research should include a larger sample size and the perspectives of the followers as well. It is important to conduct the study in different organizational contexts not only in schools to confirm the finding that women use "androgynous" style in the United Arab Emirate and beyond.

Albareil, E., & Gérard, L. (2024). **La construction des dispositifs hybrides au service du développement professionnel des enseignants : le rôle des ingénieurs pédagogiques**. *L'enseignement supérieur et les communautés : des dynamiques interconnectées*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04626106

Almeida, S., Randle, M., Norzailan, Z., & Cropley, M. (2024). **Job crafting behavior and the success of senior academic women: An international study**. *Educational Management Administration & Leadership*, *52*(5), 1114-1135. https://doi.org/10.1177/17411432221124747

This article examines the job crafting strategies senior academic women use to progress in their careers. The study was exploratory and inductive and used in-depth interviews to gather data from 43 senior academic women in Australia, the United Kingdom, and Malaysia. Data were analyzed using thematic content analysis in combination with reflective discussions. Cognitive crafting emerged as the most critical job crafting strategy impacting women's career progression. While some women chose to be more strategic, others focused on doing meaningful work and considered career progression a natural outcome rather than an end in itself. This study extends the job crafting literature by highlighting how contextual and cognitive factors impact women's academic career progression. Understanding similarities and differences across cultures and identifying how academic women can prosper can inform programs that effectively promote women's careers at tertiary institutions.

André, M., Dejaegher, C., Schillings, P., & Leyh, O. (2023). **Construire un dispositif de formation en ligne de manière collaborative : dialogue entre acteurs du système éducatif**. *Nouveaux cahiers de la recherche en éducation*, *25*(3), 33-63. https://doi.org/10.7202/1111944ar

Entre 2017 et 2020, un programme de prévention des difficultés d'entrée dans le monde de l'écrit a été mis en oeuvre dans plusieurs écoles expérimentales de Belgique francophone (Dejaegher et al., 2022). Si ces écoles ont reçu une formation et un

accompagnement visant à les soutenir dans la mise en oeuvre réussie du programme, ces derniers ne pouvaient être offerts à d'autres écoles. Une plateforme de formation en ligne a donc été conçue en privilégiant la collaboration entre la recherche et le terrain. Durant l'étape de coconception, les retours des utilisateurs portant sur différents prototypes de l'outil ont été analysés afin d'améliorer la qualité de la plateforme en questionnant sa pertinence sociale et sa capacité à provoquer et à soutenir l'apprentissage et le développement professionnel de personnes enseignantes de la maternelle et du primaire.

Anglin, K., Liu, Q., & Wong, V. C. (2024). **A primer on the validity typology and threats to validity in education research**. *Asia Pacific Education Review*, *25*(3), 557-574. https://doi.org/10.1007/s12564-024-09955-4
Given decision-makers often prioritize causal research that identifies the impact of treatments on the people they serve, a key question in education research is, "Does it work?". Today, however, researchers are paying increasing attention to successive questions that are equally important from a practical standpoint—not only does it work, but for whom and under what circumstances? Invalid conclusions to any of these questions can result in the adoption of ineffective educational practices. This article discusses the enduring legacy of Shadish, Cook, and Campbell's validity typology, and its associated threats to validity, for improving the validity of inferences in education research. The validity typology provides a system for classifying and improving inferences related to four validity types, including ensuring a causal relationship between a treatment and outcome (internal validity) that is precisely estimated (statistical validity), well understood (construct validity), and generalizes to the necessary circumstances (external validity). Here, we provide an overview of these four validity types and discuss proactive approaches to addressing them. We conclude by discussing how the validity typology framework may help researchers understand and address contemporary critiques of quantitative causal research.

Araújo-Oliveira, A., Amamo, S., & Vivegnis, I. (2024). **Les stages en enseignement aujourd'hui : enjeux, défis et pistes de solutions**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 5-6. https://doi.org/10.7202/1111354ar
Les stages en enseignement, sous leurs différentes modalités, sont essentiels au processus de développement professionnel et occupent une place centrale dans la formation initiale à l'enseignement. Ils offrent aux futur(e)s professionnel(le)s l'opportunité de faire dialoguer les savoirs d'ordre théorique acquis dans le cadre d'activités pédagogiques à l'université avec la réalité du terrain, de développer leurs compétences professionnelles et de construire leur identité enseignante, tout en permettant aux institutions universitaires d'attester de la préparation des futur(e)s enseignant(e)s aux différentes activités et situations de la profession enseignante. Cependant, l'entreprise des stages est souvent sujette à des défis importants. Outre les difficultés de coordination et de collaboration entre les institutions (universités, écoles, centres de formation, etc.) et entre les membres de la triade, il convient de souligner les obstacles liés au recrutement et à la formation des personnes formatrices. De plus, l'articulation entr e la théorie et la pratique, l'accompagnement et l'évaluation dans des contextes particuliers tels que le stage en emploi, ainsi que la charge, la variété et la pertinence des tâches confiées et demandées aux stagiaires soulèvent des débats. Il est donc crucial d'identifier les enjeux et les défis associés aux stages en enseignement, tant pour les institutions de

formation et les personnes formatrices que pour les stagiaires, et réfléchir à des pistes de solution afin d'optimiser la contribution des stages au développement professionnel des futur(e)s enseignant(e)s. La préparation de la relève enseignante en dépend, tout comme la qualité de l'enseignement offert aux élèves et, ultimement, leur réussite scolaire. Ce dossier propose ainsi de réfléchir aux enjeux et aux défis sous-jacents aux stages dans la formation initiale à l'enseignement et entend proposer des idées novatrices pour les surmonter.

Araújo-Oliveira, A., Amamou, S., & Barroso da Costa, C. (2024). **Les stages de formation initiale à l'enseignement : points de vue des futurs enseignants du primaire**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 18-22. https://doi.org/10.7202/1111357ar
L'article explore les points de vue des futurs enseignants du primaire sur leurs expériences de stage dans le cadre de la formation initiale à l'enseignement. Par l'intermédiaire des entretiens de groupe réalisés avec des étudiants en quatrième année du baccalauréat en éducation préscolaire et en enseignement primaire d'une université francophone québécoise, les résultats mettent en lumière l'importance cruciale des stages pour le développement des compétences professionnelles et la construction de l'dentité enseignante. Cependant, malgré ces contributions positives, les participants soulignent les aspects sombres des stages, notamment l'impact financier, les sacrifices personnels, les répercussions sur la vie sociale et familiale, et les implications sur la santé physique et mentale. En guise de conclusion, l'article soulève la question de la souffrance inhérente à la formation pratique et les revendications des étudiants face aux conditions de réalisation des stages, tout en suggérant la nécessité d'une réflexion approfondie sur les conditions de travail des stagiaires et la recherche de solutions pour minimiser les aspects négatifs des stages.

Asim, M., Bell, S., Boakye-Yiadom, M., Nudzor, H. P., & Mundy, K. (2024). **Management Practices and Implementation Challenges in District Education Directorates in Ghana**. *Educational Administration Quarterly*, *60*(3), 275-309. https://doi.org/10.1177/0013161X241230527
Background: Subnational actors and organizations are crucial mediators of policy implementation due to their proximity to schools. However, in low- and middle-income country contexts, little is known about their management practices and factors that shape the adoption of these practices to improve education delivery. Purpose: We explore the management context of five District Education Directorates in Ghana, and the factors that enable or constrain them to plan and implement policy. Participants: Forty-three interviews and focus groups with regional and district education officials, district political actors, and basic education school headteachers and teachers. Research Design: A qualitative study of semistructured interviews, focus groups, and education policy and planning documents. Analysis: To understand how policy implementation happens within complex, multitiered bureaucracies, our theoretical framework uses four management functions described in Williams et al. (2021) to explore two different paradigms of how to change public bureaucracies: target setting and prioritization; measurement and monitoring; accountability and incentives; and problem-solving. We coded and analyzed our data based on this framework and developed district-wide narrative memos to synthesize the findings. Findings: We identify three areas of (mis)alignment in management practices: across bureaucratic levels and among actors; around clear and consistent priorities for learning; in expected actions and

availability of resources. These (mis)alignments can constrain or be leveraged by districts to improve education delivery in Ghana. Implications: We argue for better prioritization of goals toward learning and the efficient allocation of funds for management practices typical of effective organizations.

Atallah, C., & Camussi-Ni, M.-A. (2024). **La question de grammaire dans les concours de recrutement des enseignants de lettres en France : impacts et dégâts sur la formation**. *Repères. Recherches en didactique du français langue maternelle*, (69), 53-76. https://doi.org/10.4000/1204u
Cet article interroge les impacts de la question de grammaire des concours de recrutement en France sur la formation initiale des enseignants de français. S'appuyant sur l'analyse des rapports de jury, il constate le décalage entre les attentes des concours et les préconisations des chercheurs en didactique de la langue, tant sur le plan du contenu que sur le modèle véhiculé. Une enquête menée sur les licences de lettres des universités françaises révèle que celles-ci ne compensent pas ces défauts, en particulier parce que la linguistique peine à y trouver une place, qu'elle soit réelle ou symbolique.

Atchison, D., Clements, M., Rickles, J., Brodziak de los Reyes, I., & Heppen, J. (2024). **Comparing the Costs of Online and Teacher-Directed Credit Recovery**. *Educational Policy*, *38*(6), 1487-1514. https://doi.org/10.1177/08959048231207084
This study compares the costs of a school-based online credit recovery model to more traditional teacher-directed credit recovery using rigorous cost analysis methods. Findings indicate that differences in the comprehensive costs for online and teacher-directed credit recovery classes are small. However, cost differences across the two models of specific types of resources are substantial and statistically significant. Online credit recovery classes resulted in higher district-incurred costs largely due to the purchase of online curricula and required technology. The online model incurred lower opportunity costs to teachers stemming from less out-of-class time devoted to grading, lesson planning, and developing course materials.

Baco, C., Bocquillon, M., Derobertmasure, A., & Demeuse, M. (2024). **Les formateurs de terrain et la pratique réflexive : un rapport pluriel, complexe**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 23-27. https://doi.org/10.7202/1111358ar
Les maitres de stage (enseignants associés au Québec) ont un rapport complexe à la réflexivité, car ils sont amenés à porter un regard réflexif sur leurs pratiques d'enseignant, mais aussi de formateur. Au contact quotidien avec le stagiaire, leur rôle dans l'accompagnement de la réflexivité des futurs enseignants est important. Pourtant, ils sont peu outillés et peu formés en Belgique francophone et des études récentes soulignent leur sentiment de compétence relativement faible. Face à cela, l'objet de ce texte est d'offrir des éléments théoriques permettant de clarifier la complexité du rapport des maitres de stage à la réflexivité ainsi que de présenter un outil utilisable par les maitres de stage pour soutenir la réflexivité des futurs enseignants. Afin de mieux percevoir le rapport qu'entretiennent les maitres de stage avec la réflexivité, la perception des acteurs de terrain de leur propre sentiment de maitrise à propos de différents aspects de la pratique réflexive est présentée.

Bacon, L., Bednarz, N., Hanin, V., Lajoie, C., Maheux, J.-F., & Saboya, M. (2023). **Ancrage au terrain dans l'accompagnement de personnes enseignantes par des conseillères et**

conseillers pédagogiques en mathématiques au primaire. *Nouveaux cahiers de la recherche en éducation*, *25*(3), 89-111. https://doi.org/10.7202/1111946ar
Au Québec, les conseillères et conseillers pédagogiques (CPs) interviennent auprès des personnes enseignantes comme des «expertes et experts-conseils» en pédagogie et en intervention. Huit CPs en mathématiques au primaire ont été impliqués dans une recherche collaborative (RC) autour de leur travail d'accompagnement pour la résolution de problèmes mathématiques en classe. Les accompagnements rapportés par les CPs ont été analysés sous l'angle des concepts de problématisation et de didactiques plurielles révélant leurs manières diverses d'ancrer leurs actions sur le terrain.

Baradji, É. (2024). **Les heures supplémentaires des enseignants à la rentrée 2023 dans les établissements du second degré**. *Note d'Information*, (24.33), 1-4. Consulté à l'adresse https://www.education.gouv.fr/les-heures-supplementaires-des-enseignants-la-rentree-2023-dans-les-etablissements-du-second-degre-414947
Pendant l'année scolaire 2023-2024, le service hebdomadaire moyen d'un enseignant exerçant dans un établissement du second degré est de 18 heures et 34 minutes dont 1 heure et 43 minutes d'heures supplémentaires annualisées (HSA).

Barras, H. (2023). **Impact de la formation à l'enseignement, analyse de bilans de compétences**. *e-JIREF*, *9*(3), 1-32. https://doi.org/10.48782/pwgsr153
L'objectif de cette recherche est d'évaluer la pertinence de l'accompagnement des étudiants dans leur développement professionnel dans un cursus de formation à l'enseignement secondaire. Cet accompagnement s'appuie sur les principes de la pratique réflexive. Elle vise à intérioriser les différents savoirs de la formation par le biais d'analyses de pratique, d'observations sur le terrain, de l'évolution d'un modèle personnel de l'enseignement. Cet accompagnement est évalué au terme de la formation par un bilan de compétences. Les 209 documents écrits et soutenus ces cinq dernières années sont analysés. Le nombre de cartes conceptuelles, d'annexes, de sources bibliographiques, de pages et les notes obtenues estiment la qualité des travaux rendus. Les résultats démontrent les capacités des étudiants à relier des apports théoriques et pratiques. La qualité des travaux montre également le développement professionnel atteint par les étudiants. En conclusion et contrairement à adage populaire dénigrant la formation, l'analyse des productions des étudiants éclaire mieux leur développement professionnel accompli par le biais du cursus de formation et de son accompagnement.

Bartanen, B., Husain, A. N., Liebowitz, D. D., & Rogers, L. K. (2024). **The Returns to Experience for School Principals**. *American Educational Research Journal*, *61*(5), 1030-1073. https://doi.org/10.3102/00028312241266216
Despite increasing recognition of the importance of high-quality school leadership, we know remarkably little about principal skill development. Using administrative data from Tennessee, Oregon, and New York City, we estimate the returns to principal experience as measured by student outcomes, teacher hiring and retention patterns, and teacher and supervisor ratings of principals. The typical principal leads a school for only 3 to 5 years and leaves the principalship after 6 to 7 years. We find little evidence that school performance improves as principals gain experience, despite substantial improvement in supervisor ratings. Our results suggest that strategies intended to increase principal retention are unlikely to improve school outcomes absent more comprehensive efforts to

strengthen the link between principal skill development and student and school outcomes.

Bedasso, B., & Acosta, A. (2024). ***The Teachers Who Leave: Teacher Attrition in Burkina Faso*** (Working Paper N° 698). Consulté à l'adresse Center for Global Development website: https://econpapers.repec.org/paper/cgdwpaper/698.htm
High teacher attrition affects education systems through direct costs in replacing teachers who left the service, and indirect costs in classroom disruption and loss in experience. Efforts to address teacher shortage must be informed by which teachers leave and why. Using administrative data from Burkina Faso, we analyze demographic and geographic correlates of teacher turnover. We find that early career teachers, female teachers, and teachers with tertiary education, are more likely to attrite. Teachers who hold higher positions—such as school principals—have better retention rates. In terms of school-level attrition, rural and remote schools tend to lose teachers to other schools whereas schools in urban or more developed regions are more likely to lose teachers to options outside of the teacher workforce. Finally, we discuss policy options in improving teacher retention given these findings.

Beverly, S. P., & Gillian-Daniel, D. L. (2024). **Facing the Challenge: Connecting Concepts to Practice to Improve STEM Faculty Professional Development**. *Innovative Higher Education*, *49*(4), 735-755. https://doi.org/10.1007/s10755-024-09705-9
The National Science Foundation-funded Eddie Bernice Johnson INCLUDES Aspire Alliance (Aspire) has made efforts to address broadening participation in STEM through multiple initiatives, including faculty professional development. Aspire, recognizing the positive outcomes related to inclusive teaching, developed the Inclusive Professional Framework (IPF), a conceptual framework that was designed to address equity in STEM. The IPF is focused on foundational awareness, knowledge, and skill development that can be applied to all areas of faculty responsibilities, and in turn ensures that faculty are engaged in not only inclusive teaching, but inclusive practices across their multiple roles with students and colleagues. The IPF was created to center a reflective process, which in turn leads to self-reflexivity. The Aspire team found operationalizing the framework in concrete ways and building faculty skills in self-reflexivity to be more challenging than they had anticipated. Through qualitative interviews, this paper highlights the challenges inherent in moving from conceptual framework to practice by examining how developers and facilitators of the framework conceptualized the IPF and how they attempted to operationalize it in their personal or professional lives. This paper also underscores the nuancing that occurs as individuals continue to make sense of a framework after it is initially published and they begin to use it in their practice–field testing the ideas and concepts in the real world. This knowledge is especially helpful to faculty developers that work in centers for teaching and learning, higher education administrators, and faculty.

Billon, V., & Bulf, C. (2023). **Quelques éléments de réflexion sur les conditions de professionnalisation à partir d'un dispositif de suivi d'une cohorte d'enseignantes et d'enseignants débutants**. *Nouveaux cahiers de la recherche en éducation*, *25*(3), 6-32. https://doi.org/10.7202/1111943ar
Nous souhaitons proposer des éléments de réflexion issus d'une recherche d'une durée initiale de trois ans (2015-2018) qui s'est prolongée dans le cadre d'un projet région[*] associant une cohorte de douze enseignantes et enseignants débutants à six personnes

formatrices (dont trois chercheuses) de l'école primaire en France. Notre ambition était de maintenir un suivi longitudinal d'observation avec un public de stagiaires rencontrés durant leur formation initiale et de rechercher la part des préoccupations didactiques dans le développement de leurs gestes professionnels. Notre questionnement s'énonce ainsi: en quoi des dispositifs mettant la pratique professionnelle au coeur des échanges sont susceptibles de témoigner de la professionnalisation en cours et des voies qu'elle emprunte. Nous montrons ainsi qu'une méthodologie ouverte sur les interactions langagières, entre pairs et entre pairs et chercheurs enrichit en même temps qu'elle complexifie les interprétations possibles quant à la compréhension de l'agir professionnel.

Blaushild, N. L., & Seelig, J. L. (2024). **"Love the One You're With": The Logic(s) of School Leaders' Approaches to Human Capital Management**. *American Journal of Education*, *130*(3), 427-454. https://doi.org/10.1086/729597
Purpose: Research shows that school leadership and working conditions strongly predict teacher turnover, but less empirical work has explored how school leaders grapple with this aspect of their work. This article investigates how school leaders across diverse geographic and institutional contexts understand human capital challenges and construct approaches to improve adult culture and teacher retention. Research Methods/Approach: This cross-case analysis includes interviews with 23 school leaders from four different public school systems (charter, suburban, rural, urban). Using both inductive and deductive coding approaches, we analyze how school leaders understand and approach human capital challenges and the logics they invoke in doing so. Findings: Perceiving teacher supply and dismissal challenges as outside of their control, leaders primarily focused on managing the adult culture of their schools to improve teacher retention. This focus raised additional challenges for school leaders around generating teacher buy-in and attending to teacher well-being. Whereas school leaders across different contexts named similar strategies for generating teacher buy-in around school or system-wide goals, some leaders framed focusing on teacher well-being as being in tension with their responsibilities to student outcomes. Implications: This work contributes to the literature on school leadership and teacher retention, which highlights school leadership as a point of intervention for stemming teacher attrition. Understanding how school leaders locate challenges, construct priorities, and manage the human capital side of their work is paramount to improving school leader preparation and support, teacher retention, and student outcomes.

Bock, C. (2022). ***La formation d'animateur professionnel : émergence et structuration d'un marché entre acteurs privés et publics*** (Phdthesis, CY Cergy Paris Université). Consulté à l'adresse https://hal.science/tel-04316851
Le monde de l'animation apparaît à la fin du XIXe siècle avec les colonies de vacances (Houssaye, 1989). Jusqu'à la fin de la Seconde Guerre mondiale, les acteurs de l'animation conservent une activité occasionnelle en parallèle de l'école. Les mouvements militants construisent ce secteur d'activité et s'attribuent aujourd'hui quatre missions principales autour de l'éducation populaire : (1) la conscientisation, (2) l'émancipation, (3) l'augmentation du pouvoir d'agir et (4) la transformation sociale et politique (Maurel, 2010). Des valeurs sociales portées par des acteurs engagés structurent ainsi le monde de l'animation. À partir de la fin des années 1960, un processus de professionnalisation s'enclenche, mais il reste toutefois difficilement identifiable. Des chercheurs le qualifient d'ailleurs de « lent » (Mignon, 1998), d'« inachevé » (Lebon, 2009) ou encore d'« impossible » (Bordes, 2008). Cette recherche vise à analyser la

professionnalisation de l'animation en s'intéressant aux diplômes. Si le développement des diplômes professionnels éclaire la professionnalisation des acteurs initiaux de l'animation que sont les associations d'éducation populaire, il s'accompagne également de l'arrivée de nouveaux acteurs à l'instar des universités, des Greta et des entreprises. Les transformations de la formation d'animateur professionnel articulées à la multiplication des intervenants conduisent à la structuration progressive d'un marché. En d'autres termes, cette thèse interroge le rapport entre le processus de professionnalisation et la structuration du marché de la formation d'animateur professionnel. Afin d'analyser la manière qu'ont les acteurs de l'animation d'organiser ce marché, la recherche est présentée en cinq parties. Une première présente le cadre d'analyse : construit dans une perspective interactionniste (Becker, 1988) qui vise à préciser les contours du monde de l'animation et à proposer une analyse en termes de marché (François, 2005). Une deuxième partie revient sur la démarche empirique qui articule plusieurs méthodologies : une démarche carto- graphique, un questionnaire mené à l'échelle nationale et cinquante-sept entretiens semi-directifs portant sur trois territoires contrastés. La troisième partie propose une sociohistoire de la formation d'animateur afin d'appréhender l'émergence et la structuration des diplômes. La quatrième partie de la thèse analyse trois marchés de la formation afin de caractériser les modes de régulation locaux (Paris, Grenoble et Toulouse). Enfin, une cinquième partie compare ces trois cas. Les résultats montrent que ces marchés locaux comportent des caractéristiques spécifiques et adoptent des modes de régulation différenciés : (1) régulation externalisée, (2) autorégulation et (3) régulation chaotique.

Bovey, L. (2024). **Les effets des politiques inclusives sur le mandat et le travail des enseignantes spécialisées dans le canton de Vaud**. *Éducation et Sociétés*, *52*(2), 119-134. https://doi.org/10.3917/es.052.0119

Brantlinger, A., Turner, B. O., & Valenzuela, A. (2024). **Ties That Bind? The Teaching and Post-Teaching Trajectories of Black and Latino/a Community Insiders and Elite College Graduates**. *Educational Evaluation and Policy Analysis*, *46*(3), 411-434. https://doi.org/10.3102/01623737231162583
Community teachers, particularly those who are Black and Latinx, are assumed to improve retention and outcomes depending on retention in schools that serve low-income Black and Latinx students. Based on a critical quantitative analysis of data collected on the career trajectories and retention of hundreds of alternatively certified mathematics teachers, the study shows that community insiders exhibit significantly higher rates of retention in district schools than community outsiders and, in particular, those from elite colleges. Utilizing quantitative critical theory methodology, the study helps to move the field beyond race-neutral analyses of teachers' retention and careers.

Bristol, T. J., Jones, M. E., & Noonan, J. (2024). **Mixed Messages and Diversity Management: Misalignment between District Intention and Action Aimed at Hiring Teachers of Color**. *American Journal of Education*, *130*(3), 339-362. https://doi.org/10.1086/729560
Purpose: As senior district leaders in US public schools make public statements about the importance of teachers of color for all students, their inaction in designing policies to recruit these educators can undermine diversity progress. This study explores the mixed messaging around one small urban district's effort to increase the ethnoracial diversity of its teacher workforce in response to its increasingly diverse student body. Research

Methods/Approach: We draw on semistructured interviews across a purposive sample (n = 41) that included staff members, the superintendent, central and school-site administrators, and teachers in one small northeastern urban school district. Findings: We found that the superintendent's supportive messaging about teacher diversity coupled with his decision to curtail diversity efforts sent mixed messages to district educators about the importance of recruiting teachers of color. These decisions stymied diversity progress across the organization and characterized what we term "mixed-message diversity management." Implications: This article contributes to empirical literature on diversity hiring in US public education by examining the strategic efforts of district and school leaders toward diversifying their teaching force and how these efforts succeed or fail to build consensus and buy-in among educators. Where the best intentions of district and school leaders have failed to make substantive inroads into increased teacher diversity, more deliberate policy efforts to mitigate the personal biases of decision makers may be required. The practice of leadership—whether at the school or district level—demands an awareness of bias, especially unconscious bias, and an openness to critical self-examination and organizational risk-taking.

Burnell Reilly, I. (2024). **Tales of the unexpected: The lives and experiences of working-class academics**. *Higher Education Quarterly*, *78*(3), 1190-1201. https://doi.org/10.1111/hequ.12524
This article explores and discusses some aspects of autoethnographies from a published collection written by working-class academics. The original objective was for each academic to write an account of their life and their experiences of becoming who they are in an industry steeped in elitism. I was interested in how they experienced becoming a working-class academic, what their journeys had been like, and how they navigated their way into their professional roles. I was also curious about their identities and if they continued to identify as working class, or if their social positioning and/or identities have undergone change. The autoethnographies are powerful and deeply personal accounts of the working-class academics' lives; they make a significant contribution to the field of research on higher education by providing unique insight into personal experiences. Within this article I have explored some of the accounts and considered how the academics overcame, for example, feelings of failure from previous educational experiences, feelings of (un)belonging and tackling imposterism.

Butzbach, M. (2024a, août 30). **Dans les écoles, un nombre record d'adultes va manquer à l'appel**. Consulté 2 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/ecoles-un-nombre-record-dadultes-va-manquer-a-lappel/00112269
La pénurie de personnels dans les écoles, collèges et lycées touche les enseignants, mais aussi les métiers de la vie scolaire, du médical, les AESH et les agents de la fonction publique. Au détriment des élèves.

Butzbach, M. (2024b, septembre 9). **Avec l'explosion du recours aux vacataires, l'université s'ubérise**. Consulté 11 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/lexplosion-recours-aux-vacataires-luniversite-suberise/00112304
Dans un contexte d'austérité budgétaire, les vacataires sont désormais majoritaires au sein des universités françaises. La hausse du recours à ce statut précaire pousse les établissements aux marges de la légalité.

Café pédagogique. (2024, septembre 11). **Être prof en France : travailler plus pour gagner moins**. Consulté 11 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/11/etre-prof-en-france-travailler-plus-pour-gagner-moins/
Les exceptions françaises sautent aux yeux dans le rapport annuel de l'OCDE. Salaires, temps de travail, privé-public : on aperçoit dans la publication Regard sur l'éducation

Cham, H., Lee, H., & Migunov, I. (2024). **Quasi-experimental designs for causal inference: an overview**. *Asia Pacific Education Review*, *25*(3), 611-627. https://doi.org/10.1007/s12564-024-09981-2
The randomized control trial (RCT) is the primary experimental design in education research due to its strong internal validity for causal inference. However, in situations where RCTs are not feasible or ethical, quasi-experiments are alternatives to establish causal inference. This paper serves as an introduction to several quasi-experimental designs: regression discontinuity design, difference-in-differences analysis, interrupted time series design, instrumental variable analysis, and propensity score analysis with examples in education research.

Chan, W. (2024). **Propensity score methods for causal inference and generalization**. *Asia Pacific Education Review*, *25*(3), 647-662. https://doi.org/10.1007/s12564-023-09906-5
As evidence from evaluation and experimental studies continue to influence decision and policymaking, applied researchers and practitioners require tools to derive valid and credible inferences. Over the past several decades, research in causal inference has progressed with the development and application of propensity scores. Since their inception, propensity scores have made an important contribution to the improvement in estimation of causal impacts, particularly in the absence of randomization. When certain core assumptions hold, propensity score-based methods allow for bias-reduced estimation of average treatment effects. In addition to their important role in causal studies, propensity scores have also been integral in improving generalizations from causal studies, specifically when study samples are not randomly selected from a target population of inference. The current study provides an overview of propensity scores, a discussion of the assumptions needed to ensure their validity, and an illustration of the methods both for causal inference and generalization. We highlight the importance of propensity score methods and discuss current applications and directions for ongoing and future research.

Chen, L., & Chen, L. (2024). **To Stay or to Leave: The Turnover Intentions of International Academics at Japanese Universities**. *Journal of Studies in International Education*, *28*(3), 376-397. https://doi.org/10.1177/10283153231164842
The study is devoted to investigating the turnover intentions of international academics at Japanese universities. Semi-structured interviews were conducted with 40 full-time international academics in Japan. The interview data were coded and analyzed through an inductive process based on a four-stage procedure. The study suggests that although many international academics perceived themselves as tokenized symbols, stimulated by the determinants ranging in the dimensions of ease of movement, internal environmental factors, and external environmental factors, the majority of international academics were more inclined to remain in Japan. The study fills in the research gap regarding international academics' turnover intentions, it also challenges and enriches

Matier's (1990) claim, highlighting that only when faculty members perceived ease of mobility and high internal and external environmental benefits, would they terminate their employment. Implications for policymakers, scholars and university administrators are offered for future studies and institutional practices.

Cloutier, D. (2024). **Les multiples dimensions de l'accompagnement en reconnaissance des acquis**. *Revue hybride de l'éducation*, *8*(3), 1-11. https://doi.org/10.1522/rhe.v8i3.1755
Ce texte relate un parcours professionnel avec la reconnaissance des acquis et des compétences (RAC), depuis une initiation au portfolio en 1995 jusqu'à l'accompagnement des étudiants de la formation professionnelle et technique à l'Université du Québec à Montréal, en passant par la création d'outils et l'accompagnement de candidats pour le diplôme d'études professionnelles. Chacun de ces contextes a constitué l'occasion d'approfondir cet accompagnement, de l'affiner et de déterminer ce qui en fait la qualité et ce qu'il produit comme résultats pour la personne accompagnée.

Corral, D., & Yang, M. (2024). **An introduction to the difference-in-differences design in education policy research**. *Asia Pacific Education Review*, *25*(3), 663-672. https://doi.org/10.1007/s12564-024-09959-0
Education researchers often encounter scenarios where an abrupt policy change occurs within or across jurisdictions or populations that affect key student outcomes. Difference-in-differences is a research design analysts can use to estimate causal effects of these "natural experiments." This article introduces education researchers to the difference-in-differences approach. We provide an overview of the standard two-by-two design, which examines changes in outcomes over time between a treated and an unaffected group. Then, we discuss the key assumptions and threats to validity that researchers must address to have maximum confidence in their results. We also discuss commonly used alternative specifications that provide researchers with a more nuanced approach to estimating policy effects. Throughout the paper, we illustrate the difference-in-differences approach using the example of the implementation of an after-school tutoring program to increase economically disadvantaged students' academic performance. In supplementary material, we provide Stata code to help assist researchers adapt the approach to their own scholarship.

Cronshaw, S., Stokes, P., & McCulloch, A. (2024). **Outside looking in: Gendered roles and the wellbeing of working student mothers studying for a part-time PhD**. *Higher Education Quarterly*, *78*(3), 608-624. https://doi.org/10.1111/hequ.12471
This article contributes to the growing evidence based on well-being in doctoral study. It draws on 35 qualitative, in-depth interviews to explore how the well-being of an understudied group—working doctoral student mothers—is affected when undertaking part-time PhDs. While there is a growing literature on the research student experience and an increased awareness of mental health issues in doctoral study, there has been little exploration of the experiences of part-time PhD students. Moreover, this is particularly true of mothers undertaking doctorates on a part-time basis. The experiences of this sub-group of research students constitute the gap to which this paper responds. It explores the consequences of having to straddle a number of competing domains and examines how the gender role conflict, marginalisation and lack of support experienced by doctoral student mothers impact their psychological, physical and social well-being. The

article concludes with a number of recommendations that institutions may wish to consider.

Crowley-Vigneau, A., Kalyuzhnova, Y., & Baykov, A. (2024). **World-class universities cut off from the West: Russian higher education and the reversal of the internationalisation norm?** *Higher Education Quarterly*, *78*(3), 709-729. https://doi.org/10.1111/hequ.12481
The Western-style internationalisation of Russian universities, which guided the evolution of the country's higher education sector for over three decades, has been challenged by Western sanctions following the 2022 Russian 'Special military operation in Ukraine'. The authors show through the prism of constructivist theory how the norm on the internationalisation of higher education characterised by the strive for Westernised world-class universities was adopted and then came to unravel in Russia. A qualitative case study based on 42 expert interviews and an analysis of political discourse and legal documents reveals how the key features of the internationalisation of Russian universities are being challenged. The authors contribute to the expert literature the notion of 'norm reversal', defined as the process whereby an institutionalised and internalised international norm is 'cancelled' in a specific country. The paper shows that the reversal in Russian higher education, which was initially 'circumstantial' is becoming 'intentional', with legal documents being drawn up to accelerate and claim ownership of it.

De Smet, C., & Schmider, C. (2024). **Assessing Student Perceptions of Professionalization Measures and Coherence after the 2011 French Curriculum Reform**. In *Coherence in European Teacher Education. Theoretical Models, Empirical Studies, Instructional Approaches* (p. 97-114). https://doi.org/10.1007/978-3-658-43721-3_6
This chapter examines the 2011 curriculum reform in France, which aimed to professionalize the teacher training system and establish national frameworks for teacher competencies in primary and secondary schools. Inspired by European guidelines for teacher education, this reform represented a paradigm shift in the French system, integrating pedagogical knowledge and pedagogical content knowledge alongside traditional content knowledge. The result was a closing of the professional orientation gap with other European teacher education systems and a greater vocational coherence.

Demonty, I., & Celi, V. (2023). **Dispositifs et pratiques de formation d'enseignants : comment les interactions entre formateurs et enseignants suscitent-elles le développement professionnel de ces derniers ?** *Nouveaux cahiers de la recherche en éducation*, *25*(3), 1-5. https://doi.org/10.7202/1111942ar
Un article de la revue Nouveaux cahiers de la recherche en éducation, diffusée par la plateforme Érudit.

Demonty, I., Geron, C., & Sacré, A. (2023). **Tests diagnostiques : objet frontière favorisant le développement de savoirs pour enseigner ?** *Nouveaux cahiers de la recherche en éducation*, *25*(3), 134-157. https://doi.org/10.7202/1111948ar
En référence au cadre de la transposition méta-didactique, cette étude s'intéresse au potentiel de tests diagnostiques pour susciter des collaborations entre des personnes enseignantes et des équipes de recherche, dans le cadre d'un programme de développement professionnel en enseignement des mathématiques. L'analyse des perceptions qu'ont les personnes enseignantes de l'utilité des tests diagnostiques durant le travail de collaboration permet d'étudier les caractéristiques de cet objet, ainsi que

sa possible utilisation dans la pratique enseignante future. Les résultats montrent que ces outils suscitent des discussions riches entre les différents partenaires, autour des connaissances pour enseigner. En revanche, leur utilisation dans la pratique enseignante future pose des questions quant à la viabilité d'un tel outil, une fois le programme de développement professionnel terminé.

de Paor, C. (2023). **La réflexivité de l'accompagnateur des enseignants débutants et la co-analyse de son activité**. *Formation et profession*, *31*(3), 78-89. https://doi.org/10.18162/fp.2023.777
L'accompagnement de l'entrée dans la profession des nouveaux enseignants est une activité privilégiée pour soutenir leur développement professionnel. Si l'accompagnateur est appelé à favoriser une posture réflexive, qu'en est-il de sa propre professionnalité ? L'article se focalise sur les entretiens post-séance menés par un conseiller avec une enseignante débutante. Les résultats permettent d'illustrer les apprentissages pour le conseiller pédagogique en tant que « compagnon réflexif ».

Devi, A., & Ganguly, R. (2024). **Pre-service teachers' and recent teacher graduates' perceptions of self-efficacy in teaching students with Autism Spectrum Disorder – an exploratory case study**. *International Journal of Inclusive Education*, *28*(10), 2218-2234. https://doi.org/10.1080/13603116.2022.2088869
In Australia, an increasing number of students with Autism Spectrum Disorder (ASD) are educated in inclusive classrooms. Research shows that teachers' self-efficacy beliefs impact the implementation of inclusionary practices. Eight pre-service teachers and eight recent teacher graduates were interviewed to gain insights into their experiences and perceptions of the inclusion of students with ASD. Specifically, this study explored the types of preparation: (1) university education, (2) experiences with students with ASD, and (3) support from school administration and its impact on participants' self-efficacy beliefs. Results indicated that participants who had more education, training, and previous experiences of engagements with individuals with ASD showed a higher level of self-efficacy. Participants' self-efficacy was linked to hands-on experience, guidance from mentor teachers, ongoing support from teacher-aides and school administration, frequent liaison with parents and professionals, building rapport with students, and undertaking ASD-specific coursework. Extending Bandura's theoretical self-efficacy framework, this study contributes to collective self-efficacy characterised by supportive administrations, colleagues, parents, health experts (e.g. psychologists) and educational authorities. Implications for policy, teacher education programmes and ongoing professional development for teachers are presented, including recommendations on considering wider avenues to increase teacher efficacy.

Dionne, L. (2024). ***Portrait de pratiques de personnes superviseures universitaires de stage en enseignement professionnel dans un dispositif de formation hybride*** (Université de Sherbrooke). Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/21729
Au Québec, la formation universitaire du personnel enseignant du secteur professionnel se compare à celle du secteur général des jeunes depuis 2003. Toutefois, recruté sur la base de leur expertise dans l'exercice d'un métier spécialisé, plus de 80 % de ce personnel enseignant commence à se former en pédagogie seulement une fois embauché par un centre de formation professionnelle (Deschenaux et al., 2012). Pour faciliter les études de cet effectif étudiant particulier en formation initiale à l'enseignement, les universités qui offrent le programme de baccalauréat en

enseignement professionnel proposent les activités pédagogiques en soirée, la fin de semaine et à distance. Même si nous connaissons mieux les enjeux liés à la formation du personnel enseignant du secteur professionnel (Gagnon et Coulombe, 2016), la réalité des stages obligatoires de ce programme demeure pour sa part moins explorée. En effet, dans ce contexte où les stagiaires sont professionnellement autonomes, la formation pratique en milieu de travail s'effectue en cours d'emploi, à même la tâche d'enseignement. Lors d'un stage en formation initiale à l'enseignement, la personne stagiaire forme une triade avec une personne représentant le milieu de travail, généralement nommée enseignante associée, et une personne formatrice universitaire responsable de superviser le stage conformément aux exigences du programme de formation. Toutefois, le contexte de réalisation du stage en cours d'emploi fait en sorte que la personne enseignante associée (PEA) est généralement une collègue de la personne stagiaire, ce qui complexifie l'évaluation, l'organisation et l'accompagnement au sein de la triade (C. Gagnon 2013). Il y a ainsi lieu de s'interroger sur le rôle et la place de la personne superviseure universitaire (PSU) au sein de cette triade inédite lors du stage en enseignement professionnel, sachant que la PEA n'est pas nécessairement en mesure d'exercer l'entièreté du rôle qui lui incombe auprès des stagiaires (Gagné et Gagnon, 2022). L'objectif général de cette thèse consiste donc à effectuer un portrait de pratiques de PSU de stage en enseignement professionnel qui exercent leur supervision au sein d'un dispositif de formation hybride. Pour y arriver, des pratiques de PSU ont été identifiées, puis regroupées au sein de fonctions de supervision, ce qui ce qui a permis d'atteindre des deux objectifs spécifiques suivants : 1) Décrire les fonctions exercées par la PSU lors de la supervision d'un stage dans un dispositif de formation hybride en enseignement professionnel et 2) Identifier les pratiques à distance, synchrone et asynchrone, et en présentiel, selon des fonctions exercées par les PSU. S'appuyant sur une épistémologie interprétative, un devis méthodologique par étude de cas multiples a permis de documenter les pratiques de cinq PSU au sein de six triades provenant d'un programme de baccalauréat en enseignement professionnel offert à distance. Les pratiques étant abordées dans le but de connaître leurs dimensions cognitives et comportementales (Deaudelin et al., 2005), une variété de moyens de collectes de données a été mobilisée de manière à assurer une triangulation des sources (Miles et Huberman, 2003) : entretiens semi-dirigés, entretiens de rappel stimulé par la vidéo, observations directes, journaux de bord. Une analyse thématique (Bardin, 2013) a été ensuite réalisée en utilisant le logiciel NVivo12. Les résultats sont présentés sous la forme de trois articles. Le premier, tiré du cadre conceptuel, présente un cadre d'analyse de pratiques de supervision réparties en cinq fonctions, soit l'accompagnement, la médiation théorie-pratique, la collaboration, l'évaluation et la gestion du stage. Les résultats présentés dans le deuxième article montrent que les pratiques des PSU regroupées dans les fonctions d'accompagnement et d'évaluation sont dominantes au sein des triades. Pour sa part, la fonction de gestion est caractérisée par des pratiques liées aux choix et à l'utilisation d'outils numériques pour superviser dans un dispositif hybride. Ensuite, la fonction de collaboration apparaît inégale d'une triade à l'autre. Finalement, la fonction de médiation théorie-pratique, pourtant identifiée comme une des principales responsabilités de la personne superviseure, occupe une place limitée chez les PSU de toutes les triades. Dans le troisième article, les résultats présentés montrent que les PSU mobilisent des pratiques dans toutes les modalités (en présentiel et à distance) et temporalités (synchrone et asynchrone) du dispositif hybride servant à la supervision des stages. Il apparaît aussi que l'aspect distanciel du dispositif peut favoriser la conciliation des fonctions d'accompagnement et d'évaluation, considérées comme

des sources de tension pour les personnes superviseures de stage. Le caractère original de cette thèse de doctorat repose d'abord sur la mise en lumière de pratiques effectives de personnes superviseures universitaires dans un double contexte, soit celui des stages en enseignement professionnel et d'un dispositif de formation hybride recourant au numérique pour combiner la formation à distance et en présentiel. L'étude des pratiques, réalisée sous ces deux angles, génère de nouvelles connaissances scientifiques dans les domaines de la supervision de stage en général et de la formation universitaire des enseignantes et enseignants de la formation professionnelle. Ensuite, l'application d'un cadre d'analyse de pratiques de supervision inédit dans une perspective interprétative permet d'aborder les pratiques de supervision de stage en enseignement de manière originale, en mettant la PSU au cœur de la recherche. En montrant l'articulation des fonctions de supervision au sein de cinq triades ainsi que leur opérationnalisation dans les différentes modalités d'un dispositif de formation hybride par des PSU, les résultats présentés dans la thèse offrent de nouvelles assises théoriques et empiriques pour conceptualiser cette activité professionnelle, reconnaître son apport pour la formation des stagiaires et, éventuellement, la doter de balises plus claires (Bacon et al., 2018).

Dufour, F., & Labelle, K. (2024). **Les enseignantes marraines : une réponse au besoin d'accompagnement des stagiaires de 4e année en situation d'emploi**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 43-47. https://doi.org/10.7202/1111362ar
Cet article présente la démarche d'élaboration et de mise en oeuvre d'un projet pilote d'accompagnement de stagiaires de 4e année en situation d'emploi, résultat d'une collaboration entre les milieux scolaire et universitaire. À la croisée de la formation initiale et de l'insertion professionnelle, ce dispositif d'accompagnement, nommé les enseignantes marraines, se veut une réponse à la problématique de la pénurie du personnel enseignant qualifié. Il visait entre autres à soutenir le développement professionnel des stagiaires et à offrir des conditions favorables à l'accompagnement dans un contexte de stage en situation d'emploi. La réalisation de groupes de discussion a permis d'identifier les besoins de ces stagiaires afin d'en tenir compte dans l'élaboration du projet-pilote. De plus, les enseignantes marraines ont pu être libérées au-delà des balises habituelles, ce qui a été l'une des conditions gagnantes. Le bilan de ce projet, mis en oeuvre à l'hiver 2023, atteste que l'investissement en valait le coût selon les retombées appréciées par les participants.

Dufour, F., Philion, R., Dubé, F., & Vivegnis, I. (2024). **L'accompagnement de stagiaires en situation de handicap par des enseignantes associées : besoins de formation, d'information et de soutien**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 34-37. https://doi.org/10.7202/1111360ar
Ce texte présente des résultats préliminaires d'une recherche portant sur l'accompagnement de stagiaires en enseignement en situation de handicap (SH). Au total, 53 enseignantes associées (EA) ayant déjà accompagné au moins une stagiaire en SH ont répondu à un questionnaire en ligne. Un portrait des étudiants en SH à l'université ainsi que la problématique liée au manque de balises pour orienter les mesures d'accommodement et d'accompagnement à déployer en contexte de stage sont présentés suivis de l'analyse des résultats. Le cadre de référence de Colognesi et al. (2021), définissant cinq balises pour un accompagnement de qualité, a servi à analyser

les actions posées par les EA pour soutenir les stagiaires à composer avec leurs principaux défis. Il ressort que les EA misent sur l'établissement d'une relation positive et sécurisante, tout en adoptant une posture de guide laquelle s'avère, selon Colognesi et al. (2021), moins favorable à l'émancipation des stagiaires. Les EA ont aussi soulevé leurs besoins d'information, de formation et de soutien pour mieux accompagner ces stagiaires.

El Euch, S. (2024). **La posture du corps professoral à l'égard de l'implantation d'une nouvelle politique de reconnaissance des acquis des compétences (RAC) et de l'expérience (RAE) pour les programmes de formation à l'enseignement**. *Revue hybride de l'éducation*, *8*(3), 1-23. https://doi.org/10.1522/rhe.v8i3.1474
La posture du corps professoral à l'égard des reconnaissances d'acquis de compétences (RAC) et d'expérience (RAE) pour les programmes de formation à l'enseignement est floue. Une étude a été effectuée pour décrire cette posture et rendre compte des facteurs explicatifs. Les résultats obtenus auprès de quelque 175 membres du corps professoral œuvrant en formation à l'enseignement dans les Facultés ou Départements des sciences de l'éducation au Québec révèlent une réticence à adhérer à la RAC/RAE pour la formation à l'enseignement malgré un accord avec le principe de RAC/RAE. Les facteurs influençant l'acceptation ou la résistance à la RAC/RAE ont été explorés à travers un questionnaire et sont présentés dans cet article.

Elomaa, M., Eskelä-Haapanen, S., Pakarinen, E., Halttunen, L., & Lerkkanen, M.-K. (2024). **Elementary school principals' work from the ecological systems perspective: Evidence from Finland**. *Educational Management Administration & Leadership*, *52*(5), 1231-1251. https://doi.org/10.1177/17411432221125999
The present study aimed to investigate elementary school principals' work from the ecological systems perspective and which elements of their work are experienced as demands or resources. Semi-structured interviews were conducted with 22 principals. Qualitative content analysis was used to analyse the data. The results show that the way principals experience their work is individual and influenced by several internal and external factors. Some of the most extensive demands appear to be related to interaction with different stakeholders in situations where principals have the role of mediator in solving conflicting situations. Challenges also seem to arise in dealing with elements or issues that principals cannot influence or have no control over. Principals' current perception is influenced by their education, work and personal histories and future vision. The results also indicate that principals need in-service training concerning social interaction and human resource management, such as how to act in conflicting situations, interact with different personalities and get the entire school community to develop and work for common goals. In addition, our findings suggest that offering support to principals through, for example, mentoring programmes during their first years could reduce the pressures they face and help them concentrate more fully on relevant tasks.

Feng, Y. (2024a). **Introduction to causal graphs for education researchers**. *Asia Pacific Education Review*, *25*(3), 595-609. https://doi.org/10.1007/s12564-024-09980-3
Causal inference is a central topic in education research, although oftentimes it relies on observational studies, which makes causal identification methodologically challenging. This manuscript introduces causal graphs as a powerful language for elucidating causal theories and an effective tool for causal identification analysis. It discusses graphical criteria for causal identification, which provide principled approaches for removing bias

and assessing causal identification given a causal theory. Through illustrative examples, this manuscript demonstrates the application of causal graphs and adjustment criterion for covariate selection in the context of education research, exemplifying their key advantages particularly in scenarios where randomized experiments are impractical. This manuscript aims to acquaint researchers with causal graphs as an effective tool for causal inference, thereby facilitating theory-based causal inquiries in applied education research.

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Flynn, R., Glennon, B., Murciano-Goroff, R., & Xiao, J. (2024). ***Building a Wall Around Science: The Effect of U.S.-China Tensions on International Scientific Research*** (NBER Working Paper N° 32622). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32622.htm
This paper examines the impact of rising U.S.-China geopolitical tensions on three main dimensions of science: STEM trainee mobility between these countries, usage of scientific works between scientists in each country, and scientist productivity in each country. We examine each dimension from a "U.S." perspective and from a "China" perspective in an effort to provide evidence around the asymmetric effects of isolationism and geopolitical tension on science. Using a differences-in-differences approach in tandem with CV and publication data, we find that between 2016 and 2019 ethnically Chinese graduate students became 16% less likely to attend a U.S.-based Ph.D. program, and that those that did became 4% less likely to stay in the U.S. after graduation. In both instances, these students became more likely to move to a non-U.S. anglophone country instead. Second, we document a sharp decline in Chinese usage of U.S. science as measured by citations, but no such decline in the propensity of U.S. scientists to cite Chinese research. Third, we find that while a decline in Chinese usage of U.S. science does not appear to affect the average productivity of China-based researchers as measured by publications, heightened anti-Chinese sentiment in the U.S. appears to reduce the productivity of ethnically Chinese scientists in the U.S. by 2-6%. Our results do not suggest any clear "winner," but instead indicate that increasing isolationism and geopolitical tension lead to reduced talent and knowledge flows between the U.S. and China, which are likely to be particularly damaging to international science. The effects on productivity are still small but are likely to only grow as nationalistic and isolationist policies also escalate. The results as a whole strongly suggest the presence of a "chilling

effect" for ethnically Chinese scholars in the U.S., affecting both the U.S.'s ability to attract and retain talent as well as the productivity of its ethnically Chinese scientists.

Forget-Dubois, N. (2024). **Diversifier les stages de formation en enseignement pour répondre aux besoins différenciés des futures enseignantes et des futurs enseignants : le point de vue du Conseil supérieur de l'éducation**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 28-33. https://doi.org/10.7202/1111359ar
Le Conseil supérieur de l'éducation a analysé la concordance entre les besoins de formation en enseignement et les voies de formation existantes, incluant les stages et la formation pratique. Il a démontré que trois grands groupes de personnes aspirent à l'enseignement au Québec : celles qui en font leur premier choix de carrière, celles qui en font un second choix de carrière et celles qui ont reçu une formation hors du Canada. Les stages qui leur sont offerts à l'heure actuelle augmentent les risques de précarité financière, ne permettent pas la reconnaissance des acquis et des compétences des personnes en reconversion de carrière et n'offrent pas systématiquement un accompagnement adéquat aux personnes formées hors du Canada. Dans son plus récent rapport, le Conseil émet plusieurs recommandations pour améliorer la correspondance entre les besoins de formation pratique en enseignement et les voies de formation.

Gagné, A., Gagnon, N., & Tendon, É. (2024). **Accompagner le stage en emploi et ses temporalités : l'expertise de l'enseignement professionnel**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 48-51. https://doi.org/10.7202/1111363ar
Les stages constituent une part déterminante de la formation universitaire en enseignement. Depuis quelques années, de plus en plus de stagiaires réalisent des stages dits « en situation d'emploi ». Embauchés par les milieux scolaires, ils vivent, en théorie, une expérience de formation riche et authentique, tout en comblant un besoin de personnel. C'est ce qu'il advient le plus souvent, mais ce type de stage comporte aussi des tensions spécifiques. Depuis une vingtaine d'années, les universités offrant le baccalauréat en enseignement professionnel au Québec ont permis à de nombreuses personnes enseignantes en formation de réaliser des stages en emploi. Une vaste expertise a été développée pour accompagner ces stagiaires, laquelle pourrait servir à d'autres programmes déployant cette formule de stage. Cet article propose une réflexion autour de la dimension temporelle des stages en emploi et des tensions inhérentes à la conciliation des temps de la formation et de l'emploi.

Giguère, F. (2024). **Le travail et la formation initiale des enseignantes et enseignants débutants en adaptation scolaire : deux thèmes au cœur d'une même recherche**. *Formation et profession*, *32*(1), 10. https://doi.org/10.18162/fp.2024.a318

Gilbert, M.-C., & Dufour, F. (2024). **Enjeux du stage en situation d'emploi en formation initiale à l'enseignement en adaptation scolaire et sociale**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 13-17. https://doi.org/10.7202/1111356ar
Le nombre de stagiaires en formation initiale à l'enseignement (FIE) effectuant un stage en situation d'emploi à la dernière année de leur formation pratique s'est accru au Québec. Les offres de réaliser un stage dans ce contexte se sont multipliées pour pallier

la pénurie du personnel enseignant. Ainsi, les attentes exprimées par les milieux scolaires à l'égard des stagiaires sont élevées pour remédier à cette situation de pénurie. Or, si certaines personnes stagiaires souhaitent se faire offrir un contrat avant la fin de leur formation, et un poste éventuel, d'autres hésitent à accepter. Possibilité d'insertion professionnelle à la fin de la FIE, le stage en situation d'emploi comporte plusieurs zones d'ombre à cet égard. Ce texte porte un regard sur les principaux enjeux, actuels et futurs, liés au stage en situation d'emploi en FIE en adaptation scolaire et sociale. De plus, des voies prometteuses sont soumises au lectorat concernant l'accompagnement de ces stages réalisés auprès d'une diversité d'élèves présentant des besoins particuliers.

Grajfoner, D., Rojon, C., & Eshraghian, F. (2024). **Academic leaders: In-role perceptions and developmental approaches**. *Educational Management Administration & Leadership*, *52*(5), 1178-1205. https://doi.org/10.1177/17411432221095957
Academic excellence is brought about by effective leadership, which may encompass the concept of distributed leadership, which signifies a collective engagement. However, leadership positions within higher education are frequently filled with scholars lacking leadership skills and experience, which can be detrimental both to their performance and well-being. To address this, we explored via interviews with academic leaders how academic leadership is defined and conceptualised and what their developmental needs are. Participants (N = 23) came from junior, middle and senior management levels. Findings suggest that their notions of leadership as well as any developmental needs/activities perceived useful, differ according to their leadership level. Although junior leaders were more concerned with procedural elements of leading, senior leaders focused on mentoring, social expectations and knowledge of academia. These findings have important implications for a wider theoretical conceptualisation of academic leadership, which are typically focused on individual senior leaders. Further, our findings inform leadership development programmes, as universities' dealings with academic leaders tend not to consider the differing requirements of junior, middle and senior academic leaders.

Grant, L. W., Stronge, J. H., Mendizabal, P., Smucker, A., & Mo, Y. (2024). **Characteristics of Effective International School Teachers: A Systematic Review of the Literature**. *Journal of Research in International Education*, *23*(2), 111-129. https://doi.org/10.1177/14752409241271067
Qualities of effective teachers matter because teachers are the number one school-related factor that impacts on student achievement. Although researchers in the United States have studied frameworks for evaluating teacher effectiveness, these frameworks are not focused on teachers working in international schools. Thus, they may not reflect the importance of understanding both the context of working in intercultural settings and the skills that allow teachers to flourish in international schools. Using a systematic configurative synthesis review of 23 studies, this study identifies qualities of effective teachers working in international schools through a synthesis of the study findings. We identified four key attributes that are emphasized, if not unique, in international school effective teacher research: a focus on teacher collaboration and teacher leadership; cultural awareness and responsiveness from multi-national perspectives; and host country language acquisition. Overall, we find that a focus on what makes an effective international school teacher is lacking in the extant research, particularly given the predicted enormous growth of international schools.

Graveleau, S. (2024a, septembre 3). ***Ces diplômés qui se tournent sur le tard vers l'éducation nationale***. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/03/ces-surdiplomes-qui-se-tournent-sur-le-tard-vers-l-education-nationale_6302948_4401467.html
L'association Le Choix de l'école, dont la raison d'être fait débat dans le milieu éducatif, forme des diplômés de grandes écoles en quête de sens, afin qu'ils deviennent enseignants contractuels.

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Graveleau, S. (2024c, septembre 4). ***« Les enseignants reconvertis valorisent un peu moins la profession que ceux ayant embrassé la carrière plus traditionnellement »***. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/04/les-enseignants-reconvertis-valorisent-un-peu-moins-la-profession-que-ceux-ayant-embrasse-la-carriere-plus-traditionnellement_6303953_4401467.html
Dans un entretien au « Monde », la sociologue de l'éducation Géraldine Farges explique pourquoi les reconversions dans l'enseignement ont augmenté ces dernières années.

Gravett, K., Ajjawi, R., Bearman, M., Holloway, J., Olson, R., & Winstone, N. (2024). **Belonging as flickering and in flux in academic work: a collective biography**. *International Journal of Qualitative Studies in Education*, *37*(7), 1971-1985. https://doi.org/10.1080/09518398.2023.2258095
In this article, we explore the concept of belonging and its utility as a means for understanding academics' experiences of working in the academy. Transformative changes have reorientated academic work in recent years and continue to do so as we grapple with what it means to work and live in a post-digital, post-covid, world. We engage a collective biography methodology to highlight the embodied spatial-material assemblages in which belonging can be (un)made, the ways in which belonging may stick, slip and slide, as well how we might support colleagues to deal with the fragility and fluidity of academic work. Collectively, we sketch a portrait of the currents, spaces and relations of belonging that sit uncomfortably alongside common conceptions of belonging as linear, or as an internal, individual, emotion. This study therefore offers new possibilities for enhanced understandings of belonging as mobile, flickering and processual, that are generative within education and beyond.

Greany, T., & Kamp, A. (2024). **Working with complexity: Leading school networks in Aotearoa New Zealand and England**. *Educational Management Administration & Leadership*, *52*(5), 1047-1061. https://doi.org/10.1177/17411432221124746
Inter-school networks have been promoted in many school systems globally to facilitate: knowledge generation and dissemination; responsiveness to increasingly diverse student and societal needs; and emotional and practical peer support for educational professionals. In understanding contemporary education as a 'wicked' problem, this paper explores case studies of inter-school networks in Aotearoa New Zealand (New

Zealand) and England through the lens of complexity theory. We focus on how the conditions necessary for complex emergence identified by Davis and Sumara operate and how these conditions, along with their 'enabling constraints', facilitate the emergence of new perspectives and practices that enable the achievement of network objectives. This analysis indicates that where particular forms of leadership are in place, challenges – such as fragmentation, competition and the absence of social capital – can be overcome. We argue that network leaders need to balance and bridge three overlapping leadership approaches: operational leadership, entrepreneurial leadership and enabling leadership. We conclude by exploring the implications and insights for school, network and system leaders.

Guille-Biel Winder, C., Lajoie, C., Mangiante-Orsola, C., & Tempier, F. (2023). **Développer l'exercice de la vigilance didactique en formation initiale à l'enseignement des mathématiques par le biais du jeu de rôles ? Une incursion dans les pratiques de deux formatrices**. *Nouveaux cahiers de la recherche en éducation*, *25*(3), 112-133. https://doi.org/10.7202/1111947ar
La notion de vigilance didactique vise à rendre compte du rôle joué par la maîtrise de connaissances mathématiques et didactiques dans les pratiques enseignantes, et le développement de son exercice est un enjeu de formation. Un scénario basé sur un jeu de rôles, que nous avons conçu, mis en oeuvre et analysé dans nos travaux précédents, nous a semblé susceptible de participer à ce développement. Dans cette recherche, nous caractérisons les choix de mises en oeuvre de ce scénario de deux formatrices, au regard d'un développement potentiel de l'exercice de la vigilance didactique des personnes formées. Nos analyses mettent en évidence des dynamiques différentes dans des mises en lien de connaissances à mobiliser, de gestes professionnels à mettre en oeuvre et de finalités d'apprentissages pour les élèves.

Hanushek, E., Morgan, A. J., Rivkin, S., Schiman, J., Shakeel, A., & Sartain, L. (2024). ***The Lasting Impacts of Middle School Principals*** (NBER Working Paper N° 32642). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32642.htm
Using rich Texas administrative data, we estimate the impact of middle school principals on post-secondary schooling, employment, and criminal justice outcomes. The results highlight the importance of school leadership, though striking differences emerge in the relative importance of different skill dimensions to different outcomes. The estimates reveal large and highly significant effects of principal value-added to cognitive skills on the productive activities of schooling and work but much weaker effects of value-added to noncognitive skills on these outcomes. In contrast, there is little or no evidence that middle school principals affect the probability a male is arrested and has a guilty disposition by raising cognitive skills but strong evidence that they affect these outcomes through their impacts on noncognitive skills, especially those related to the probability of an out-of-school suspension. In addition, the principal effects on the probability of engagement in the criminal justice system are much larger for Black than for nonBlack males, corresponding to race differences in engagement with the criminal justice system.

Hill, H. C., Mancenido, Z., & Loeb, S. (2024). **Effectiveness Research for Teacher Education**. *Educational Researcher*, *53*(6), 370-377. https://doi.org/10.3102/0013189X241260393
Causal evaluations in teacher education are rare. Underlying reasons include a lack of clearly defined treatments, a lack of research designs that can work in the context of

teacher education programs, and a lack of resources for enacting these designs. This article provides a framework for how to fill these gaps. We first propose an approach to conceptualizing treatments and then describe two research designs suited to the needs of the field. Finally, we discuss resources key to advancing causal research in teacher education at scale.

Himes, M., & Bausell, S. B. (2024). **Exploring associations between teacher perceptions of working conditions and immediate professional plans at a Chinese internationalised school**. *Journal of Research in International Education*, *23*(2), 130-151. https://doi.org/10.1177/14752409241269368
This longitudinal, quantitative study utilised 2019-2022 survey data from teachers at one Chinese internationalised high school in Jiangsu Province, China to examine teachers' immediate professional plans through the lens of teacher working conditions (TWCs). The relationship between teacher perceptions of working conditions and their immediate professional plans was further explored in light of teachers' status as international vs local, and the primary factor affecting teachers' willingness to stay at the school. Results from the Ordinary Least Squares (OLS) regression analysis revealed that teachers planning to leave or move; international teachers; and teachers who indicated primary stay factors (the most important factors affecting teachers' willingness to continue teaching at the school) of instructional practices and support, school leadership, or time during the work day (adequate time during the school day to plan and collaborate) were associated with lower scores on the overall teacher working conditions perceptions index. These findings add to a growing body of research examining TWCs in international school contexts, specifically within Chinese internationalised schools. Given the transformational shifts these schools have recently experienced due to educational policy changes and COVID-19-related restrictions, school leaders may want to re-examine the organisational characteristics and supports at their schools with an eye toward retaining members of their ethnically heterogeneous teaching faculties.

Hladchenko, M. (2024). **Effects of doctoral publication requirements on the research output of Ukrainian academics in Scopus**. *Higher Education Quarterly*, *78*(3), 551-564. https://doi.org/10.1111/hequ.12463
This article aims to explore the effects of doctoral publication requirements on the research output of Ukrainian academics in Scopus in terms of quantity and impact. Research output in Scopus, elaborated by Ukrainian academics in economics, medicine and physics who were awarded a doctoral degree in three time periods (before September 2013, after September 2013 and after September 2020) marked by changes in doctoral publication requirements was chosen for analysis. The study findings highlight that the publication requirements resulted in an increase in the share of doctorate holders with publications in Scopus. However, first, the share of PhD holders in economics and medicine who have publications in Scopus remains rather small. In these disciplines, 9.4% and 18.1%, of PhD holders and 44.6% and 47% of DS holders who were awarded a doctoral degree in 2020, have publications in Scopus. This can be attributed to the low standards applicable to doctoral theses in economics and medicine. Second, the median journal CiteScore quartile remained unchanged in all groups except for DS holders in physics. In their case, it rose from 3 to 2. Thus, in general, changes in doctoral publication requirements did not result in doctoral holders publishing in more impactful journals.

Hurtado, S. S., & Garcia, A. (2024). **The dissertation process as one of healing and unmasking for sexual assault survivors**. *International Journal of Qualitative Studies in Education*, *37*(7), 2055-2070. https://doi.org/10.1080/09518398.2023.2264235
Limited research exists around the complexities of scholars who identify as survivors and subsequently engage in research about sexual violence and the relationship between their own scholarship and survivor identities. As scholars of color and survivors, who work in higher education, we navigate our own trauma and the trauma of others on a regular basis. This study was a transformative opportunity to explore our own experiences with writing dissertations on campus sexual violence. Employing the concept of masking and unmasking, we engaged in a critical duoethnography to explore the depths of our survivor identity during and after writing our dissertations. Because we use duoethnography, we present transparency and value rather than findings and discussion. Our study fosters understandings regarding the relationship between survivorship and scholarship and how unmasking the dissertation process can be an act of resistance for marginalized doctoral candidates.

Kang, S. J., & Jang, E.-Y. (2024). **Dialogue within and dialogue between: a duoethnography of two researchers in the field of North Korean refugee education**. *International Journal of Inclusive Education*, *28*(9), 1771-1788. https://doi.org/10.1080/13603116.2022.2035438
The purpose of this paper is to document dialogic reflections of two researchers (Shin Ji and Eun-Young) who had conducted collaborative projects on education for youth with North Korean refugee backgrounds. By employing duoethnography, conversations were conducted on the following questions: What are the experiences that impacted our researcher identities? What is the transformative learning emerged from our engagement in NK research? How do we become more holistic researchers through duoethnography? During a series of facilitated dialogues both within and between Shin Ji and Eun-Young, they learned that their personal experiences of marginalisation served as an experiential and emotional foundation for their increased critical awareness of North Korean refugee students: the disparities in position, power and access that the students experienced in the process of resettlement in South Korea. Participating in the duoethnogrphy, the authors also experienced qualitative transformation as they made sense of the ways their identities and NK research were feeding each other. The authors thus concluded that the duoethnography created a third space for them in that it was a personally therapeutic and professionally productive engagement that was able to secure transparency that represents unique insights from each researcher.

Keddie, A., Blackmore, J., & MacDonald, K. (2024). **'It's like we're in two different schools': Contrasting stories of teacher and leader autonomy within a distributed approach to leadership**. *Educational Management Administration & Leadership*, *52*(5), 1082-1097. https://doi.org/10.1177/17411432221126001
The articulation of school autonomy into practice nationally, regionally and locally is highly situated in terms of what it enables or impedes with regard to the professional autonomy of principals and teachers. Principal autonomy does not necessarily mean greater teacher professional autonomy. In this paper, we draw on a three-year qualitative study investigating the social justice implications of school autonomy reform in Australia. We present interview data from a case study of a large secondary college to present two conflicting stories of autonomy. Supported by a managerial restructure reflecting distributed leadership, we juxtapose the positive account of autonomy

expressed by the leadership team with the negative one expressed by teachers. We explore the justice implications of this disjuncture and argue the importance of critically examining the complex ways in which the intentions and enactments of distributed leadership can be differently articulated and understood within the context of school autonomy reform.

Keller, B., & Branson, Z. (2024). **Defining, identifying, and estimating causal effects with the potential outcomes framework: a review for education research**. *Asia Pacific Education Review*, *25*(3), 575-594. https://doi.org/10.1007/s12564-024-09957-2
Causal inference involves determining whether a treatment (e.g., an education program) causes a change in outcomes (e.g., academic achievement). It is well-known that causal effects are more challenging to estimate than associations. Over the past 50 years, the potential outcomes framework has become one of the most widely used approaches for defining, identifying, and estimating causal effects. In this paper, we review the potential outcomes framework with a focus on potential outcomes notation to define individual and average causal effects. We then show how three canonical assumptions, Unconfoundedness, Positivity, and Consistency, may be used to identify average causal effects. The identification results motivate methods for estimating causal effects in practice, which include model-based estimators, such as regression, inverse probability weighting, and doubly robust estimation, and procedures that target covariate balance, such as matching and stratification. Examples and discussion are grounded in the context of a running example of a study aimed at assessing the causal effect of receipt of special education services on 5th grade mathematics achievement in school-aged children. Practical considerations for education research are discussed.

Kočvarová, I., Kalenda, J., Vaculíková, J., Neupauer, Z., Černak, R. Š., & Włoch, A. (2024). **Adaptation and validation of the academic motivation scale for higher education across four Eastern European countries**. *Higher Education Quarterly*, *78*(3), 1048-1066. https://doi.org/10.1111/hequ.12510
The article focuses on adaptation and validation of the Academic Motivation Scale questionnaire (AMS-28) in higher education in four Eastern European countries: Czechia, Slovakia, Serbia, and Poland. The research was conducted with a total of 1711 respondents. We examined the construct validity of AMS-28 including measurement invariance and reliability according to national, gender and age groups. Our analysis confirmed its original seven-factor structure as well as its reliability. The tool is measurement invariant across all compared groups (gender, age, countries) except Poland, whose results are specific. The results identify new places on the world map where AMS-28 is functional. The tool appears functional in time, space and various language mutations. Despite satisfactory results, there is still room for future examination of the AMS-28 among different countries. In practice, the tool has a wide range of application possibilities.

Kukreja, S. (2024). **Dehumanising experiences of teaching in the private schools in neoliberal India: an autoethnographic study**. *International Journal of Qualitative Studies in Education*, *37*(7), 2037-2054. https://doi.org/10.1080/09518398.2023.2258110
In the neoliberal economic policies adopted by nations, services for social welfare including education are rendered commodities to be purchased by citizens, and the employees' (teachers') skills too get commodified. The pedagogical skills of teachers may often be judged predominantly in terms of their contribution towards ease of profit-

making by the private schools rather than facilitating students' learning and growth. Through qualitative autoethnographic analysis of my experiences within private schools as an employee in a major city of Uttar Pradesh state of India, I explore the ways in which commodification of private school education, including teachers' skills and roles, could be potentially dehumanising (being treated as persons unworthy of humanness or care) for teachers. The findings of my autoethnographic analysis point to aspects of such dehumanisation and the challenges ahead for the teachers to work towards making school spaces a growth-inducing experience for students and themselves.

Kuyini, A. B., Major, T. E., Mangope, B., & Alhassan, M. (2024). **Botswana teachers: competencies perceived as important for inclusive education**. *International Journal of Inclusive Education*, *28*(7), 1224-1239. https://doi.org/10.1080/13603116.2021.1988156
The implementation of inclusive education continues to pose challenges to teachers world-wide and Botswana is no exception. This study aimed to explore the teaching competencies general education teachers in Botswana primary schools perceived as important to their teaching in inclusive classrooms. Using a quantitative research approach, 116 general education primary school teachers completed a 14-Item questionnaire titled Perceived Competencies for Inclusive Teaching Scale, and an open-ended question about the supportive resources they required to be effective in their classrooms. Descriptive statistics, ANOVA and t-tests were used to analyse the data. The results of this study showed that participants identified adaptive instructional competencies (including setting curricula goals, modifying learning content and teaching to the different learning styles of students) as most important. Human resources (teacher aides, specialist teachers,) followed by material resources were seen to be key support resources required for them to be able to implement IE. This study could be used as a baseline for future research on key competencies and resources for primary school teachers for inclusive education.

Labelle, K., Lefebvre, M.-N., Deneault, N.-N., Blain, M., Boutet, S., Dufour, F., … Dubé, F. (2024). **Un pont entre milieux universitaire et scolaire : une collaboration gagnante pour atténuer les effets de la pénurie**. *Formation et profession*, *32*(1), 11. https://doi.org/10.18162/fp.2024.a321

Lane, C., Saronga, N., Fowell, R., Berretta, R., Blackmore, K., Momenzadeh, L., … Milam, J. (2024). **Does targeted recruitment turn the dial for gender equity? A qualitative study at an Australian University**. *Higher Education Quarterly*, *78*(3), 934-956. https://doi.org/10.1111/hequ.12499
This qualitative study explored a targeted recruitment initiative that was designed to attract and recruit female academic staff in STEM disciplines at an Australian University. Semi-structured, one-on-one interviews were conducted with female and male key informants: 16 Panel Members and six Applicants. Codebook Thematic Analysis was applied using a feminist methodological lens. Results showed several themes (categorised as barriers and facilitators) impacting the implementation and success of targeted recruitment. The majority of themes were associated with Panel Members, underpinning the importance of panels' support for targeted recruitment. Nearly all barriers were gender-related, disadvantaging female applicants and emphasising a need to address gender inequity broadly. Key recommendations for future improvement were strategies to improve the support of panels (e.g., gender bias training, improved communication of responsibilities in targeted recruitment and ensuring an equity and

diversity 'champion') and efforts to strengthen the positive diversity reputation of the University.

Lapointe, K., Araújo-Oliveira, A., & Amamou, S. (2024). **Connaitre les facteurs de stress chez les futures personnes enseignantes en contexte de stage : soutenir leur bien-être**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 7-12. https://doi.org/10.7202/1111355ar
Cet article traite des facteurs de stress rencontrés par des personnes stagiaires (PS) finissantes au baccalauréat en éducation préscolaire et en enseignement primaire. Les données analysées proviennent d'un entretien de groupe semi-dirigé auquel ont participé dix PS d'une région urbaine du Québec, réalisé après leur dernier stage. Un modèle de facteurs de stress adapté aux PS en enseignement a été élaboré à partir de celui de Bonello et al. (2019) développé pour des PS en gestion. Si les résultats suggèrent, d'une part, que le stage final représente un grand défi pour les PS qui sont confrontées à de nombreux facteurs de stress (tels que la charge de travail exigé, l'ambigüité des rôles, les interactions avec les personnes formatrices, l'équilibre entre la vie professionnelle et personnelle, le maintien d'un bon état de santé physique et psychologique, etc.), ils soulignent également que l'accompagnement offert par la personne superviseure de stage et la personne enseignante associée peut favoriser l'état de bien-être des PS.

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

Lee, C. A. (2024). **Who Gets Hired at the Top? The Academic Caste System Theory in the Planning Academy**. *Journal of Planning Education and Research*, *44*(3), 1742-1756. https://doi.org/10.1177/0739456X221121611
This study is the first to examine detailed faculty demographics and impacts of elite hiring networks in the planning academy. Institutional prestige significantly shapes faculty placements. Nearly half of planning faculty graduated from Berkeley, Massachusetts Institute of Technology (MIT), University of California, Los Angeles (UCLA), Cornell, and University of North Carolina (UNC)-Chapel Hill. Faculty are predominantly hired in similar or lower ranking programs with little upward mobility, after accounting for demographics

and program factors. While race and gender did not have a significant relationship to placements, the findings demonstrate how status-based inequities are perpetuated through elite programs and constrain faculty representation.

Li, W., Xie, Y., Pham, D., Dong, N., Spybrook, J., & Kelcey, B. (2024). **Design and analysis of cluster randomized trials**. *Asia Pacific Education Review*, *25*(3), 685-701. https://doi.org/10.1007/s12564-024-09984-z
Cluster randomized trials (CRTs) are commonly used to evaluate the causal effects of educational interventions, where the entire clusters (e.g., schools) are randomly assigned to treatment or control conditions. This study introduces statistical methods for designing and analyzing two-level (e.g., students nested within schools) and three-level (e.g., students nested within classrooms nested within schools) CRTs. Specifically, we utilize hierarchical linear models (HLMs) to account for the dependency of the intervention participants within the same clusters, estimating the average treatment effects (ATEs) of educational interventions and other effects of interest (e.g., moderator and mediator effects). We demonstrate methods and tools for sample size planning and statistical power analysis. Additionally, we discuss common challenges and potential solutions in the design and analysis phases, including the effects of omitting one level of clustering, non-compliance, heterogeneous variance, blocking, threats to external validity, and cost-effectiveness of the intervention. We conclude with some practical suggestions for CRT design and analysis, along with recommendations for further readings.

Lohier, C. (2024, septembre 9). **Recruter des enseignants contractuels : une solution durable pour l'Éducation nationale ?** Consulté 11 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/recruter-des-enseignants-contractuels-une-solution-durable-pour-leducation-nationale-231310
Les concours de l'enseignement n'attirent plus assez de candidats. Face au manque de profs, les académies ont alors recours non fonctionnaires, ce qui soulève un certain nombre de questions.

Lopez, R. (2023). ***Construction de l'identité professionnelle des regents Calandreta pratiquant les TFPI et l'immersion en occitan*** (Phdthesis, Université Paul Valéry - Montpellier III). Consulté à l'adresse https://theses.hal.science/tel-04680425
Cette recherche s'appuie sur une enquête menée auprès de regents, enseignants des Calandretas, écoles bilingues immersives occitanes. Il s'agit de voir comment se joue et s'articule la construction de leur identité professionnelle avec le recours à la pédagogie institutionnelle (PI) et le choix d'enseigner en occitan. Suite à une enquête par questionnaire (n=81), des entretiens semi-directifs ont été conduits avec sept des répondants. L'analyse des verbatim a été réalisée en deux temps : la construction de portraits singuliers approfondis, complétée par une analyse transversale des verbatim. Le choix d'une approche compréhensive nous permet d'avoir accès aux effets possibles de cette double entrée. Nous tentons ainsi de comprendre comment ces regents se forment et se transforment, tout au long de leur parcours professionnel en appréhendant dans quelle mesure et avec quelles transactions, le recours à la PI mais également leur rapport à la langue influe sur leur construction identitaire.Notre recherche montre que les regents se réapproprient leur identité héritée en la sublimant dans la sphère professionnelle. La revendication de la langue se présente comme une des facettes assumées de leur soi, ouvert sur le monde et enclin à l'accueil de la différence. Comme les PE du public, les regents ont dû dépasser des épreuves-défis pour consolider leur

identité professionnelle débutante et s'acculturer à la complexité du métier. C'est notamment le cas pour l'épreuve de la relation aux parents d'élèves, particulièrement investis en Calandreta. Pour accompagner les regents dans leur parcours professionnel, Calandreta a fait un choix fort en pérennisant, avec APRENE, une formation initiale riche et exigeante, dans une double immersion en occitan et en PI. Cette année reste ainsi un point de repère et d'appui qu'ils réactivent régulièrement.Il apparait aussi que la combinaison PI/langue immersive génère un climat favorable à la co-construction d'un milieu de langage propice à la fonction d'accueil dans les classes. Au niveau macro, il ressort que si Calandreta a besoin de la PI comme facilitateur d'accès et de socialisation secondaire de la langue, la PI trouve réciproquement en Calandreta un terrain de diffusion et d'expérimentation précieux.

Lucy, M., & Gouaïch, K. (2023). **Les compétences interculturelles dans la formation des enseignants : une réponse polyphonique à la diversité culturelle**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 144-165. https://doi.org/10.26443/mje/rsem.v58i1.10178
This article presents ethnosociological research in educational sciences analyzed from an interdisciplinary and collaborative perspective. The didactics of diversity is discussed with observations and analyses of teaching interculturality in a plural context. Based on observations and analyses, this study questions the notion of intercultural competencies and proposes avenues for teacher training. These aim to support teachers and trainers in the implementation of participatory and innovative pedagogies. The objective is to accompany teachers on current issues in education and on the management of difficult situations in schools. Cultural diversity is both a scientific and ethical issue for higher education and research.

Lyle, A. M., Spillane, J. P., & Haverly, C. (2024). **Leading Elementary School Science: Taking a Multilevel Distributed Perspective to Explore Leadership Practice**. *Educational Administration Quarterly*, *60*(4), 418-451. https://doi.org/10.1177/0013161X241264794
Purpose: Most empirical work using a distributed perspective to frame research on leadership practice uses the school as the unit of analysis, focusing on how leadership is stretched over people and aspects of the situation within schools. This study investigates leadership practice for elementary science, using a multilevel distributed framework, to understand the interrelationships among educational leaders operating at various levels—from classrooms, to schools, to educational systems, and, beyond, to the educational sector. Research Methods/Approach: Using an embedded, comparative case study design, we analyzed leadership practice for elementary science reform in 13 school districts in the U.S. as leaders worked to bridge from the Next Generation Science Standards learning ideals to classroom instruction. Data collection included interviews, observations, and documents. Findings: Leading elementary science reform involved three core components of leadership practice: (1) garnering attention for science in a situation that prioritized the instruction of English Language Arts and mathematics; (2) cultivating and channeling essential relationships not only within the system but also in the broader education sector to access the resources needed to (re)build an educational infrastructure for elementary science instruction; and (3) supporting the use of educational infrastructure in everyday practice in schools. Implications: This study makes the case for using a multilevel distributed leadership perspective to frame studies of leadership practice to understand how efforts at different levels interact in shaping the practice of leadership.

Marchand, P., & Bisson, C. (2023). **Postures et gestes d'une personne superviseure dans le cadre d'une supervision de stage : clinique-mobile en adaptation scolaire et sociale : étude de cas en mathématiques**. *Nouveaux cahiers de la recherche en éducation*, *25*(3), 64-88. https://doi.org/10.7202/1111945ar
Dans le cadre de la formation en adaptation scolaire et sociale de l'Université de Sherbrooke, les personnes étudiantes sont amenées à intervenir auprès d'élèves en difficulté. L'implantation d'un suivi orthopédagogique pris en charge par la personne stagiaire (P. S.) dans le cadre de son stage de 4e année nous interpelle en ce qui a trait aux postures et gestes de la personne superviseure (P. Sup.). Ce nouveau volet du stage met en scène des modalités différentes de supervision que celles usuellement mises de l'avant dans ce stage. Une étude de cas auprès d'une P. Sup. accompagnant une P. S. hebdomadairement dans ses interventions mathématiques auprès d'élèves du primaire est présentée afin de mieux cerner ses postures et ses gestes.

Martins, P., & Ferreira, J. (2024). ***Effects of Individual Incentive Reforms in the Public Sector: The Case of Teachers*** (GLO Discussion Paper Series N° 1441). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1441.htm
We evaluate a political reform in Portugal that introduced individual teacher performancerelated pay and tournaments in public schools. We find that the focus on individual performance decreased student achievement, as measured in national exams, and increased grade inflation. The results follow from a difference-in-differences analysis of matched student-school panels and two complementary control groups: public schools in regions that were exposed to lighter reforms; and private schools, whose teachers had their incentives unchanged. Students in public schools with a higher proportion of teachers exposed to the tournament also perform worse. Overall, our results highlight the potential social costs from disruption of cooperation amongst public sector workers due to competition for promotions.

Mazzone, A., Karakolidis, A., Pitsia, V., Freeney, Y., & O'Higgins Norman, J. (2024). **Witnessing bullying at work: Employee silence in higher education institutions**. *Higher Education Quarterly*, *78*(3), 640-655. https://doi.org/10.1111/hequ.12472
Workplace bullying is a widespread phenomenon within Higher Education Institutions (HEIs). Employee tendency to remain silent is one of the most common reactions to workplace bullying. Yet, employee silence in the context of workplace bullying is poorly studied. Building on the Conservation of Resources Theory (COR) and the Learned Helplessness Theory (LHT), this study investigated employee reluctance to take action when witnessing workplace bullying (employee silence). The sample comprised 560 employees working in 20 HEIs in Ireland. Respondents filled out a survey measuring employee silence, victimisation, and team psychological safety. Results showed a negative association between team psychological safety and employee silence, indicating a reluctance to report bullying among respondents with low levels of team psychological safety. In line with the COR and the LHT, a positive association was found between victimisation and employee silence. The paper concludes with a discussion of possible actions for bullying prevention in HEIs.

McGee, E., Cox, M. F., Main, J. B., Miles, M. L., & Hailu, M. F. (2024). **Wage Disparities in Academia for Engineering Women of Color and the Limitations of Advocacy and Agency**. *Research in Higher Education*, *65*(5), 914-942. https://doi.org/10.1007/s11162-023-09766-3
The devaluation of women of Color (WoC) by way of gender discrimination and systemic racism is well documented. For WoC in engineering a chief cause is the observable wage gap. Women who identify as Asian, Black/African American, Latina/Chicana, Indigenous/Native American, Native Hawaiian, Pacific Islander, Native Alaskan, and/or multiracial have reported stark wage disparities. In this paper, we offer a phenomenological study of how WoC engineering faculty across U.S. academic institutions describe the challenges and practices associated with wage disparities and how they navigate these disparities. This study, which is based on participant interviews, is guided by three research questions: (1) What do WoC engineering tenure-track faculty perceive about wage disparities based on their race and gender? (2) How do WoC faculty understand the institutional practices that contribute to wage disparities? and (3) How do WoC engineering faculty respond to and address wage disparities? Using structural racism and intersectionality as our guiding conceptual framework, we interviewed 32 self-identified WoC who identified structures and systems of institutional racism related to the maintenance of wage disparities. In terms of findings, we note that WoC have two primary strategies to respond to wage disparity: advocacy and agency. The experiences of WoC engineering faculty in our study highlight unsatisfying institutional responses, and thus WoC often rely on their own agency to advocate for themselves and to advocate for and mentor other WoC faculty. We found a few notable cases where men advocated for women to help close the wage gap. Our work reveals that pay inequity for WoC is often coupled with other forms of exclusion and marginalization.

McNaughtan & Lujan. (2024). **"A Moral, Ethical, and Fiduciary Obligation to Serve": Perceptions of the Role of Presidents at Hispanic-Serving Community Colleges**. *Community College Journal of Research and Practice*, *48*(8), 491-505. https://doi.org/10.1080/10668926.2023.2189179
This study utilizes interviews with five Hispanic presidents at Hispanic-serving community colleges in the United States to understand how presidents define and perceive their role in ensuring Hispanic servingness, that is, guaranteeing that the Hispanic population is being fully served, at Hispanic-Serving Institutes (HSIs). We employ Garcia and colleagues' multidimensional framework of servingness. Past research on HSI leaders has not employed perceptions of presidents on their role to ensure servingness. Four common themes emerged from the data, indicating presidents are concerned about increasing representation, developing training, planning for the future, and exemplifying servingness.

Mintz, J. (2024). **The role of universities and knowledge in teacher education for inclusion**. *International Journal of Inclusive Education*, *28*(10), 2172-2182. https://doi.org/10.1080/13603116.2022.2081877
Neoliberal critiques of university-based teacher education programmes have led to policy changes such as the rise of alternative certification programmes, bringing in to question the role of the university in teacher education. Concomitantly, such changes problematise the place of knowledge and evidence in teacher education. This issue is of particular importance given extant debates about the place of propositional knowledge about children with special educational needs in inclusive education. This paper explores these debates in terms of recent international trends in policyand practice in teacher

education for inclusion and argues for an explicit role for universities as custodians and curators of propositional knowledge in pre and in service teacher education.

Misquitta, R., & Joshi, R. (2024). **Professional development for inclusive education: insights from India**. *International Journal of Inclusive Education*, *28*(9), 1822-1837. https://doi.org/10.1080/13603116.2022.2036831
This paper presents outcomes from a professional development programme (PDP) in India designed to support inclusion of students with disabilities. 107 practising teachers including general educators, special educators, school leaders, and counsellors, among others participated in a six-month PDP. The programme focused on equipping teachers with Universal Design for Learning (UDL) practices tailored towards the Indian context. The PDP consisted of 24 interactive workshops conducted over six days once a month, along with coaching to support implementation, resource packages, a professional learning community, and visits to the host's and participants' settings. Data from questionnaires and audio-visual evidence suggest that participants were able to apply a range of strategies including attention grabbers, energisers, classroom management, and reading fluency strategies to their classrooms. Participants most appreciated the hands-on strategies and contextually relevant resources that were made available at no additional cost as part of the PDP. The paper highlights the need to create and share open education resources (OERs) that all teachers can contribute to and extend the scope of PD programmes to provide follow-up support.

Moussay, S., Mauguen, F., & Ria, L. (2024). **Reinventing a training program to support the professional development of inspectors and school principals: Overcoming difficulties and creating new actions through activity analysis**. *International Journal of Training and Development*, *28*(3), 298-314. https://doi.org/10.1111/ijtd.12325
This article presents an empirical study on a new training program for the professional development of school inspectors and principals. The international literature reviews show that training based on the learning of managerial skills has limits. Another approach to training based on professional difficulties experienced and on authentic practice is necessary for school inspectors and principals. The study explores the effects of the training program "NeopassCadres" on the professional development of inspectors and school principals. A qualitative research design elaborated from a practice perspective and based on self-confrontation interviews with inspectors and school principals who participated in the program "NeopassCadres". The results show the impact of the activity analysis on the professional development of inspectors and principals. The activity analysis is an opportunity to describe professional actions and difficulties, share experiences between peers, engage in professional debates on generic problems, identify progress in the practice, and assess the effectiveness of new actions. The study focuses on a case study in France. The number of participants is low; the results must therefore be supplemented by new studies on the impact of activity analysis on the professional development of inspectors and principals. The study contributes to the evolution of training for novice inspectors and novice school principals. The main contribution concerns the understanding of the process of professional development, linking it with individual and collective activity analysis. The other contribution relates to the evolution of the trainers' posture during viewing and analysis of videos. The study provides knowledge about training based on analyzing the "non-visible" dimensions of actors' activity at work. The activity analysis method helps inspectors and school principals evoke difficulties, motives, intentions, and emotions.

Nassir, M., & Benoliel, P. (2024). **Principal–teacher gender (dis)similarity as a moderator in the relationship between paternalistic leadership and organisational citizenship behaviour in the Arab minority in Israel**. *Educational Management Administration & Leadership*, *52*(5), 1154-1177. https://doi.org/10.1177/17411432221127655
Relying on the similarity attraction paradigm and self-categorisation theories, the current study examines how principal–teacher gender (dis)similarity affects the emergence of paternalistic leadership and the influences of such leadership on teachers' organisational citizenship behaviour in the Arab minority in Israel. Data were collected from a sample of 180 randomly selected teachers and their principals from elementary schools in the Arab education system in Israel (180 dyads). MANCOVA, ANCOVA, hierarchical regression analyses and structural equation modelling were used to test the proposed relationships. The results of the overall model indicated that principal–teacher gender dissimilarity affected the emergence of paternalistic leadership and its influences on teachers' organisational citizenship behaviour. Specifically, in the case of principal–teacher gender dissimilarity, paternalistic leadership contributed to improving organisational citizenship behaviour. Theoretical and practical implications are discussed.

Négroni, C. (2022). **Les ficelles du métier en contexte contraint : regards sur le travail des conseillers dans le cadre du conseil en évolution professionnelle**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(2), 55-74. https://doi.org/10.3917/lsdle.552.0055

Ng, K. (2024). **The effects of teacher tenure on productivity and selection**. *Economics of Education Review*, *101*, 102558. https://doi.org/10.1016/j.econedurev.2024.102558
I examine productivity and selection effects of K-12 teacher tenure by leveraging variation from New Jersey's TEACHNJ Act, which extended the pretenure period. Using a difference-in-differences design, I evaluate the productivity effects of tenure by comparing fourth-year tenured and pretenured teachers. I find math value-added declines but English language arts value-added and ratings remain unchanged. Focusing on labor market effects, I compare teachers hired before and after TEACHNJ within the same district and experience level. TEACHNJ disproportionately increased male and Black teacher turnover, as the policy was tied to subjective evaluation criteria. TEACHNJ did not impact the quality of the teacher labor market as measured by value-added, though higher rated teachers often filled new vacancies. This matches principal–agent models where schools only use ratings to guide personnel decisions. Overall, tenure generates small declines in math value-added, while reforms tied to subjective evaluations disproportionately increase male and Black teacher turnover.

Nguyen, L. T. M., Tran, T., Pham, T. V., Le, H. T. T., Nghiem, T. T., La, T. P., … Ta, T. N. (2024). **Investigation of the relationship between teacher job satisfaction, empowerment and loyalty: the difference between teachers of ethnic majority students and teachers of ethnic minority students in Vietnam**. *International Journal of Inclusive Education*, *28*(8), 1293-1306. https://doi.org/10.1080/13603116.2021.1991488
While teacher loyalty, as in many other professions, generally stems from the satisfaction gained from their work, there remains considerable debate on how teachers of ethnic minority (EMI) students can derive satisfaction from their exceedingly exacting work. Although many researchers have investigated the relationship between teacher satisfaction and their loyalty to teaching, little is known about the variation in those

characteristics between sub-groups of teachers teaching at EMI schools, especially in developing countries like Vietnam. This study therefore sought to understand the loyalty of teachers teaching at Vietnamese EMI schools. A structural equation model was used to analyze empirical data from a survey with 248 teachers. The findings indicated that teachers teaching EMI students, compared to their counterparts teaching ethnic majority (EMA) students, found evident satisfaction and showed unswerving loyalty to their teaching jobs.

Núñez-Regueiro, F., Escriva-Boulley, G., Azouaghe, S., Leroy, N., & Núñez-Regueiro, S. (2023). **"Motivated To Teach, but Stressed Out by Teacher Education": A Content Analysis of Self-Reported Sources of Stress and Motivation Among Preservice Teachers**. *Journal of Teacher Education*, *75*(1), 76-91. https://doi.org/10.1177/00224871231181374
Strong evidence exists for the high vocational calling reported by candidate teachers, but also for the high rates of attrition early in the profession. Current approaches often explain this paradox by the stress associated with first teaching experiences (i.e., vocational stress processes). By contrast, the present study focuses on the stress experienced during teacher education (i.e., academic stress processes), by analyzing the sources of stress and motivation described in writing by French preservice teachers. Using systematic procedures for content analysis (N = 106 autobiographical texts), major results suggest that preservice teachers are mostly motivated by their positive views of the teaching profession, but that the academic demands they face during teacher education challenge their motivation to pursue the career. Implications are drawn on ways to analyze and tackle academic stress processes, in an effort to support candidate teachers' wellbeing and thus limit attrition rates.

Obmerga, M. E., & de Guzman, A. B. (2024). **Birds of a feather flock together: Understanding Filipino millennial academic managers' mindset**. *Educational Management Administration & Leadership*, *52*(5), 1206-1230. https://doi.org/10.1177/17411432221114696
Today, more than ever, there is a need to uncover the patterns of thinking that shape the rationality of the leader cohort to aid them in their role-making of the challenging niche truly. This Husserlian phenomenological inquiry purported to explore the individual and collective lived experiences of nine (9) purposively selected Filipino academic managers regarding the essence of Dweck's growth and fixed mindsets in their leadership preparation. A semi-structured interview was employed as the main data gathering tool. Field texts were analyzed using Colaizzi's Procedural Steps to abstract the phenomenon's essence and were validated through the member checking procedure and critical friend technique. Interestingly, the study debuts an insightful Taxonomy of Cognitive Personas, which typifies the dynamic nature of the leader cohort's mindsets. Embedded in the Perennial Learner, Proactive Player, and Pragmatic Leader personas are cognitive tools and value priorities utilized in various influencing and regulating experiences in academic organizations. Academic organizations can use the findings of this study to focus on the cognitive preparation of millennial managers for higher leadership roles. Such findings are expected to complement the skill-based preparation that the millennials can employ for their role-making efforts in school leadership.

Ocio, A. R. (2024). **'Theory is beautiful': Resistance and counter-resistance to gender equality in teacher training**. *Higher Education Quarterly*, *78*(3), 693-708. https://doi.org/10.1111/hequ.12478

The European Union has made a firm commitment to quality education for active citizenship taking up the demands of international movements and organisations, making gender equality a fundamental part of it. As previous research has shown a precarious implementation of these demands in Spain, in this study, we conduct 24 semi-structured interviews with key informant university professors who provide clues about the existing resistance and counter-resistance in the implementation of gender equality in initial teacher training. The results show how agents and their discourses impact on training, both positively and negatively, as well as the institutions in relation to their own organisational culture, resources and material elements, and influences. The information they supply provides insight into the limitations and possibilities for changing the culture and practice of higher education organisations at the international level in order to enhance gender mainstreaming in universiti.

OECD. (2024). **Cultiver l'excellence dans l'apprentissage et le développement professionnel des personnels de l'éducation**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3976* (p. 165) [Report]. Consulté à l'adresse Organisation for Economic Co-operation and Development (Transnational) website: https://www.oecd.org/content/dam/oecd/fr/publications/reports/2024/08/cultiver-l-excellence-dans-l-apprentissage-et-le-developpement-professionnel-des-personnels-de-l-education_54b4a914/cd020f15-fr.pdf
Ce rapport analyse l'état de la participation à l'apprentissage et au développement professionnel continus des personnels de l'éducation nationale en France et de la mise en œuvre des écoles académiques de la formation continue (EAFC) (au moment de l'analyse). Il élabore des recommandations sur la manière dont le Ministère de l'Éducation nationale et de la Jeunesse et les EAFC peuvent améliorer la pertinence, l'accessibilité et la qualité de leur offre de formation.

Özdemir, N., Gümüş, S., Kılınç, A. Ç., & Bellibaş, M. Ş. (2024). **A systematic review of research on the relationship between school leadership and student achievement: An updated framework and future direction**. *Educational Management Administration & Leadership*, *52*(5), 1020-1046. https://doi.org/10.1177/17411432221118662
This systematic review sought to expand our knowledge of the increasing research studies focusing on the empirical link between school leadership and student achievement. Using five different data sources (Scopus, WoS, ERIC, Google Scholar, and Retrospective Reference Harvesting Procedure), we created a data set of 144 journal articles. Descriptive analysis of bibliographic data and content analysis of full texts were employed in the review process. The results revealed instructional leadership as the most frequently used school leadership model in the relevant research. There has been a growing tendency to use the direct effect model with the increase in the studies from non-English speaking western societies. Indeed, the use of rational and organizational variables has dominated the mediating effect studies, while moderating effect studies as well as exploratory and explanatory type of studies have not received much attention. Based on these results, a framework representing the broader picture of the current research on the relationship between school leadership and student learning is provided. In addition, several recommendations were made, aiming to build the research capacity in furthering our understanding of how school leadership practices impact student learning and achievement.

Paris, H., Saïd Touhami, F., Freud, N., & Ladage, C. (2024). **Entre normalisation institutionnelle, collégialité et développement professionnel**. *Journée d'étude en sciences sociales " Vers une écologisation de l'enseignement supérieur et la recherche ? "*. Présenté à Noisy-le-Grand, France. Consulté à l'adresse https://hal.science/hal-04647741

L'Institut National des Sciences Appliquées de Lyon (INSA Lyon) s'est engagé depuis 2019 dans une réforme curriculaire ayant pour ambition de former l'ensemble de ses étudiants aux enjeux socio-écologiques. Cette évolution des curriculums s'inscrit dans un contexte plus large comme en témoignent les demandes d'une partie des étudiants et du monde économique, mais également l'intégration de ces enjeux dans le référentiel de la Commission des titres d'ingénieur (CTI), organisme accréditeur des écoles d'ingénieur. Plus particulièrement, l'INSA Lyon entend consacrer un volume de 24 crédits ECTS aux enjeux sur les cinq années de formation de ses élèves, pour moitié dans des enseignements inter- ou transdisciplinaires dédiés d'une part, dans les disciplines existantes d'autre part. Une telle réforme pédagogique suppose donc que le corps enseignant s'empare lui-même de ces enjeux pour les transposer en objets de formation. Mais comment une telle évolution se réalise-t-elle en pratique ? Comment l'institution organise-t-elle l'écologisation de ses curriculums ? Comment celle-ci oriente-t-elle le pilotage de ce chantier et l'accompagnement de ses agents ? Quelles difficultés et obstacles les enseignants rencontrent-ils dans cette démarche d'adaptation ou de création de nouveaux modules de formation ? Cette communication s'appuie sur les résultats issus d'une recherche doctorale en sciences de l'éducation et de la formation conduite dans cet établissement entre 2020 et 2024. Celle-ci se structure en deux temps. D'abord nous proposons de nous intéresser spécifiquement aux dispositifs institutionnels - suivis en observation participante - mis en place pour conduire cette transformation didactique et pédagogique. Comment les instances ad hoc (comité de pilotage, groupes de travail...) cohabitent-ils avec les structures institutionnelles « ordinaires » (conseils statutaires, départements de formation...) ? Quelles sont les modalités collectives de participation des enseignants ? Quelle est la contribution de ces instances à la recontextualisation (Stavrou, 2008) des questions socio-écologiques légitimes, des savoirs et pratiques sociales de référence (Martinand, 2003) et la définition des objectifs d'apprentissage ? Dans un second temps, nous revenons sur le dispositif de formation continue des enseignants que nous avons mis en place dans une approche de recherche-intervention (Marcel, 2020). Au cours de cette expérimentation, un groupe de participants a été accompagné pour concevoir un projet interdisciplinaire sur les futurs possibles et souhaitables dans le cadre du module "Enjeux de la transition écologique" de deuxième année. A partir de ce dispositif, nous interrogeons les finalités de cet accompagnement - quelles compétences développer chez les enseignants ? - et la tension entre objectifs institutionnels et développement professionnel des enseignants.

Patil, R. B., Ingle, P. V., & Deshmukh, P. A. (2024). **A Methodology for Improving the Quality of the Research Article Publications in Engineering Institutions in India: A Case Study**. *Innovative Higher Education*, *49*(4), 707-733. https://doi.org/10.1007/s10755-024-09703-x

Research article publication is often considered a critical indicator of academic institutions' success and productivity. It improves the institution's reputation, attracts talented students and faculty members, and increases the institution's chances of receiving funding opportunities from different funding agencies. This paper provides a reliable and sustainable methodology for improving the quality and quantity of research article publications for engineering institutions in India. The various tools, techniques, and

initiatives that promote research culture and improve its outcome in terms of research papers are also discussed. A case study of Pimpri Chinchwad College of Engineering (PCCOE), Pune, India, depicts how predictive, prescriptive, descriptive, and diagnostic data analytics approaches help to identify the barriers in the research article publications in academic institutions and provides the ways to overcome them. It also helps to set the publication targets and develop the path to perceive the targets. The outcomes and effectiveness of the case study are discussed using the papers published in Scopus, Web of Science, and Google Scholar databases. The challenges, opportunities, and recommendations are also provided for the smooth and effective implementation of the developed methodologies.

Pedaste, M., Leijen, Ä., Kivirand, T., Nelis, P., & Malva, L. (2024). **School leaders' vision is the strongest predictor of their attitudes towards inclusive education practice**. *International Journal of Inclusive Education*, *28*(8), 1503-1519. https://doi.org/10.1080/13603116.2021.1994661
School leaders have an important role in supporting implementation of inclusive education practices in schools. Therefore, it is necessary to understand how school leaders' attitudes towards inclusive education are formed. We used the Attitudes Toward Inclusive Education Scale that was developed to measure different facets of attitudes towards inclusive education for all students. The instrument was completed by 301 school leaders in Estonia. Three factors describing attitudes in facets of inclusive education practices, vision, and supports were distinguished. Structural Equation Modelling revealed that school leaders' practices towards implementing inclusive education approaches are driven more strongly by their vision than the support available to them, although both aspects have a significant effect on their attitudes towards these practices. However, participation in in-service courses focusing on inclusive education and working as a school leader in a special school had negative association with school leaders' attitudes towards inclusive education practices.

Poissonnier, H., Laurens, I., & Colombero, S. (2024, août 22). **Repenser le rôle de l'enseignant en école de management**. Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/repenser-le-role-de-lenseignant-en-ecole-de-management-229580
Quelle posture privilégier en tant qu'enseignant pour favoriser l'engagement des étudiants en cours et dans leur formation en général ?

Porter, S. (2024). **Understanding the counterfactual approach to instrumental variables: a practical guide**. *Asia Pacific Education Review*, *25*(3), 673-683. https://doi.org/10.1007/s12564-024-09982-1
Instrumental variables is a popular approach for causal inference in education when randomization of treatment is not feasible. Using a first-year college program as a running example, this article reviews the five assumptions that must be met to successfully use instrumental variables to estimate a causal effect with observational data: SUTVA, as-if random assignment, exclusion restriction, nonzero average causal effect of instrument on treatment, and monotonicity, and concludes with recommendations for researchers.

Proust-Androwkha, S., Lison, C., & Meyer, F. (2023). **Le processus de validation d'un outil d'autoévaluation portant sur les pratiques d'enseignement en ligne pour un dispositif**

d'autoformation dédié aux enseignants des cycles supérieurs. *Mesure et évaluation en éducation*, *46*(3), 56-87. https://doi.org/10.7202/1113333ar
Dans un contexte d'enseignement distant ou hybride, les enseignants des cycles supérieurs sont confrontés à de nombreux défis technopédagogiques. Le dispositif d'autoformation dynamique pour l'innovation (DADI) offre des ressources et un outil d'autoévaluation fondé sur le modèle théorique du savoir technopédagogique disciplinaire (STPD) de Bachy (2014). Cette recherche visait à construire et à valider cet outil d'autoévaluation. La méthodologie de validation a combiné des approches qualitatives et quantitatives, impliquant des experts en sciences de l'éducation et des enseignants des cycles supérieurs issus de disciplines volontairement variées. Cet article se concentre sur les résultats quantitatifs. L'évaluation statistique a été menée auprès de 173 enseignants québécois via un questionnaire en ligne. Les analyses factorielles semi-confirmatoires, à la suite des analyses exploratoires, confirment la validité de l'outil avec 60 items. Elles examinent également la pertinence de cloisonner certains domaines de connaissances dans la pratique effective des enseignants.

Qin, X. (2024). **An introduction to causal mediation analysis**. *Asia Pacific Education Review*, *25*(3), 703-717. https://doi.org/10.1007/s12564-024-09962-5
Causal mediation analysis has gained increasing attention in recent years. This article guides empirical researchers through the concepts and challenges of causal mediation analysis. I first clarify the difference between traditional and causal mediation analysis and highlight the importance of adjusting for the treatment-by-mediator interaction and confounders of the treatment–mediator, treatment–outcome, and mediator–outcome relationships. I then introduce the definition of causal mediation effects under the potential outcomes framework and different methods for the identification and estimation of the effects. After that, I highlight the importance of conducting a sensitivity analysis to assess the sensitivity of analysis results to potential unmeasured confounding. I also list various statistical software that can conduct causal mediation analysis and sensitivity analysis and provide suggestions for writing a causal mediation analysis paper. Finally, I briefly introduce some extensions that I made with my colleagues, including power analysis, multisite causal mediation analysis, causal moderated mediation analysis, and relaxing the assumption of no post-treatment confounding.

Richard, T. (2024). **Novice School Leaders' Turnover Intentions: The Role of Working Conditions and Organizational Factors**. *Educational Administration Quarterly*, *60*(3), 341-378. https://doi.org/10.1177/0013161X241253288
Purpose: This study aimed to explore the relationship between the psycho-social working conditions of novice school leaders and their turnover intentions, focusing on potential variations across public- and private schools and school levels. Research Methods: We invited all novice school leaders (n = 3,389) enrolled in the in-service Swedish Principal Training Program to participate in an extensive survey, with a 65% (n = 1,998) response rate. The survey investigated turnover intentions, working conditions, prerequisites, and organizational ambiguity. The collected survey data, in combination with official data, were analyzed using ANOVA's to identify differences across actors and school levels, and linear regressions to investigate factors explaining turnover intentions. Findings: The findings revealed higher turnover intentions among public school leaders compared to private school leaders. This was attributed to differences in prerequisites and organizational ambiguity. All novice school leaders exhibited similar patterns regarding factors strongly associated with turnover intention, despite actor and school level

affiliation. Specific levels of demand, autonomy, and support combined, predicted turnover intentions among novice school leaders with notable accuracy. Implications for Research and Practice: The study has profound implications for stakeholders in the educational system striving to decrease novice school leader turnover. Providing adequate working conditions emerges as a key factor for nurturing and retaining school leaders from the novice pool, offering insights into strategies for managing leadership transition in schools.

Rivest, M.-C., Clément, L., Levasseur, A., & Roy, M.-M. (2024). **Examen des relations entre le leadership scolaire et la rétention du personnel enseignant : une revue de la littérature**. *Initio*. Consulté à l'adresse https://hal.science/hal-04660541
Ces dernières années, la question de la pénurie d'enseignant·e·s a suscité une attention croissante. Il semble y avoir un accord général sur la nécessité de mettre en œuvre des mesures pour résoudre cette préoccupation pressante (Sirois et al., 2023). Cette revue systématique d'articles empiriques quantitatifs vise à identifier les relations possibles entre le leadership de la direction et la rétention des enseignant·e·s. Partant de la question « Quelle est la relation entre le leadership scolaire et la rétention des enseignant·e·s ? », cette revue menée en 2023, composée de 15 articles scientifiques, a démontré que le leadership scolaire peut contribuer à la rétention des enseignant·e·s. Plus précisément, les styles de leadership transformationnel, démocratique et éthique auraient un impact positif sur la rétention des enseignant·e·s, tandis que le leadership laisser-faire exercerait une influence plus négative. En ce qui concerne la relation entre le style de leadership transactionnel et la rétention des enseignant·e·s, les résultats sont mitigés. Les implications théoriques et pratiques de ces résultats seront présentées et discutées.

Royer, S. (2024). ***L'identité enseignante et le positionnement identitaire : regard sur l'articulation identitaire du personnel chevronné du secondaire au Québec*** (Université de Sherbrooke). Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/21725
Les dernières années ont vu un intérêt se développer autour de la situation du personnel enseignant chevronné. Et pour cause : une proportion de plus en plus grande déserte la profession (Kamanzi et al., 2017). Alourdissement de la tâche, départ hâtif à la retraite (Mukamurera et al., 2023; Sirois et Dembélé, 2023,), épuisement, anxiété, malêtre professionnel (Vlasie, 2021), manque de soutien (Desmarais et al., 2022), les causes de leur abandon sont nombreuses (Culkin, 2016). Or, dans le contexte de grande pénurie vécue au Québec (Mukamurera et al., 2023; Conseil supérieur de l'éducation, 2023), les institutions ne peuvent se permettre la perte de cette expertise. Aussi, étant donné que l'identité professionnelle a été identifiée comme un facteur de rétention dans la profession chez les novices (Dassa et Derose, 2017; Izadinia, 2013), nous avons voulu documenter le processus identitaire du personnel chevronné afin de constater s'il possède des caractéristiques communes avec celui des novices. Une meilleure connaissance de la manière dont il positionne son identité enseignante nous permettrait de mieux soutenir le personnel chevronné, de lui offrir de la formation continue adaptée à ses besoins et de contribuer à améliorer son bienêtre professionnel (Desmarais et al., 2022). Afin d'appréhender le problème dans sa complexité, six enseignantes du secondaire du Québec, possédant entre 14 et 25 ans d'expérience, se sont investies dans cette recherche pour partager avec nous le récit de leurs tensions identitaires. Deux outils de collectes de données qualitatives ont été utilisés : un premier, le questionnaire, destiné à établir leur portrait identitaire; un deuxième, le journal des moments (Hess,

2006), permettant la narration de situations de tensions identitaires. Les analyses présentent les différentes articulations identitaires relevées au regard du cadre de Day et Kington (2008) situant l'articulation identitaire comme une interaction entre une sous-identité située, une sous-identité personnelle et une sous-identité professionnelle. Les résultats de notre recherche montrent que le processus identitaire semble être le même tout au long de la carrière : les sous-identités conservent leur propriété respective (Royer, 2016) et les mêmes relations de coordination, de subordination et d'opposition s'observent. De plus, ils soulèvent le lien d'interdépendance existant entre les savoirs professionnels du personnel chevronné et leur milieu de travail (Smit et Fritz, 2008). Un modèle conceptuel de la personnalisation des savoirs professionnels liée à la propriété de bonification de la sous-identité professionnelle (Royer, 2016) est d'ailleurs proposé de manière à mieux cerner de quelle manière le personnel chevronné personnalise sa pratique au regard de ses caractéristiques individuelles. Enfin, nos résultats soulignent des enjeux liés aux processus de régulation des émotions, chainon prometteur pour documenter le bienêtre professionnel du personnel enseignant.

Sahli Lozano, C., Sharma, U., & Wüthrich, S. (2024). **A comparison of Australian and Swiss secondary school teachers' attitudes, concerns, self-efficacy, and intentions to teach in inclusive classrooms: does the context matter?** *International Journal of Inclusive Education*, *28*(7), 1205-1223. https://doi.org/10.1080/13603116.2021.1988158
The study examines attitudes, concerns, self-efficacy, and intentions of secondary school teachers from Australia (n = 140) and Switzerland (n = 221) to teach in inclusive classrooms. Australian educators had more positive attitudes towards inclusion, fewer concerns and higher self-efficacy to teach inclusively when compared to their Swiss counterparts. Further, the authors found that Australian teachers had significantly more positive intentions to teach in inclusive classrooms when compared to their Swiss counterparts. Considering intentions to enact a behaviour play an important role in the actual enactment of the behaviour, (Ajzen 1991) it was important to determine if predictors of participants' intentions differed in Australia and Switzerland. Overall, Swiss teachers' intentions to teach in inclusive classrooms were more strongly influenced by the variables of attitudes, concerns and self-efficacy than those of the Australian teachers. All three variables predicted Swiss participants intention scores, while two (i.e. attitudes and self-efficacy scores) predicted Australian educators' intention scores. The researchers examine the variability of policy reforms and teacher education programmes as a potential explanation for the differences in these two countries and discuss implications of our findings for both these and other countries implementing inclusive education reforms.

Sato, M., & Cárcamo, B. (2024). **Be(com)ing an Educational Researcher in the Global South (and Beyond): A Focus on the Research-Practice Relationship**. *Educational Researcher*, *53*(6), 359-369. https://doi.org/10.3102/0013189X241231548
Educational researchers are increasingly expected to focus on their research productivity as per their professional performance. Such a trend may have influenced their professional identities and activities, especially in the Global South, where researchers have not been immersed in the new research culture and where their assumed primary role may be to increase teaching efficacy instead. The pervasive focus on research productivity is detrimental to the equitable research-practice relationship whereby two groups of professionals—practitioners and researchers—collaboratively work to achieve the common goal of student learning. This teacher-researcher

epistemological clash may exist within individual researchers when they have abundant teaching experience prior to becoming educational researchers. Through the lens of activity theory, we report on a case study of educational researchers' lived experiences and struggles of navigating teacher-researcher identities in Chile, entailing their boundary-crossing of teacher-researcher identities, internal and external identity conflicts, and beliefs and actions related to the ideal research-practice relationship. In conclusion, we call for changes at the institutional level to promote an equitable and manageable research-practice relationship as well as at the individual level to reflect the ultimate purpose of educational research.

Shaked, H. (2024). **Integrating Instructional Leadership With Social Justice Leadership: Insights From Israel's Principals**. *Educational Administration Quarterly*, *60*(4), 452-492. https://doi.org/10.1177/0013161X241266806
Purpose: This study explores how school principals can effectively integrate instructional leadership with social justice leadership, recognizing their dual roles in promoting academic excellence and fostering a socially just school environment. Research Methods: Participants in this qualitative study were 32 principals from elementary schools in Israel. Data collection involved one-on-one interviews and focus groups. Data analysis followed a comprehensive four-stage process, including sorting, coding, categorizing, and theorizing. Findings: The study identified four interrelated perspectives on the relationship between instructional leadership and social justice leadership: (1) instructional leadership and social justice leadership have divergent foci; (2) instructional leadership inherently contributes to social justice; (3) social justice leadership defines the teaching approach required by instructional leadership; and (4) social justice leadership shapes the purpose of instructional leadership. Implications: This study suggests that to encompass the entire range of integration between instructional leadership and social justice leadership, principals must consider two aspects: the influence of social justice leadership on instructional leadership goals and its impact on instructional leadership practices.

Shear, B. R., & Briggs, D. C. (2024). **Measurement issues in causal inference**. *Asia Pacific Education Review*, *25*(3), 719-731. https://doi.org/10.1007/s12564-024-09942-9
Research in the social and behavioral sciences relies on a wide range of experimental and quasi-experimental designs to estimate the causal effects of specific programs, policies, and events. In this paper we highlight measurement issues relevant to evaluating the validity of causal estimation and generalization. These issues impact all four categories of threats to validity previously delineated by Shadish et al. (Experimental and quasi-experimental designs for generalized causal inference. Houghton Mifflin, Boston, 2002): internal, external, statistical conclusion, and construct validity. We use the context of estimating the effect of the COVID-19 pandemic on student learning in the U.S. to illustrate the important role of measurement in causal inference. We provide background related to the meaning of measurement, and focus attention on the evidence and argumentation necessary to evaluate the validity and reliability of the different types of measures used in statistical models for causal inference. We conclude with recommendations for researchers estimating and generalizing causal effects: provide clear statements for construct interpretations, seek to rule out potential sources of construct-irrelevant variance, quantify and adjust for measurement error, and consider the extent to which interpretations of practical significance are consistent with scale properties of outcome measures.

Steiner, P. M., & Kim, Y. (2024). **Causal research designs and analysis in education**. *Asia Pacific Education Review*, *25*(3), 555-556. https://doi.org/10.1007/s12564-024-09988-9
Suk, Y. (2024). **Regression discontinuity designs in education: a practitioner's guide**. *Asia Pacific Education Review*, *25*(3), 629-645. https://doi.org/10.1007/s12564-024-09956-3
Regression discontinuity (RD) designs have gained significant popularity as a quasi-experimental device for evaluating education programs and policies. In this paper, we present a comprehensive review of RD designs, focusing on the continuity-based framework, the most widely adopted RD framework. We first review the fundamental aspects of RD designs, drawing on potential outcomes and causal graphs. We then discuss the validity threats in RD designs, including manipulation, discreteness of the running variable, statistical power, and generalizability. Additionally, we provide an overview of the existing extensions to RD designs. To exemplify the application of RD methods, we analyze the effect of New Jersey's pre-kindergarten program on children's vocabulary test scores, using an educational dataset. Finally, we offer practical guidelines in the conclusion to promote the appropriate use of RD methods in educational research.

Tiwari, A. (2024). **Urban Educator Preparation Program: Assessing Preservice Teachers' Preparedness for Inclusive Education**. *Education and Urban Society*, *56*(7), 830-846. https://doi.org/10.1177/00131245231220899
Pre-service teacher perception of inclusive education plays a critical role in the field of K-12 education, ensuring that students with disabilities receive the best possible instruction in the least restrictive environment. This qualitative case study used one-to-one interviews and focus groups to gather data from 16 pre-service teachers enrolled in an Urban teacher preparation program in a major city in Texas, United States. The data analysis highlighted the pre-service teachers' understanding of differentiation instruction for students with disabilities. Furthermore, the pre-service teachers felt positive about meeting the needs of the special education students in the general education classrooms. However, they expressed concerns related to limited coursework that helps them acquire teaching strategies to meet the needs of the special education students in the general education classrooms. The research findings offer valuable insights into the factors behind pre-service teachers' perceptions of inclusion, underscoring the importance of coursework specifically targeting their preparedness for inclusive education.

Trépanier, A., Bernier, A., Morin, É., & Therriault, G. (2024). **Initier les stagiaires à l'éducation en contexte de changements climatiques : un parcours de formation pratique**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 71-75. https://doi.org/10.7202/1111367ar
Afin de soutenir et d'accompagner les futures personnes enseignantes qui devront nécessairement prendre en compte les changements climatiques dans leur enseignement, un projet inédit a été réalisé. Celui-ci consiste en l'élaboration d'un parcours d'éducation en contexte de changements climatiques (ECCC) dans le cadre de la formation pratique des personnes enseignantes du primaire et du secondaire. Dans cet article sont présentées les différentes avenues de développement pédagogique empruntées pour accompagner les étudiantes et étudiants dans la prise en compte des principes d'une ECCC, tant au préscolaire, au primaire, qu'au secondaire. Lors de ce projet, des ressources pédagogiques ont été développées sur des thèmes variés tels que

l'approche culturelle, l'éducation par la nature, les arts et la littérature, la planification de situations d'enseignement et d'apprentissage (SEA), ainsi que l'inclusion des perspectives autochtones. Ultimement, celles-ci sont mises à profit dans la formation pratique pour amener les stagiaires en enseignement à établir des liens entre la théorie et la pratique en ECCC.

Véliz, D., & Marshall, P. (2024). **Internationalization and disciplinary differences: Tensions in the academic career in Chilean universities**. *Higher Education Quarterly*, *78*(3), 957-970. https://doi.org/10.1111/hequ.12501
This article broadens the knowledge about the experience of academics in relation to how the internationalization of research has changed in a southern country and tensions that have risen depending on the different disciplines. This work resulted from interviews and documentary data collected mainly through semi-structured interviews with 57 administrators (including University rectors, provosts, vice-rectors and deans from multiple disciplines) who had been involved in developing the research strategies. Findings suggest that trends between disciplines differ notoriously. Publishing in foreign countries is more likely to happen to academics from hard sciences. Social sciences and humanities' research activities are often performed in books and book chapters. This translates into an initial disadvantage for social sciences in terms of internationalization since the result of their work is often less visible abroad than scientific indexed papers. This difference might be problematic if used as an indicator of academic productivity and recognition without considering disciplinary differences, especially in countries where research capacities and internationalization are still under development.

Vivegnis, I., & Provencher, C. (2024). **Accompagner des stagiaires : quand les deux parties en tirent parti**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 38-42. https://doi.org/10.7202/1111361ar
La formation des futurs enseignants en milieu scolaire est assurée en grande partie par les enseignants associés qui reçoivent des stagiaires dans leur classe. Ces formateurs de terrain voient plusieurs bénéfices à accompagner un stagiaire, tant pour l'étudiant que pour eux-mêmes. Ce texte fait état d'une recherche financée par le Fonds de recherche du Québec (FRQSC, Vivegnis, 2020-2023) menée auprès de six enseignants associés selon une approche qualitative/interprétative. Ils ont été interrogés par l'entremise d'entretiens semi-dirigés, ce qui a permis d'accéder à leurs conceptions relatives à l'accompagnement d'un stagiaire. Les résultats mettent ainsi en évidence les apports intergénérationnels de pratiques d'accompagnement en formation pratique. On relève notamment l'intérêt des enseignants associés pour l'intégration des technologies, alors que ces derniers disent pouvoir particulièrement pister les futurs enseignants sur des stratégies d'enseignement ou d'organisation de la classe.

Vodouhe, N. V. B. A. (2023). ***Les facteurs de réussite de l'apprentissage mobile dans la formation des enseignants du secondaire au Bénin*** (Phdthesis, Université Michel de Montaigne - Bordeaux III). Consulté à l'adresse https://theses.hal.science/tel-04694696
La baisse rapide du prix des téléphones portables en Afrique a entraîné l'augmentation rapide du nombre d'abonnement à la téléphonie mobile jusque dans les régions reculées où les ordinateurs et les établissements de formation des enseignants sont rares. Les enseignants s'arrangent pour les utiliser dans les régions où il n'y a pas d'électricité donc où on ne peut pas utiliser d'ordinateurs d'autant que les ordinateurs coûtent très

chers. Or, le manque de formation continue des enseignants pose des problèmes à l'éducation béninoise. La formation continue classique des enseignants est entravée par beaucoup de difficultés. Entre autres difficultés, on peut noter le problème financier au niveau de l'État, qui le rend incapable de recruter et de former suffisamment le corps de contrôle et d'encadrement. L'apprentissage mobile apparaît alors comme l'une des solutions pour pallier cette difficulté. Reposant sur une technologie plus accessible et plus facile à utiliser soi-même que l'ordinateur de bureau, l'apprentissage mobile possède d'énormes avantages, mais a aussi des défis à relever dans le contexte béninois.Dans le cadre de cette étude, 106 enseignants ont fait l'objet d'une pré-enquête, 515 ont été ciblés directement et 20 autres l'ont été après avoir essayé l'apprentissage mobile. Le résultat de ce travail nous laisse dire que les enseignants béninois font effectivement usage du téléphone portable aussi bien dans le cadre de leur travail et dans leur formation continue que de façon informelle dans leurs activités quotidiennes. Nous retenons également de cette étude que les facteurs de réussite de l'apprentissage mobile chez les enseignants du secondaire béninois sont de deux types : des facteurs internes et d'autres externes. Les facteurs internes sont entre autres, les sources de motivation, le niveau d'étude et la compétence technopédagogique des enseignants. Les facteurs externes concernent l'environnement numérique et technologique des enseignants, le contexte économique et socio-culturel béninois et les facteurs pédagogiques et professionnels. En somme, la réussite de l'apprentissage mobile chez les enseignants du secondaire béninois, dépend d'assez de facteurs comme la motivation qui vient au premier rang et devient donc incontournable pour la réussite de ce type d'apprentissage.

Volpé, Y., & Borer, V. L. (2024). **Médiations et processus d'autorisation dans l'accompagnement d'enseignants novices**. *Éducation Permanente*, *239*(2), 57-68. https://doi.org/10.3917/edpe.239.0057

Walker, V., & Bunnell, T. (2024). **Becoming a new type of teacher: The case of experienced British-trained educators transitioning to the International Baccalaureate Middle Years Programme abroad**. *Journal of Research in International Education*, *23*(2), 191-204. https://doi.org/10.1177/14752409241275745
This paper investigates the experiences of six British-trained teachers who moved from teaching GCSE in state-funded schools in England to teach in two separate English-speaking well-established traditional international schools in Northern Europe where they began to teach the International Baccalaureate's Middle Years Programme (IBMYP). The nature of the IBMYP, with its student-centred focus and conceptual framework, deviates greatly from the dominant, typically prescriptive approach of the GCSE. The demands of the IBMYP, which are represented in the IB's institutional pillars, exert significant influence over both new and experienced teachers to induce a change in identity as they gradually shift to becoming an 'IBMYP Educator'. Using semi-structured interviews and thematic data analysis, this qualitative study examines teacher identity factors and seeks to understand the process of this identity shift. Using Goffman's Frame Analysis, the themes are presented as metaphors, helping us to realise the experience of transition, as the teachers shifted from feeling temporarily de-skilled to re-skilled. A sense of authenticity and freedom was felt to be the eventual outcome after an initial phase of being 'adrift' and in unsettled 'survival mode'.

Weinberger, Y. (2024). **Creating competitive academic leadership by implementing alternative promotion tracks**. *Higher Education Quarterly*, *78*(3), 1067-1080. https://doi.org/10.1111/hequ.12514
Staff members in academia are expected to meet a diverse range of simultaneous expectations: responding to students' scholastic needs, pursuing high-quality, ongoing research and being involved in their institutions. Those who successfully bear this multifaceted burden are found worthy of promotion. This 5-year study followed the activity of two parallel staff promotion committees in a large Israeli teachers' college: a researcher track and an 'other' track. The findings show two opposing trends, which continued until reaching an equilibrium: a decrease in portfolios presented and an increase of portfolios approved for promotion in the researcher track, and—in the 'other' track—an increase in the submitted and a decline in the approved. These tendencies signal a gradual establishment of the new 'other' track's status and speak to a distinctive added value for high-quality academic innovation in the new era—lecturers' involvement in teamwork and partnership on the campus.

Wu, L. (2024). **Mapping racial justice to online teacher education**. *Distance Education*, *45*(3), 404-417. https://doi.org/10.1080/01587919.2024.2338715
As many teacher education programs have returned to in-person instructional models since the initial interruption caused by the COVID-19 pandemic, little research examines innovative practices during the pandemic at the intersections of racial justice and online teacher education. This self-study illustrates how one Asian male teacher educator linked technological pedagogical content knowledge with anti-racist education in an online multicultural education course at a predominantly white institution in the Pacific Northwest of the United States during the COVID-19 pandemic. Implications include how teacher educators can bridge anti-racist education and technological pedagogical content knowledge in research and practice as an ongoing decolonial project in a post-pandemic world.

Zhang, S., Long, R., & Bowers, A. J. (2024). **Supporting teacher knowledge sharing in China: The effect of principal authentic leadership, teacher psychological empowerment and interactional justice**. *Educational Management Administration & Leadership*, *52*(5), 1252-1270. https://doi.org/10.1177/17411432221120330
Teacher knowledge sharing plays a critical role in teacher professional development and education reforms, and principal leadership acts as a facilitator in this process. The current study investigates how and under what conditions principal authentic leadership contributes to teacher knowledge sharing. Data collected from 890 teachers in 29 primary schools in mainland China were analysed using regression analysis and bootstrapping tests. This research tested a moderated mediation model of principal authentic leadership effects on teacher knowledge sharing in which teacher psychological empowerment was included as the mediator and interactional justice as the moderator. The results affirmed the partial mediation model and found significant direct and indirect effects of principal authentic leadership on teacher knowledge sharing. Moreover, interactional justice positively moderated the relationship between authentic leadership and psychological empowerment and further strengthened the whole mediating mechanism. When teachers perceived higher interactional justice, the effects of principal authentic leadership on teacher knowledge sharing were stronger than on counterparts who perceived low interactional justice. Our discussion highlights the benefits of understanding the roles of psychological empowerment and interactional

justice involved in the effectiveness of authentic leadership on teacher knowledge sharing and offers recommendations for school leadership practices.

Zheng, X., & Ye, J. (2024). **Teacher leadership for professional development in a networked learning community: A Chinese case study**. *Educational Management Administration & Leadership*, *52*(5), 1062-1081. https://doi.org/10.1177/17411432221121224
Educators worldwide are engaged in efforts to improve teaching and learning through teachers' collaborations in learning communities and networks. Teacher leadership has played a crucial role in such communities or networks. This study focused on a teacher professional development program in mainland China, the Master Teacher Studio, in which a group of teachers from different schools learn from a master teacher. The study explored how the master teacher enacted leadership strategies to facilitate participants' professional development and how the community can develop sustainably. Through a qualitative case study analysis, the study summarizes five major strategies, namely, establishing a shared value and specific goals, structuring through rules and collaboration, developing people by scaffolding and allocating resources, bridging internal and external social capital, and sustaining the community through leadership virtues and role modeling. The results show that teacher leaders in Chinese contexts adopt a combination of multiple strategies to achieve a dynamic balance depending on the developmental stage of the community and members' dynamic needs. Teachers lead the community through an integration of their administrative, professional, and moral leadership. Implications for teacher leadership in communities are further discussed.

Numérique et éducation

Abed, M. G., & Shackelford, T. K. (2024). **Saudi parents' perspectives on the use of touch screen tablets for children with learning disabilities**. *International Journal of Inclusive Education*, *28*(8), 1324-1338. https://doi.org/10.1080/13603116.2021.1991491
The current research is an exploratory, qualitative study of Saudi parents' perspectives on the use of touch screen tablets (i.e. iPads) to enhance learning outcomes for children with learning disabilities (LDs), ages 6–8 years. We conducted semi-structured interviews with 14 Saudi parents whose children with LDs used iPads for learning purposes. The results suggest that Saudi parents perceive this technology positively. However, the results also indicate that parents need guidance to support their child's use of this technology. Finally, the current study suggests the value of research investigating a broader array of parental perceptions of digital technology, as educators and policymakers incorporate digital technology into mainstream and LD education.

Acolin, A., & Kim, A. M. (2024). **Teaching Data Justice: Algorithmic Bias and Critical Spatial Analysis in Urban Planning Education**. *Journal of Planning Education and Research*, *44*(3), 991-1000. https://doi.org/10.1177/0739456X221116356
As urban planners increasingly use technological advances to generate and analyze new data, we must take care to overcome biases embedded in them. We survey American planning programs and find that very few spatial analysis syllabi explicitly raise this issue or include readings or exercises to train students about the limitations and opportunities for critically handling new data streams. We conclude with suggestions for

curricular strategies to help fill this pedagogical gap by incorporating (1) groundtruthing and fieldwork exercises; (2) exercises of comparative urban contexts and spatial patterns; and (3) digital participation and public discourse.

ADEA : Association pour le développement de l'éducation en Afrique. (2024). ***Boîte à outils pour l'analyse comparative de l'enseignement à distance : développement des compétences techniques et professionnelles***. Consulté à l'adresse https://www.adeanet.org/sites/default/files/publications/adea_rebtk_dctp_oct_2023.pdf
Pour une vision plus claire de la situation de l'éducation pendant la COVID-19, l'ADEA a mené deux enquêtes en juin 2020 dans 14 pays d'Afrique les plus touchés en vue de donner des conseils sur la manière de mieux se préparer à d'autres crises tout en renforçant la résilience des systèmes éducatifs. Avec cette Boîte à outils, elle souhaite aider et guider les pays membres dans leur modèle de gestion du changement et renforcer leur préparation à l'enseignement du développement des compétences techniques et professionnels (DCTP) à distance. Elle veut permettre d'accroître progressivement le degré de sophistication de la prestation de services d'enseignement du DCTP et donner des éléments de référence aux ministères pour réviser leurs plans nationaux de réponse aux situations d'urgence. L'objectif est que l'enseignement du DCTP à distance soit davantage accepté, plus résilient et plus durable.

Allouche, E. (2024, mai 27). **Humanités numériques pour l'éducation, la formation et la médiation des savoirs** [Billet]. https://doi.org/10.58079/11q2m
Publication en accès ouvert de l'ouvrage "Humanités numériques pour l'éducation, la formation et la médiation des savoirs" (GIS2IF) faisant suite au projet HUMANE GTnum #HN_éducation. Résumé en anglais Open access publication of the book "Digital humanities for education, training and knowledge mediation" (GIS2IF), a follow-up to the HUMANE GTnum #HN_éducation project. … Continuer la lecture de « Humanités numériques pour l'éducation, la formation et la médiation des savoirs »

Almutairi, A., Aldossari, A., Aldoosry, R., Alsalem, H., & Alboqami, M. (2024). **Othering in the newly sex-desegregated international schools of Saudi Arabia: identity, gender roles and social engagement**. *International Journal of Inclusive Education*, *28*(10), 1999-2013. https://doi.org/10.1080/13603116.2022.2048100
Two of the goals of elementary school are to help students to develop a healthy sense of identity and learn social communication skills. However, there are many factors figure into students' experience during their early years of school. Othering by the other sex is one of these factors, especially in Saudi Arabia, which has just sex-desegregated their elementary schools for the first time. Through in-depth, semi-structured interviews and field observations, the authors explore the role of othering in the experience of students in first to third grade. Open and focused coding of the interviews and structured observations help to identify the mechanisms of othering and resistance, which shape the students' sense of identity, their understanding of gender roles, and their social interactions with one another.

Altindağ Kumaş, Ö., & Sardohan Yildirim, A. E. (2024). **Exploring digital parenting awareness, self-efficacy and attitudes in families with special needs children**. *British Journal of Educational Technology*, *55*(5), 2403-2418. https://doi.org/10.1111/bjet.13457

This study was conducted to measure the digital parenting awareness, attitude and self-efficacy perceptions of parents of children with special needs and to determine whether they differ according to the disability status of their children. A total of 180 parents of children with special needs from various regions of Turkey participated in the study. This study was conducted using a relational screening model. Data were collected using digital parenting awareness, attitude and self-efficacy perception scales and analysed using descriptive and correlational statistical methods. The findings revealed that parents had moderate levels of awareness, positive attitudes and self-efficacy perceptions regarding digital parenting, but these variables showed significant differences according to the disability status of the children. In particular, parents of children with learning disabilities had higher digital parenting awareness than parents of other disability groups. In addition, a positive and significant relationship was found between parents' digital parenting awareness, attitudes and self-efficacy perception. The findings of this study are important and contribute to both the practical and theoretical perspectives. In applicable terms, this study revealed the needs and expectations of parents of children with special needs regarding digital parenting. Theoretically, this is a rare study that examines the situation and experiences of parents with children with special needs in digital parenting. This study emphasizes the need for further research on digital parenting.Practitioner notesWhat is already known about this topic Existing research underscores the importance of digital parenting in the contemporary era, highlighting the need for parents to navigate the challenges and opportunities presented by technology in child-rearing. Parental self-efficacy in managing digital resources has been identified as a crucial factor in promoting children's effective and safe use of technology. Positive parental attitudes towards technology have been associated with healthier digital habits and development in children. What this paper adds This study contributes to the literature by specifically focusing on parents of children with special needs and recognizing the unique challenges and opportunities they face in the realm of digital parenting. Findings revealed that parents of children with learning disabilities exhibit higher levels of digital parenting awareness, emphasizing the need for tailored interventions and support for different disability groups. The positive and significant relationship identified between digital parenting awareness, attitudes and self-efficacy underscores the holistic nature of these factors and highlights the potential impact of comprehensive digital parenting programs. Implications for practice and/or policy Develop targeted digital parenting support programmes that address the specific needs of parents with children with special needs, considering the variations among different disability groups. Advocates of inclusive education policies that incorporate digital parenting education as a vital component, recognizing its significance in the overall well-being. Recognize the role of both mothers and fathers in digital parenting and design interventions that consider the unique perspectives and challenges faced by each gender. Facilitate collaboration between digital parenting experts and special education professionals to create comprehensive resources and training materials that cater to the diverse needs of children with special needs. Conduct longitudinal studies to assess the long-term impact of digital parenting interventions on the development, well-being, and digital literacy of children with special needs. This can inform the refinement of future programs and policies in this domain.

Al-Zboon, E. (2024). **Online learning for students with intellectual disabilities during a coronavirus outbreak in Jordan**. *International Journal of Inclusive Education*, *28*(9), 1805-1821. https://doi.org/10.1080/13603116.2022.2036828

This study investigates online learning provision for students with intellectual disabilities (SWID) that was offered by special educational settings during a coronavirus outbreak in Jordan, from the perspective of their mothers (n = 67). A qualitative phenomenological design was adopted through the use of semi-structured interviews. An inductive theoretical approach was used in the data analysis. Five themes emerged concerning lack of receipt of online learning (OL) suitable for SWID during a coronavirus outbreak; training domains provided to SWID; achieved goals using OL; barriers to use of OL during a coronavirus outbreak; and suggestions for enhancement of OL. Implications of the findings and recommendations are provided.

Amer Mestre, J., & Flisi, S. (2024). **The effect of online learning on students' academic performance in Italy**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3978* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/s/zQJ7
This study identifies the academic effects of online learning mandates on high-school students separately from the overall effect of the pandemic. We exploit exogenous variation in 2020/2021 Italian schooling mandates that imposed online learning on upper secondary school students while preserving in-person teaching for lower grades. Relying on students' performance on standardised tests, we implemented a matched difference-in-difference strategy comparing grade 13 and grade 8 students before and after the introduction of the online learning mandates. We find that, on average, students who were subject to online learning in the 2020/2021 school year (i.e. grade 13 students) performed 0.25 and 0.15 standard deviations worse in reading and mathematics, respectively, than those who were taught in person (i.e. grade 8 students). The learning loss associated with online learning in 2021 is equivalent to around 75 % of the expected yearly learning gain in reading, and around 45 % in mathematics. The losses registered by the subsequent cohorts are very similar to those of 2021. This suggests that, even 1 or 2 years after being exposed to online learning, students are still suffering from the associated learning losses.

André, M., Dejaegher, C., Schillings, P., & Leyh, O. (2023). **Construire un dispositif de formation en ligne de manière collaborative : dialogue entre acteurs du système éducatif**. *Nouveaux cahiers de la recherche en éducation*, *25*(3), 33-63. https://doi.org/10.7202/1111944ar
Entre 2017 et 2020, un programme de prévention des difficultés d'entrée dans le monde de l'écrit a été mis en oeuvre dans plusieurs écoles expérimentales de Belgique francophone (Dejaegher et al., 2022). Si ces écoles ont reçu une formation et un accompagnement visant à les soutenir dans la mise en oeuvre réussie du programme, ces derniers ne pouvaient être offerts à d'autres écoles. Une plateforme de formation en ligne a donc été conçue en privilégiant la collaboration entre la recherche et le terrain. Durant l'étape de coconception, les retours des utilisateurs portant sur différents prototypes de l'outil ont été analysés afin d'améliorer la qualité de la plateforme en questionnant sa pertinence sociale et sa capacité à provoquer et à soutenir l'apprentissage et le développement professionnel de personnes enseignantes de la maternelle et du primaire.

Athias, F. (2024). ***De l'ingénierie coopérative comme fondement d'un usage de technologie numérique en classe***. Consulté à l'adresse https://univ-fcomte.hal.science/hal-04667263

Ce chapitre rend compte d'une recherche au cours de laquelle les humanités numériques pour l'éducation et la formation sont interrogées dans un collectif de professeurs et de chercheurs. Les compétences des acteurs sont questionnées, dans la mise en œuvre effective d'usages de technologies numériques , à la fois dans la classe (géométrie dynamique) et dans le collectif (film). Les outils méthodologiques de la recherche (le film) deviennent également un moyen et un milieu pour développer ces compétences. Les résultats portent sur une analyse de la pratique, support de nouvelles compétences. Ils donnent à voir de nouvelles perspectives, possibles grâce à ces analyses et grâce aux développements de nouvelles technologies numériques.

Ba, S., Hu, X., Stein, D., & Liu, Q. (2024). **Anatomizing online collaborative inquiry using directional epistemic network analysis and trajectory tracking**. *British Journal of Educational Technology*, *55*(5), 2173-2191. https://doi.org/10.1111/bjet.13441
Accurate assessment and effective feedback are crucial for cultivating learners' abilities of collaborative problem-solving and critical thinking in online inquiry-based discussions. Based on quantitative content analysis (QCA), there has been a methodological evolvement from descriptive statistics to sequential mining and to network analysis for mining coded discourse data. Epistemic network analysis (ENA) has recently gained increasing recognition for modelling and visualizing the temporal characteristics of online discussions. However, due to methodological restraints, some valuable information regarding online discussion dynamics remains unexplained, including the directionality of connections between theoretical indicators and the trajectory of thinking development. Guided by the community of inquiry (CoI) model, this study extended generic ENA by incorporating directional connections and stanza-based trajectory tracking. By examining the proposed extensions with discussion data of an online learning course, this study first verified that the extensions are comparable with QCA, indicating acceptable assessment validity. Then, the directional ENA revealed that two-way connections between CoI indicators could vary over time and across groups, reflecting different discussion strategies. Furthermore, trajectory tracking effectively detected and visualized the fine-grained progression of thinking. At the end, we summarize several research and practical implications of the ENA extensions for assessing the learning process.Practitioner notesWhat is already known about this topic Assessment and feedback are crucial for cultivating collaborative problem-solving and critical thinking in online inquiry-based discussions. Cognitive presence is an important construct describing the progression of thinking in online inquiry-based discussions. Epistemic network analysis is gaining increasing recognition for modelling the temporal characteristics of online inquiries. What this paper adds Directional connections between discourses can reflect different online discussion strategies of groups and individuals. A pair of connected discourses coded with the community of inquiry model can have different meanings depending on their temporal order. A trajectory tracking approach can uncover the fine-grained progression of thinking in online inquiry-based discussions. Implications for practice and/or policy Besides the occurrences of individual discourses, examining the meanings of directional co-occurrences of discourses in online discussions is worthwhile. Groups and individuals can employ different discussion strategies and follow diverse paths to thought development. Developmental assessment is crucial for understanding how participants achieve specific outcomes and providing adaptive feedback.

Badache, I., & Bellet, P. (2024). **Intelligence artificielle : usage pédagogique et esprit critique**. *16ème édition du colloque Interactions Multimodales Par ÉCran, IMPEC 2024*.

Présenté à Aix-en- Provence, France. Consulté à l'adresse https://hal.science/hal-04659335

Baillifard, A., Ertz, O., Lecorney, S., & Martarelli, C. (2024). **Mythes écologiques du numérique**. *Formation et profession*, *32*(1), 13. https://doi.org/10.18162/fp.2024.a322

Bayeck, R. Y., & Asino, T. I. (2024). **Who gets to decolonize: a reflection on the importance of positionality in the decolonization of digital learning spaces and learning design**. *Distance Education*, *45*(3), 473-480. https://doi.org/10.1080/01587919.2024.2345628
Decolonization as a term and concept gained prominence in the 20th century as new nations emerged from the cessation of the global colonial project which primarily saw European countries occupying different parts of the world. In modern times, interests in decolonization have taken different forms, particularly in learning design and digital learning spaces. In the digital space, researchers mainly suggest introducing indigenous perspectives and cultural lenses in the design of digital learning environments and the design of emerging technologies that embed indigenous perspectives). This reflexive essay discusses the importance of positionality in digital learning spaces and learning/instructional design. While acknowledging that existing approaches are critical, and often center marginalized groups or voices in decolonization, we also argue that the current landscape may resemble a free-for-all regarding who can engage in decolonization. We further contend that positionality and the implications of these positions need to be discussed more in the emerging literature on decolonizing digital learning spaces.

Bayer, V., Mulholland, P., Hlosta, M., Farrell, T., Herodotou, C., & Fernandez, M. (2024). **Co-creating an equality diversity and inclusion learning analytics dashboard for addressing awarding gaps in higher education**. *British Journal of Educational Technology*, *55*(5), 2058-2074. https://doi.org/10.1111/bjet.13509
Educational outcomes from traditionally underrepresented groups are generally worse than for their more advantaged peers. This problem is typically known as the awarding gap (we use the term awarding gap over 'attainment gap' as attainment places the responsibility on students to attain at equal levels) and continues to pose a challenge for educational systems across the world. While Learning Analytics (LA) dashboards help identify patterns contributing to the awarding gap, they often lack stakeholder involvement, offering very little support to institutional Equality, Diversity and Inclusion (EDI) leads or educators to pinpoint and address these gaps. This paper introduces an innovative EDI LA dashboard, co-created with diverse stakeholders. Rigorously evaluated, the dashboard provides fine-grained insights and course-level analysis, empowering institutions to effectively address awarding gaps and contribute to a diverse and inclusive higher education landscape. Practitioners notes What is already known about this topic Traditionally underrepresented groups face educational disparities, commonly known as the awarding gap. Underachievement is a complex multi-dimensional problem and cannot be solely attributable to individual student deficiencies. LA dashboards targeting this specific problem are often not public, there is little research about them, and are frequently designed with little involvement of educational stakeholders. What this paper adds Pioneers the introduction of a dashboard specifically designed to address the awarding gap problem. Emphasises the significant data needs of educational stakeholders in tackling awarding gaps. Expands the design dimensions of Learning Analytics (LA) by introducing a specific design

approach rooted in established user experience (UX) design methods. Implications for practice and/or policy Insights from this study will guide practitioners, designers, and developers in creating AI-based educational systems to effectively target the awarding gap problem.

Boolmann, U. (2024). **Artificial intelligence and education: A teacher-centred approach to safety and health**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3977* [Report]. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/d7d3a760-64e7-11ef-a8ba-01aa75ed71a1 website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3977
This report examines the opportunities and risks associated with the integration of new digital technologies for the health, safety and wellbeing of teachers in schools. This is viewed both from the perspective of occupational safety and health (OSH) and a pedagogical perspective. A comprehensive overview of the possible risks and opportunities for teachers from the integration of technologies, in particular based on artificial intelligence (AI), is provided based on a systematic analysis. Suggestions are also given of potential measures for improving the health, safety and wellbeing of teachers in the digital age.

C. Nargolwalla, M. (2024). **Photos from home: Integrating lived experience in a remote-learning environment**. *Distance Education*, *45*(3), 452-461. https://doi.org/10.1080/01587919.2024.2338728
Early in the COVID-19 pandemic, first-year lectures in Biological Anthropology and Archaeology at the University of Toronto Scarborough (UTSC) and Mississauga (UTM) were offered via online asynchronous delivery, which challenged the ability of instructors to interact with students and gauge levels of understanding, interest, and engagement. This teaching brief describes one approach used to connect with students and build community in a remote-learning environment. In a low-stakes assessment, students introduced themselves, specified from where in the world they were learning, and were invited to submit photographs from home. Photos were submitted from all over Asia, Africa, and the Americas, and were integrated into lectures with short discussions on the evolutionary history and significance of these places. This exercise was successful in creating community by integrating student experience directly into course material, emphasizing geographic and cultural diversity, and showcasing this diversity for all students, whether learning on campus or abroad.

Cabello, P., Saadati, F., & Barahona, P. (2024). **Assessing the Distance Teaching-Learning Experience in Higher Technical-Vocational Education in Chile**. *Journal of Hispanic Higher Education*, *23*(4), 228-246. https://doi.org/10.1177/15381927241228497
This study aimed to validate a multidimensional instrument for assessing distance teaching-learning. It combined factors measuring motivation with instructional material and the teaching-learning experience with peers and teachers. The instrument was administered to 2,984 higher education students in Chile, demonstrating its statistical validity and adequate fit indicators. Consequently, this instrument can confidently evaluate online learning in higher education.

Café pédagogique. (2024, septembre 6). **Evaluer les usages d'une IA générative**. Consulté 6 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/06/evaluer-les-usages-dune-ia-generative/
Utiliser une Intelligence Artificielle générative suppose bien des compétences, numériques, informationnelles, créatives, réflexives : l'Ecole peut-elle les évaluer ? Sur le site de la Drane de l'académie de Lyon, Françoise Vaillant et

Cechinel, C., Maldonado-Mahauad, J., Munoz, R., & Ochoa, X. (2024). **Evidence-based learning analytics: Reusing and reapplying successful methods and techniques in real learning settings**. *British Journal of Educational Technology*, *55*(5), 1837-1840. https://doi.org/10.1111/bjet.13506

Cerisier, J.-F. (2024, septembre 10). **Smartphones au collège : de quoi la « pause numérique » est-elle le nom ?** Consulté 11 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/smartphones-au-college-de-quoi-la-pause-numerique-est-elle-le-nom-237698
En rentrée 2024, une part des collégiens devront laisser leurs smartphones à l'entrée de leur établissement. Mais comment concilier cette « pause numérique » et la nécessaire éducation au numérique ?

Chaker, R., Hajj-Hassan, M., & Ozanne, S. (2024). **The Effects of Online Continuing Education for Healthcare Professionals: A Systematic Scoping Review**. *Open Education Studies*, *6*(1). https://doi.org/10.1515/edu-2022-0226
Abstract Continuing education offers healthcare professionals the opportunity to adapt to the many changes in society and to improve their skills and knowledge to provide optimal care for patients. As technology evolves, healthcare workers can benefit from virtual peer-to-peer and mentor interactions with digital technology as a platform for continuing professional development (CPD). Nevertheless, healthcare professionals' experiences in CPD in online learning settings have not been tackled clearly. The aim of our systematic scoping review is to investigate the effects of distance and hybrid learning settings in continuing education on learning outcomes and perceptions among healthcare professionals. A quantitative literature search was conducted following the preferred reporting items for systematic reviews and meta-analyses scoping research, allowing data collection of healthcare study scores from previous articles tackling the subject. A total of 17 articles met the inclusion criteria and were reviewed. We identified four main categories of learning outcomes: knowledge acquisition, skills and performance, participants' attitudes toward training, satisfaction, confidence, and self-efficacy. This systematic scoping review highlights that continuing distance education improves health professional learning outcomes. Continuing education in online learning setting allow more learning accessibility for healthcare professionals, as it was found to be a solution for temporal and physical constraints.

Chandini, M. (2024). **Usages du téléphone portable chez les étudiants et fraude aux examens en milieu universitaire camerounais**. *Formation et profession*, *32*(1), 4. https://doi.org/10.18162/fp.2024.808

Chen, C.-H., & Syu, J.-Y. (2024). **Effects of integrating a role-playing game into a virtual reality-based learning approach on students' perceptions of immersion, self-efficacy,**

learning motivation and achievements. *British Journal of Educational Technology*, *55*(5), 2339-2356. https://doi.org/10.1111/bjet.13436
Virtual contexts play a crucial role in assisting students' learning. Researchers have taken advantage of the potential of immersive virtual reality (VR) for situating students in inaccessible places, and for engaging them in learning activities. Meanwhile, several previous studies have reported that, in VR-based learning contexts, students' perception of immersion and learning motivation could be low owing to the lack of clear objectives and problem-solving scenarios. On the other hand, digital game-based learning is capable of enhancing students' engagement in a task. In this study, we designed a learning approach (namely RPG-VR) by means of integrating a role-playing game with VR technology to enhance students' science learning. Furthermore, a quasi-experiment was conducted to evaluate the students' learning effectiveness via, respectively, providing the RPG-VR learning approach and the conventional VR (called C-VR) learning approach for the experimental and control groups. The experimental results indicated that this approach significantly enhanced the students' perceptions of immersion, self-efficacy and extrinsic learning motivation, in comparison with the C-VR learning approach. Specifically, students who learned with the RPG-VR learning approach perceived more immersion in the engagement and the total immersion stages. This study contributes to existing knowledge of VR technology by providing that a digital role-playing game could reinforce the main characteristics of VR-based learning environments and enhance students' concentration on a learning task. However, no significant difference was found between the two groups in terms of promoting students' learning achievements, implying that more instructional assistance is needed to improve students' knowledge gains in VR-based learning environments. Practitioner notes What is already known about this topic Virtual contexts play a crucial role in promoting students' learning performances. Virtual reality has been adopted for situating students in inaccessible places to promote their learning. A DGBL context provides students with opportunities for learning that emphasize immersion in practice, resulting in concept acquisition and skill development. What this paper adds An RPG-VR learning approach was designed by means of integrating a role-playing game with VR technology to enhance students' science learning. A virtual reality learning system with a role-playing game was developed based on the proposed approach. This approach significantly enhanced the students' perceptions of self-efficacy, extrinsic learning motivation and immersion, especially in the engagement and the total immersion stages. A digital role-playing game could reinforce the main characteristics of VR-based learning environments. Implications for practice and/or policy The RPG-VR learning approach could be a notable reference for further research on VR-based learning environments. More instructional assistance is needed to improve students' knowledge gains in VR-based learning environments.

Colliot, T., Krichen, O., Girard, N., Anquetil, É., & Jamet, É. (2024). **What makes tablet-based learning effective? A study of the role of real-time adaptive feedback**. *British Journal of Educational Technology*, *55*(5), 2278-2295. https://doi.org/10.1111/bjet.13439
This study investigated the added value of real-time adaptive feedback on seventh graders' performances in tablet-based geometry learning. To isolate the effects of the medium (ie, tablet) from those of the feedback, three groups were compared: paper-and-pencil, pen-based tablet without feedback and pen-based tablet with feedback. The feedback was provided by a tutoring system based on an artificial intelligence that automatically interpreted students' pen strokes on the screen. A total of 85 French

students drew three geometric shapes, either on paper or on a tablet, and then performed a transfer task on paper. Results showed that using a tablet without feedback did not improve learning but seemed to enhance interest in the task compared to the paper-and-pencil group. Students in the tablet with feedback group performed significantly better than the other two groups on learning, as well as on transfer. This study was the first to combine media comparison and added-value approaches to test the effects on students' geometry performances of using a new educational app on a pen-based tablet in a naturalistic classroom environment. Results showed that it was not the medium used but the intelligent tutoring system-based feedback that improved students' performance. Our data therefore indicate that artificial intelligence is a promising way of providing learners with real-time adaptive feedback in order to improve their performances. Practitioner notes What is already known about this topic Previous meta-analyses have investigated the effects of tablet-based learning. Tablet computers have been proven to increase students' motivation. Yet, the influence of tablet computers on learning outcomes remains inconclusive. Other studies show that certain features of environments, such as feedback, have positive effects on learning. What this paper adds Most of the previous studies adopted a media comparison approach (paper- vs. tablet-based instruction). We combine this approach with an added-value approach by adding or not real-time AI-based feedback. Results showed that tablet use increased children's interest but not their learning outcomes. Feedback improved children's performance in a training task and a later transfer paper task. Implications for practice and/or policy Tablet computers can promote students' interest in the task during geometry instruction. App features play a critical role in improving students' learning. Specifically, IA-based adaptive feedback helps children to perform better on a geometry task.

Copur-Gencturk, Y., Li, J., & Atabas, S. (2024). **Improving Teaching at Scale: Can AI Be Incorporated Into Professional Development to Create Interactive, Personalized Learning for Teachers?** *American Educational Research Journal*, *61*(4), 767-802. https://doi.org/10.3102/00028312241248514
Scalable and accessible professional development programs have the potential to address the opportunity gap many teachers experience. Yet many asynchronous online programs lack interaction with and timely feedback to teachers. We addressed this problem by developing a virtual, interactive program that uses intelligent tutoring systems to provide just-in-time feedback to teachers. We conducted a randomized controlled trial with teachers across the United States in which teachers were assigned to either this program or no additional training. We found that teachers who completed our program (N = 29) used mathematically richer tasks and created a more coherent, connected learning environment for students to build conceptual understandings than did teachers who were in the business-as-usual condition (N = 23).

Correia, A.-P., Hickey, S., & Xu, F. (2024). **Beyond the virtual classroom: integrating artificial intelligence in online learning**. *Distance Education*, *45*(3), 481-491. https://doi.org/10.1080/01587919.2024.2338706
In recent years, the rapid advancement of artificial intelligence (AI) technology has created new possibilities for designing and developing diverse learning experiences. Given the capabilities of this new generation of generative AI tools represented by ChatGPT, it is no surprise that many online instructors are simultaneously amazed and alarmed when considering the implications for online learning. Researchers have found

that generative AI tools like ChatGPT have promising applications in interpreting educational questions and generating solutions, improving learning outcomes as well as enhancing student engagement, emphasizing academic integrity, and assisting with assessment design. Still, embracing this AI chatbot requires a thorough understanding of its affordances and limitations. In this reflection, we problematize the questions around the use of generative AI for education. We explore the design principles and strategies for creating successful AI-enhanced online learning experiences while considering ethical and social issues of generative AI in online learning.

da Silva, I., Rogers, D., & Arnett, A. E. (2024). **"Welcome to my backyard": an intersectional approach to inclusive teaching in the asynchronous learning environment**. *Distance Education*, *45*(3), 446-451. https://doi.org/10.1080/01587919.2024.2355538
The following teaching brief advocates for the integration of lived experiences in course design as a means to facilitate equity, inclusion, and culturally responsive teaching. To address persisting inequalities and colonized structures, the authors propose an actionable insight and strategy by sharing a discussion activity in which students share photos and videos of their "backyards" as a vehicle to accentuate similarity within difference—the celebration of a diverse learning community that can only exist online. The proposed instructional activity, "Welcome to My Backyard," is informed by an understanding of how power dynamics, cultural biases, and lived experiences intersect in online education. By outlining how instructors can facilitate online discussions that drive a meta-awareness of diversity, equity, and inclusion among online learners, digital learning can be leveraged to build connections and community while encouraging critical thinking and active engagement with course materials that subvert traditional, colonial models of education.

Demszky, D., Liu, J., Hill, H. C., Jurafsky, D., & Piech, C. (2024). **Can Automated Feedback Improve Teachers' Uptake of Student Ideas? Evidence From a Randomized Controlled Trial in a Large-Scale Online Course**. *Educational Evaluation and Policy Analysis*, *46*(3), 483-505. https://doi.org/10.3102/01623737231169270
Providing consistent, individualized feedback to teachers is essential for improving instruction but can be prohibitively resource-intensive in most educational contexts. We develop M-Powering Teachers, an automated tool based on natural language processing to give teachers feedback on their uptake of student contributions, a high-leverage dialogic teaching practice that makes students feel heard. We conduct a randomized controlled trial in an online computer science course (N = 1,136 instructors), to evaluate the effectiveness of our tool. We find that M-Powering Teachers improves instructors' uptake of student contributions by 13% and present suggestive evidence that it also improves students' satisfaction with the course and assignment completion. These results demonstrate the promise of M-Powering Teachers to complement existing efforts in teachers' professional development.

DNE-TN2. (2024, janvier 31). **Intelligence artificielle et éducation : apports de la recherche et enjeux pour les politiques publiques : édition trilingue 2024** [Billet]. https://doi.org/10.58079/vq06
Résumé Résumé en français Ce document, réalisé par la Direction du numérique pour l'Education (ministère de l'Éducation nationale et de la Jeunesse), traduit en anglais et en espagnol, propose un état des lieux (janvier 2024) sur les apports de la recherche et les lignes directrices des institutions internationales sur l'intelligence artificielle (IA) et

l'éducation : diversité … Continuer la lecture de « Intelligence artificielle et éducation : apports de la recherche et enjeux pour les politiques publiques : édition trilingue 2024 »

Ferreira Santos, L. (2024). **Internationalisation in the digital transformation: A scoping review**. *Higher Education Quarterly*, *78*(3), 807-824. https://doi.org/10.1111/hequ.12488
Since March 2020, the outbreak of the COVID-19 pandemic has posed significant challenges to higher education internationalisation by disrupting long-standing practices, accelerating the adoption of digital technologies, and pushing universities further into the 'digital turn'. Nevertheless, it remains unclear to what extent higher education institutions (HEIs) have systematically integrated digitalisation into their broader internationalisation strategies. Therefore, this scoping review aims to trace the evidence in the international scientific literature on the intersections between COVID-driven digitalisation and HEIs' internationalisation strategies. The focus lies on teaching and learning, cooperation, support structures, and leadership processes. We reviewed 45 studies from an initial selection of 648 sources retrieved from Scopus and Web of Science. Results showed that digitally supported internationalisation strategies are often associated with more cost-effective, inclusive and sustainable models. Despite ongoing calls for comprehensive approaches, the systematic adoption of virtual internationalisation strategies remains largely a normative subject.

Ficapal-Cusí, P., Torrent-Sellens, J., Folgado-Fernández, J. A., & Palos-Sánchez, P. R. (2024). **Sudden e-learning: Exploring the role of user intention, enjoyment, and habit on university students' well-being**. *Higher Education Quarterly*, *78*(3), 1138-1161. https://doi.org/10.1111/hequ.12519
Suddenly, adjusting to a new way of learning is a major challenge for university students. The objective of this article was to study university student determinants of the well-being in the context of the sudden transition towards e-learning imposed by the COVID-19 lockdown. Based on the antecedents linked to the structure of e-learning and its influence on self-management and ease of use, as well as using the mediating role of user intention, perceived enjoyment, and habits, a model was tested to find well-being trajectories. Using a sample of 543 students from originally Spanish face-to-face universities and through a PLS-SEM methodology, this research obtained relevant results in two main directions. First, research found that the self-management and ease of use of e-learning systems constitute direct antecedents of student well-being. Furthermore, the research results confirmed two reinforcement itineraries of well-being. The intention built an itinerary to reinforce ease of use, and perceived enjoyment added explanatory power to self-management. However, the research also found a second explanatory and negative itinerary of sudden e-learning student well-being. This path of darkness is related to the adverse mediating effect exerted by the habit, understood from the perspective of technological dependence, when it interacts with perceived enjoyment. The article discusses their implications for educational strategy and policy, especially indicated for those e-learning practices solely based on the enjoyment and immersion experience of their students.

Fluckiger, C., Boulc'h, L., Nogry, S., & Reffay, C. (2024). **Introduction**. In C. Fluckiger, L. Boulc'h, S. Nogry, & C. Reffay (Éd.), *Enseigner, apprendre, former à l'informatique à l'école : regards croisés* (p. 1-9). https://doi.org/10.53480/2024iecare0bn
Cet ouvrage est issu d'un projet ANR « IE-CARE » qui visait à comprendre et proposer des conditions et modalités durables d'un enseignement de l'informatique à l'école

obligatoire. Pour comprendre les conditions d'un enseignement de l'informatique, il rassemble onze contributions qui s'intéressent aux trois processus fondamentaux : enseigner (de la part des enseignants), apprendre (pour les élèves) et former (les enseignants).

Fluckiger, Cédric, Grugier, O., & Haspekian, M. (2024). **Pratiques envisagées des enseignants pour un enseignement de l'informatique à l'école primaire**. In C. Fluckiger, L. Boulc'h, S. Nogry, & C. Reffay (Éd.), *Enseigner, apprendre, former à l'informatique à l'école : regards croisés*. https://doi.org/10.53480/2024iecare03q/

Gandolfi, E., Ferdig, R. E., & Kosko, K. W. (2024). **Evaluating how extended reality delivery device and preservice teacher major impact presence in immersive learning environments**. *British Journal of Educational Technology*, *55*(5), 2296-2314. https://doi.org/10.1111/bjet.13446
Teacher education has begun to embrace the use of 360 videos to improve preservice teachers' (PSTs) engagement and immersion. While recent research on such use is promising overall, there are specific questions that have been left unanswered about the construct of presence in 360 videos. More specifically, research has yet to fully explore how video delivery devices and PST characteristics may impact presence. The purpose of this study was to respond to this gap in the literature by examining PST major, delivery device (ie, head mounted display vs. flat screen), and the interaction between the two in informing presence. A total of 93 PSTs watched 360 videos and then completed a questionnaire. Findings indicated that presence in head-mounted displays was related to emotions and agency. Conversely, presence with flat screens meant familiarity and control. Moreover, PST major was a predictor of presence, suggesting that 360 videos should be personalized according to PST career and professional goals. Finally, the interaction effect of preparing to teach K-12 mathematics and wearing a head-mounted display had a negative and statistically significant effect on participants' perceived presence, thus indicating a non-cumulative effect. Practitioner notes What is already known about this topic 360 videos are increasingly used to support preservice teacher training. 360 videos for teacher education foster immersion, presence, and noticing skills. What this paper adds Empirical evidence that 360 videos experienced with head-mounted display facilitate agency and emotional involvement. Empirical evidence that 360 videos experienced with flat screens facilitate feelings of control. Data showed that preservice teachers' content area (math) was a positive predictor of presence in 360 videos. Implications for practice and/or policy Head-mounted displays show promise as a delivery mode for 360 videos in teacher education. 360 videos should be personalized according to PST career and professional goals. The eXtended Reality Presence Scale is confirmed as a robust instrument to measure presence in immersive environments. More research is needed to evaluate the scalability of this approach in other contexts.

Hajj-Hassan, M., Chaker, R., & Cederqvist, A.-M. (2024). **Environmental Education: A Systematic Review on the Use of Digital Tools for Fostering Sustainability Awareness**. *Sustainability*, *16*(9), 3733. https://doi.org/10.3390/su16093733
Recently, sustainable development practices have increased attention as climate change and environmental impacts have increased. Interventions to encourage sustainability awareness are developing, so fostering them through education is crucial. Evidence-based studies conducted in this field have suggested the use of different digital

tools to promote environmental learning gains and to foster better sustainability awareness among students. Following the PRISMA method, we found 21 articles published between 2013 and 2023 showing an interest in the use of digital tools in environmental education to foster sustainability awareness among learners. Findings indicate that virtual reality tools and climate change topics are the most trending in this research area. Further, the results show a positive impact of the use of digital tools on students' concern for the sustainability of the planet.

Hakami, L., Hernández-Leo, D., Amarasinghe, I., & Sayis, B. (2024). **Investigating teacher orchestration load in scripted CSCL: A multimodal data analysis perspective**. *British Journal of Educational Technology*, *55*(5), 1926-1949. https://doi.org/10.1111/bjet.13500
Despite the growing interest in using multimodal data to analyse students' actions in Computers-Supported Collaborative Learning (CSCL) settings, studying teacher's orchestration load in such settings remains overlooked. The notion of classroom orchestration, and orchestration load, offer a lens to study the implications of increasingly complex technology-supported learning environments on teacher performance. A combination of multimodal data may aid in understanding teachers' orchestration actions and, as a result, gain insights regarding the orchestration load teachers perceive in scripted CSCL situations. Studying teacher orchestration load in CSCL helps understand the workload teachers experience while facilitating student collaboration and assists in informing design decisions for teacher supporting tools. In this paper, we collect and analyse data from different modalities (i.e. electrodermal activity, observation notes, log data, dashboard screen recordings and responses to self-reported questionnaires) to study teachers' orchestration load in scripted CSCL. A tool called PyramidApp was used to deploy CSCL activities and a teacher-facing dashboard was used to facilitate teachers in managing collaboration in real time. The findings of the study show the potential of multimodal data analysis in investigating and estimating the orchestration load experienced by teachers in scripted CSCL activities. Study findings further demonstrate factors emerging from multimodal data such as task type, activity duration, and number of students influenced teachers' orchestration load.

Henríquez, V., Guerra, J., & Scheihing, E. (2024). **The impact of an academic counselling learning analytics tool: Evidence from 3 years of use**. *British Journal of Educational Technology*, *55*(5), 1884-1899. https://doi.org/10.1111/bjet.13474
Despite the importance of academic counselling for student success, providing timely and personalized guidance can be challenging for higher education institutions. In this study, we investigate the impact of counselling instances supported by a learning analytics (LA) tool, called TrAC, which provides specific data about the curriculum and grades of each student. To evaluate the tool, we measured changes in students' performance ranking position over 3 years and compared the performance of students who received counselling with and without the tool. Our results show that using the tool is related to an improvement in cohort ranking. We further investigated the characteristics of counselled students using cluster analyses. The findings highlight the potential beneficial influence on academic outcomes arising from the provision of guidance to students regarding their course load decisions via TrAC-mediated counselling. This study contributes to the field of LA by providing evidence of the impact of counselling supported by an LA tool in a real-world setting over a long period of time. Our results suggest that incorporating LA into academic counselling practices can improve student success. Practitioner notes What is already known about this topic By

analysing student performance, teaching strategies and resource impact, learning analytics (LA) empowers institutions to make informed changes in curriculum design, resource allocation and educational policies. Through insights into academic progress, engagement and behaviour, LA counselling tools enable the identification of at-risk students and those needing additional support. In the related literature, there are areas for further exploration such as understanding the scalability and long-term effects of interventions on student success and retention. What this paper adds Through rigorous data analysis, the paper establishes a connection between LA utilization and enhanced student performance, offering concrete evidence of the effectiveness of LA interventions. By examining various factors such as academic stage and course load, the research offers valuable insights into the contextual nuances that optimize the outcomes of LA tool-based support. It adds to the growing body of evidence that supports the efficacy of data-driven interventions in education, fostering a more informed and evidence-based approach to student support and success. Implications for practice and policy Enhanced student support strategies: By tailoring counselling interventions to align with the identified effective conditions, educators can proactively address individual student needs, improving academic outcomes and retention rates. Informed decision making: The demonstrated positive impact highlights the potential of similar data-driven initiatives to foster student success. Policymakers can consider incentivizing the adoption of such interventions at institutional levels. Future directions for research: By identifying contextual factors that influence the efficacy of LA interventions, it encourages further exploration into how other LA interventions can be optimized for specific conditions. This can guide the development of more precise and effective student support strategies in the future.

Hernández González, T., Arora, R., Luna Barahona, M., & Bakarally, S. (2024). **"Let's try this again": Exploring the Potential of Virtual Reality in Providing Effective Practice Cycles**. *Apprendre et Enseigner Aujourd'hui : Revue Du Conseil Pédagogique Interdisciplinaire Du Québec*, *13*(2), 80-84. https://doi.org/10.7202/1111369ar
The demanding initiation into the teaching profession contributes significantly to attrition rates among teachers. Virtual reality (VR), a tool proven to be effective in other professions, offers a controlled and safe environment for developing teaching expertise, potentially mitigating attrition. The Teaching English as a Second Language (TESL) program and the Lab for Innovation in Teaching and Learning (LITL) at Concordia University have created a proof-of-concept Minimal Viable Product (MVP) VR tool for teacher education, piloting it with student teachers from diverse programs and partner universities. The MVP immerses participants in a post-observation meeting scenario that is typically loaded with interpersonal and emotional challenges. Initial testing indicated VR's potential to evoke the emotional and cognitive engagement necessary for effective deliberate practice cycles. We present our journey so far and highlight the design dilemmas and challenges. The overarching goal of our project is to foster innovation in teacher education while establishing a network of professionals motivated to reduce attrition rates by facilitating teacher training and better equipping student teachers for their initiation in the profession.

Huang, K., Law, V., & Lee-Post, A. (2024). **Relationships among class climate, students' internal help-seeking inclinations, participation in peer help and achievement in an online class**. *British Journal of Educational Technology*, *55*(5), 2132-2150. https://doi.org/10.1111/bjet.13437

Help seeking has traditionally been studied in face-to-face settings using self-report instruments measuring learners' internal inclinations for help seeking (eg, perceived benefits and threats). Much less is known about help seeking in online learning. Furthermore, external environmental factors such as a positive climate were found to encourage help seeking. Utilizing peer-help analytics as well as self-report measures, this study simultaneously modelled the structural relationships among students' perceived class climate, internal help-seeking inclinations, help-seeking engagement, participation in peer help and performance in an online class. Results from structural equation modelling indicated that students' perceived goal structure of an online class had a significant influence on their internal help-seeking inclinations, which subsequently affected their help-seeking engagement, participation in peer help and learning outcomes. Instructors of online classes should pay particular attention to fostering a mastery-oriented climate in order to encourage help seeking and improve academic performance. Practitioner notes What is already known about this topic Help seeking is important for academic success. Due to a variety of individual and contextual factors, students often do not seek help despite the need. Existing research on help seeking focuses on the face-to-face setting and relies on self-report measures. Students' help-seeking inclinations and patterns may differ between in-person classes and the online environment. What this paper adds This study examined help seeking in an online class through self-report measures and objective analytics data. This study modelled the structural relationships among the external climate of an online class, students' internal help-seeking inclinations, engagement in help seeking, participation in peer help and course performance. Structural equation modelling found that the goal structure of an online class influenced students' internal help-seeking inclinations. Online students' internal help-seeking inclinations affected their grades through their participation in help seeking. Implications for practice and/or policy A mastery-oriented class climate elicits online learners' positive help-seeking inclinations while discouraging negative ones. The design and teaching of online classes should aim to foster a mastery-oriented climate. Online classes should offer peer-help opportunities and encourage student participation, which is conducive to academic performance.

Hulin, T., M-A, N., J, M., Reffay, C., & Athias, F. (2024). ***Recherche de scénarios pédagogiques en humanités numériques avec l'intelligence artificielle. Le cas Edubas***. Consulté à l'adresse https://gis2if.org/wp-content/uploads/2024/05/ebook_compressed.pdf

Jongbloed, J., Chaker, R., & Lavoué, E. (2024). **Immersive procedural training in virtual reality: A systematic literature review**. *Computers and Education*, *221*, 105124. https://doi.org/10.1016/j.compedu.2024.105124
Introduction. Virtual reality (VR) head-mounted displays (HMDs) offer an immersive learning experience that could replicate real-life training. Our review identifies and critically analyses studies of interventions designed to provide procedural training via these media and to test learning outcomes associated with these interventions. Methods. We undertook a systematic search of the literature published between January 2013 and March 2023 related to immersive procedural training interventions using HMDs. Our search methods and protocol were guided by the PRISMA framework. Results. Thirty-three studies fulfilled the broader inclusion criteria, while 23 fit the stricter criteria of measuring a procedural learning outcome. Studies were categorised into three broad types: design or usability studies, media comparisons, and

value-added research. Learning environments were divided into 360° video representations, serious games, and simulations. Learning outcomes included knowledge gain, retention, and transfer. A subset of 16 study results that fit the criteria to be included in the meta-analysis show a significant positive medium effect size overall of immersive procedural training on learning outcomes as compared to less immersive environments. Knowledge transfer outcomes show the largest effect sizes. Conclusions. Our systematic review of the literature highlights the richness and diversity of existing studies. We find strong support for immersive procedural training and suggest an important role for embodied cognition in maximizing learning outcomes. However, we also find a lack of consistency in intervention design, measured outcomes, and terminology among studies. In the future, more studies using experimental research designs on similar types of applications and outcome measures are needed to rigorously test these trends.

Katsavounidou, G. (2024). **Distance Teaching Urban Design and Planning Studio Courses during the Pandemic: Challenges and Lessons Learnt**. *Journal of Planning Education and Research*, *44*(3), 1109-1121. https://doi.org/10.1177/0739456X221084992
Urban design and planning studios presented considerable challenges to teach remotely following the outbreak of COVID-19 pandemic. Planning is space-based and requires real-life experience, and existing virtual teaching platforms can hardly re-create the studio atmosphere. This paper presents an empirical study, via surveys and interviews, on how instructors in Greek universities, where online teaching carried on for three semesters, adjusted studio courses to remote teaching. Findings are organized into three rubrics: Resilience, Interaction, and Surprises. Results show that planning pedagogy needs to maintain problem-based methodologies, that existing platforms should be designed to better emulate the studio atmosphere, and that inviting guest speakers online is a practice that will remain post-pandemic.

Kemp, A., Palmer, E., Strelan, P., & Thompson, H. (Mery). (2024). **Testing a novel extended educational technology acceptance model using student attitudes towards virtual classrooms**. *British Journal of Educational Technology*, *55*(5), 2110-2131. https://doi.org/10.1111/bjet.13440
Many technology acceptance models used in education were originally designed for general technologies and later adopted by education researchers. This study extends Davis' technology acceptance model to specifically evaluate educational technologies in higher education, focusing on virtual classrooms. Prior research informed the construction of the model, which contains perceived usefulness, perceived ease of use, behavioural intent, access and convenience, system attributes and self-efficacy. Education-specific constructs include cognitive engagement, feedback, instructor practice and class interaction and communication. Additionally, a new construct called comfort and well-being is introduced. A total of 427 valid responses on a 5-point Likert scale were received from university students. Exploratory factor analysis, confirmatory factor analysis and structural equation modelling were used to analyse the data. The model accounted for 78% of variance of behavioural intent, with comfort and well-being demonstrating the strongest influence. Cognitive engagement, access and convenience influenced perceived usefulness, and system attributes and self-efficacy influenced perceived ease of use. Feedback, instructor practice and class interaction and communication were not significant as educational constructs for this cohort. Based on this analysis, a final extended educational technology acceptance model (EETAM) is proposed for further use and testing.Practitioner notesWhat is already known about this

topic Most technology acceptance models used in education were made for general technologies, or do not include factors specific to learning and pedagogy. Most students prefer face-to-face learning experiences and active class engagement. Qualitative research shows that instructional attributes and student comfort and well-being are known to be important for students. What this paper adds A novel extended educational technology acceptance model, informed by prior empirical research, is presented. Confirmation of the importance of including student comfort and well-being in technology acceptance models used in education. The model revealed the heterogeneous nature of the student learning experience. Implications for practice and research Technology acceptance models used in educational settings should include factors specific for education and learning, and student comfort and well-being. We encourage use of the presented model in educational settings to further test the model.

Kim, Y., Kumi-Yeboah, A., & Mohammed, Z. (2024). **Promoting culturally responsive teaching in online learning: experiences and challenges of instructors and students in higher education**. *Distance Education*, *45*(3), 385-403. https://doi.org/10.1080/01587919.2024.2345635
Despite the rapid growth of students from diverse backgrounds in online higher education, there has been a knowledge gap in how faculty implemented culturally responsive teaching and how students experienced it in online learning environments. This qualitative study fills this gap by interviewing 30 faculty and 30 students at a public university in the United States. Resulted from a constant comparative analysis approach pointed to these themes: (a) understanding of culturally responsive teaching in online classrooms, (b) strategies to promote culturally responsive teaching (providing multicultural and multimedia materials; creating a conducive online learning classroom; helping diverse students to contribute to learning process; advocating for diversity, equity, and inclusion), (c) challenges in implementing culturally responsive teaching. Findings suggest the synergetic relationship between strategies in helping diverse students contribute to the learning process, and the need for a professional development program for STEM faculty on implementing CRT in online environments.

Kolm, A., Merriënboer, J. J. G. van, Frambach, J., Vanherle, K., & de Nooijer, J. (2024). **Towards a Framework of International Online Collaboration Competencies – A Consensus Study**. *Journal of Studies in International Education*, *28*(3), 458-481. https://doi.org/10.1177/10283153231187140
International Online Collaboration Competencies (IOCCs) are considered essential for global virtual teams, yet no consensus exists on what experts consider as IOCCs and which competencies are involved. To develop a framework to support higher education in designing learning tasks and evaluation instruments for the acquisition of IOCCs, a three-round consensus study was conducted among a purposive sample of academic and field experts in international online collaboration. The final IOCCs framework includes a definition of IOC and 34 IOCCs within six competency domains: (1) information and communication technology, (2) international and intercultural, (3) communication and language, (4) collaboration, (5) management and organization, and (6) domain-specific. The framework may be a benchmark for program development for Internationalization of the Curriculum (IoC), evaluation, and continuous professional development. Further research is needed to evaluate how this IOCCs framework can be integrated into higher education settings to teach and evaluate IOCCs.

Kwak, Y., & Pardos, Z. A. (2024). **Bridging large language model disparities: Skill tagging of multilingual educational content**. *British Journal of Educational Technology*, *55*(5), 2039-2057. https://doi.org/10.1111/bjet.13465
The adoption of large language models (LLMs) in education holds much promise. However, like many technological innovations before them, adoption and access can often be inequitable from the outset, creating more divides than they bridge. In this paper, we explore the magnitude of the country and language divide in the leading open-source and proprietary LLMs with respect to knowledge of K-12 taxonomies in a variety of countries and their performance on tagging problem content with the appropriate skill from a taxonomy, an important task for aligning open educational resources and tutoring content with state curricula. We also experiment with approaches to narrowing the performance divide by enhancing LLM skill tagging performance across four countries (the USA, Ireland, South Korea and India–Maharashtra) for more equitable outcomes. We observe considerable performance disparities not only with non-English languages but with English and non-US taxonomies. Our findings demonstrate that fine-tuning GPT-3.5 with a few labelled examples can improve its proficiency in tagging problems with relevant skills or standards, even for countries and languages that are underrepresented during training. Furthermore, the fine-tuning results show the potential viability of GPT as a multilingual skill classifier. Using both an open-source model, Llama2-13B, and a closed-source model, GPT-3.5, we also observe large disparities in tagging performance between the two and find that fine-tuning and skill information in the prompt improve both, but the closed-source model improves to a much greater extent. Our study contributes to the first empirical results on mitigating disparities across countries and languages with LLMs in an educational context. Practitioner notes What is already known about this topic Recent advances in generative AI have led to increased applications of LLMs in education, offering diverse opportunities. LLMs excel predominantly in English and exhibit a bias towards the US context. Automated content tagging has been studied using English-language content and taxonomies. What this paper adds Investigates the country and language disparities in LLMs concerning knowledge of educational taxonomies and their performance in tagging content. Presents the first empirical findings on addressing disparities in LLM performance across countries and languages within an educational context. Improves GPT-3.5's tagging accuracy through fine-tuning, even for non-US countries, starting from zero accuracy. Extends automated content tagging to non-English languages using both open-source and closed-source LLMs. Implications for practice and/or policy Underscores the importance of considering the performance generalizability of LLMs to languages other than English. Highlights the potential viability of ChatGPT as a skill tagging classifier across countries.

Larger, S., Mocquet, B., & Rongeat, D. (2024). ***Explorations d'usages numériques dans le Supérieur***. Consulté à l'adresse https://www.amue.fr/fileadmin/numerique/Collection_numerique/amue-collection-numerique_33-pages.pdf
L'Amue présente le 33e numéro de sa Collection Numérique. Intitulé « Explorations d'usages numériques dans le Supérieur », ce nouveau volume offre une vue d'ensemble des transformations en cours, des défis à relever et des solutions innovantes mises en place par les établissements. De la personnalisation des parcours étudiants à l'intégration de l'intelligence artificielle, en passant par la cybersécurité et l'optimisation des outils pédagogiques, ce numéro examine les défis et les opportunités du numérique

dans un contexte universitaire en constante évolution. Un des articles de cette édition met en lumière le programme NewDEAL de l'Université de Bordeaux. Depuis 2020, ce projet permet aux étudiants de personnaliser leur parcours de formation grâce à des enseignements « socle », « de personnalisation » et « d'ouverture ». Grâce à des outils numériques dédiés, le programme facilite une meilleure orientation et un accompagnement sur mesure, contribuant ainsi à l'amélioration de l'expérience étudiante. Un autre aspect central de ce numéro est l'exploration de l'intelligence artificielle dans l'enseignement supérieur, avec un focus particulier sur l'adoption de ChatGPT par les enseignants-chercheurs. La cybersécurité est également un thème majeur abordé dans ce numéro. L'Université d'Angers, par exemple, met en place des campagnes de fake phishing pour sensibiliser étudiants et personnels aux risques des cyberattaques. Ces campagnes simulent des e-mails frauduleux afin de renforcer la vigilance des utilisateurs, tout en offrant un cadre sécurisé pour apprendre à identifier et éviter ces menaces. L'Université Gustave Eiffel, quant à elle, se penche sur l'utilisation de Moodle et de Rapid'Mooc pour soutenir l'hybridation des cours. Après la période de continuité pédagogique, ces outils numériques se sont imposés comme essentiels pour l'enseignement à distance et hybride. Une enquête menée auprès de 515 étudiants révèle que Moodle est devenu un élément central de leur vie académique, utilisé non seulement pour récupérer des documents de cours, mais aussi pour collaborer avec leurs pairs. Enfin, le numéro présente le projet Hercule 4.0, une initiative ambitieuse dans le secteur de l'enseignement supérieur agricole. Ce projet, lauréat de l'AMI « Démonstrateurs numériques dans l'enseignement supérieur », vise à transformer les pratiques pédagogiques dans ce domaine en expérimentant de nouveaux outils numériques, tels que les open badges, pour reconnaître et certifier les compétences des étudiants en complément des diplômes traditionnels. Au-delà de ces exemples, le 33e numéro de la Collection Numérique vous propose une vingtaine d'autres contributions riches et variées. Vous y trouverez des témoignages de nos adhérents, des analyses approfondies de chercheurs, ainsi que des retours d'expérience de professionnels du numérique. L'Amue remercie tous les auteurs qui ont participé à cette édition pour leur engagement et leur expertise, qui contribuent à faire de cette publication une ressource incontournable pour la communauté universitaire.

Larnder, C. I., Naffi, 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***. https://doi.org/10.61737/cfrt3613
La scène nationale et la scène internationale voient apparaître 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 printemps 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

Lee, H. R., Rutherford, T., Hanselman, P., Rodriguez, F., Ramirez, K. F., & Eccles, J. S. (2024). **Role Models in Action Through YouTube Videos for Engineering Community College Students**. *Research in Higher Education*, *65*(5), 1007-1039. https://doi.org/10.1007/s11162-023-09772-5
Community colleges provide broad access to a college degree due to their less expensive tuition, greater course time offerings, and more open admission policies

compared to four-year universities as reported (Juszkiewicz, 2015). These institutions have great potential to diversify who chooses STEM, such as engineering. Such diverse representation is important, because students from different backgrounds can contribute new perspectives that foster creative and innovative approaches to solving problems. However, approximately 40% of the students who enter community college in the U.S. leave before graduation (Xu & Jaggars, 2011). Harnessing the power of social media to reduce attrition, we tested a pilot intervention in which community college students in engineering courses completed a reflection exercise after watching YouTube videos of former engineering students from similar backgrounds who successfully transferred to a four-year college. Quasi-experimental analyses (N = 537) show that students in the intervention received higher engineering course grades and had greater odds of enrolling in an engineering course in the subsequent term compared to those who were not in the intervention. Additionally, we find support for the hypothesis that the intervention has larger benefits for women. Results suggest that hearing from other students about their engineering experience can be a useful tool for improving community college students' choices and performance.

Lee, J., Hicke, Y., Yu, R., Brooks, C., & Kizilcec, R. F. (2024). **The life cycle of large language models in education: A framework for understanding sources of bias**. *British Journal of Educational Technology*, *55*(5), 1982-2002. https://doi.org/10.1111/bjet.13505
Large language models (LLMs) are increasingly adopted in educational contexts to provide personalized support to students and teachers. The unprecedented capacity of LLM-based applications to understand and generate natural language can potentially improve instructional effectiveness and learning outcomes, but the integration of LLMs in education technology has renewed concerns over algorithmic bias, which may exacerbate educational inequalities. Building on prior work that mapped the traditional machine learning life cycle, we provide a framework of the LLM life cycle from the initial development of LLMs to customizing pre-trained models for various applications in educational settings. We explain each step in the LLM life cycle and identify potential sources of bias that may arise in the context of education. We discuss why current measures of bias from traditional machine learning fail to transfer to LLM-generated text (eg, tutoring conversations) because text encodings are high-dimensional, there can be multiple correct responses, and tailoring responses may be pedagogically desirable rather than unfair. The proposed framework clarifies the complex nature of bias in LLM applications and provides practical guidance for their evaluation to promote educational equity. Practitioner notes What is already known about this topic The life cycle of traditional machine learning (ML) applications which focus on predicting labels is well understood. Biases are known to enter in traditional ML applications at various points in the life cycle, and methods to measure and mitigate these biases have been developed and tested. Large language models (LLMs) and other forms of generative artificial intelligence (GenAI) are increasingly adopted in education technologies (EdTech), but current evaluation approaches are not specific to the domain of education. What this paper adds A holistic perspective of the LLM life cycle with domain-specific examples in education to highlight opportunities and challenges for incorporating natural language understanding (NLU) and natural language generation (NLG) into EdTech. Potential sources of bias are identified in each step of the LLM life cycle and discussed in the context of education. A framework for understanding where to expect potential harms of LLMs for students, teachers, and other users of GenAI technology in education, which can guide approaches to bias measurement and

mitigation. Implications for practice and/or policy Education practitioners and policymakers should be aware that biases can originate from a multitude of steps in the LLM life cycle, and the life cycle perspective offers them a heuristic for asking technology developers to explain each step to assess the risk of bias. Measuring the biases of systems that use LLMs in education is more complex than with traditional ML, in large part because the evaluation of natural language generation is highly context-dependent (eg, what counts as good feedback on an assignment varies). EdTech developers can play an important role in collecting and curating datasets for the evaluation and benchmarking of LLM applications moving forward.

Li, S., Huang, X., Lin, L., & Chen, F. (2024). **Exploring influential factors in peer upvoting within social annotation**. *British Journal of Educational Technology*, *55*(5), 2212-2225. https://doi.org/10.1111/bjet.13455
Upvotes serve important purposes in online social annotation environments. However, limited studies have explored the influential factors affecting peer upvoting in online collaborative learning. In this study, we analysed the factors influencing students' upvotes received from their peers as 91 participants utilized Perusall, an online social annotation system, for collaborative reading. The participants were asked to collaboratively annotate 29 reading materials in a semester. We collected student reading behaviours and analysed their annotations with a text-mining tool of Linguistic Inquiry and Word Count (LIWC). Moreover, conditional inference tree was used to determine the relative importance of explanatory factors to the upvotes students received. The results showed that the high-upvote group made significantly more annotations, posted more responses to others' annotations and displayed fewer negative emotions in annotations than those who did not receive upvotes. The two groups of students had no significant differences in the upvotes given to others, as well as cognitive activities and positive emotions involved in annotations. Moreover, the number of annotations was the determining factor in predicting the upvotes that one could receive in social annotation activities. This study has significant practical implications regarding providing interventions in social annotation-based collaborative reading.Practitioner notesWhat is already known about this topic Social annotations enhance students' reading experience, facilitate knowledge sharing and collaboration, promote high-quality learning interactions and ultimately lead to improved performance. In social annotation environments, receiving upvotes from peers is not only a type of feedback but also a form of motivation, social interaction and social validation. No study has explored the influential factors in peer upvoting within social annotation-based learning. What this paper adds This study was the first to examine social annotations through the lens of the community of inquiry framework. We investigated the relationships between students' cognitive and social presence in their annotations and the upvotes they received in an online social annotation environment. Our study revealed the strategies for obtaining upvotes from peers in social annotation-based learning environments. Implications for practice and/or policy The high-upvote group made significantly more annotations, posted more responses to others' annotations and displayed fewer negative emotions in annotations compared to the low-upvote group. The two groups of students did not show significant differences in the upvotes they gave to others or in the cognitive activities and positive emotions involved in annotations. The number of annotations was the primary factor predicting the number of upvotes received in the collaborative reading. This study could inform the design of future online social annotation systems to better support collaborative learning and peer interaction.

Li, X., Zhang, F., Duan, P., & Yu, Z. (2024). **Teacher support, academic engagement and learning anxiety in online foreign language learning**. *British Journal of Educational Technology*, *55*(5), 2151-2172. https://doi.org/10.1111/bjet.13430
Previous studies have substantiated the pivotal role of emotions and teachers in student learning, but the underlying mechanism of teachers and emotions on academic engagement remains underexplored. The present study examined the mediating role of teacher support in the relationship between foreign language learning anxiety (FLLA) and academic engagement in online classrooms. Participants were 415 Chinese university students who completed an online questionnaire. The findings of structural equation modelling indicated that teacher support had a partial mediation effect between FLLA and academic engagement. FLLA exhibited a significant negative impact on academic engagement, both directly and indirectly via perceived teacher support. Through both direct and indirect effects, FLLA could explain 44.8% of the variation in academic engagement and the mediation effect accounted for 47.3% of the total effect. The practical implication is that foreign language teachers should extend more support for learners during online learning, and provide learners with feedback adapted to their emotions. Practitioner notes What is already known about this topic Emotions have a significant impact on learners' engagement, and positive academic emotions facilitate students' engagement in the class. Students will be more engaged in learning when they perceive support from their teachers. Teacher support was an influential external predictor of students' mood swings. What this paper adds The structural equation modelling shows that teacher support served as a partial mediator between foreign language learning anxiety and academic engagement. Students' social engagement and perceived emotional support were found to have a greater impact on online foreign language learning. This paper further corroborates the relationship among the presences in the CoI framework. Implications for practice and/or policy Mitigating foreign language learning anxiety and improving teacher support are necessary for effective foreign language learning in future online classes. Teachers need to ensure continued intellectual support and provide more emotional support for learners. Teachers are recommended to deliver feedback that aligns with students' emotional state.

Li, Z., Zheng, X., Bonk, C. J., & Zhu, M. (2024). **Designing MOOCs in South America towards open and equitable education**. *Distance Education*, *45*(3), 365-384. https://doi.org/10.1080/01587919.2024.2338708
This study utilizes a qualitative research design to investigate the design experiences of massive open online courses (MOOCs) instructors in South American academic institutions. It reveals that MOOC instructors are primarily motivated to teach MOOCs from their desire to make contributions to society (e.g., providing free and accessible MOOCs on emerging topics and demanding subjects) and experience innovative teaching and learning, as well as respond to their institutions' call for MOOCs. These courses are designed to reach audiences who face linguistic, financial, and geographical disadvantages within South American regions. The findings of this study inform the need to develop more non-English MOOCs in a variety range of subject areas to provide access to a broader population and promote educational equity. This study further addresses the ambiguity of the relationship between OER and MOOCs. The findings indicate that though MOOC instructors in South America have not yet fully

perceived the benefits of OER, many of them have successfully integrated OER into their MOOCs to make them more accessible.

Liang, H.-Y., Hwang, G.-J., Hsu, T.-Y., & Yeh, J.-Y. (2024). **Effect of an AI-based chatbot on students' learning performance in alternate reality game-based museum learning**. *British Journal of Educational Technology*, *55*(5), 2315-2338. https://doi.org/10.1111/bjet.13448
Recently, alternate reality games (ARGs) have been applied in museum learning to encourage learners' active engagement through playful problem-solving activities. However, most learners have insufficient prior knowledge and metacognitive skills to complete the learning tasks in such games. To support learning with ARGs, there is a need to provide proper feedback so that the learners are capable of self-regulated learning and solving the problems encountered during the learning process. Considering the influences of individual differences, this research developed a chatbot as a learning partner in ARG-based learning to support students' learning with adaptive feedback in a museum. A quasi-experimental study was conducted to evaluate the effectiveness with and without the proposed approach. The results showed that the AI-based chatbot approach could significantly improve learners' metacognition awareness, emotional engagement and behavioural engagement. Besides, it is helpful to facilitate students' double-loop learning.Practitioner notesWhat is already known about this topic Alternate reality games (ARGs) enable students to interact with real-world contexts. The complexities of real contexts and ambiguities of the ARGs could frustrate students and demotivate their engagement in problem-solving activities. Conventional corrected feedback may fail to match individual students' requirements in solving encountered problems. What this paper adds An AI-based chatbot was designed as a smart learning partner to support the students in solving encountered problems. The experimental results showed that the proposed approach improved students' metacognitive awareness and engagement. A drawing analysis and a behaviour sequential analysis were applied to further examine the students' perceptions and behavioural patterns. Implications for practice and/or policy It is potentially worth integrating AI-based chatbots into game-based learning to promote students' metacognitive awareness and engagement. AI-based chatbots provide adaptive feedback to effectively facilitate students' self-regulated learning and double-loop learning.

Liu, T. (2024). **Assessing implicit computational thinking in game-based learning: A logical puzzle game study**. *British Journal of Educational Technology*, *55*(5), 2357-2382. https://doi.org/10.1111/bjet.13443
To date, extensive work has been devoted to incorporating computational thinking in K-12 education. Recognizing students' computational thinking stages in game-based learning environments is essential to capture unproductive learning and provide appropriate scaffolding. However, few reliable and valid computational thinking measures have been developed, especially in games, where computational knowledge acquisition and computational skill construction are implicit. This study introduced an innovative approach to explore students' implicit computational thinking through various explicit factors in game-based learning, with a specific focus on Zoombinis, a logical puzzle-based game designed to enhance students' computational thinking skills. Our results showed that factors such as duration, accuracy, number of actions and puzzle difficulty were significantly related to students' computational thinking stages, while gender and grade level were not. Besides, findings indicated gameplay performance has the potential to reveal students' computational thinking stages and skills. Effective

performance (shorter duration, fewer actions and higher accuracy) indicated practical problem-solving strategies and systematic computational thinking stages (eg, Algorithm Design). This work helps simplify the process of implicit computational thinking assessment in games by observing the explicit factors and gameplay performance. These insights will serve to enhance the application of gamification in K-12 computational thinking education, offering a more efficient method to understanding and fostering students' computational thinking skills. Practitioner notes What is already known about this topic Game-based learning is a pedagogical framework for developing computational thinking in K-12 education. Computational thinking assessment in games faces difficulties because students' knowledge acquisition and skill construction are implicit. Qualitative methods have widely been used to measure students' computational thinking skills in game-based learning environments. What this paper adds Categorize students' computational thinking experiences into distinct stages and analyse recurrent patterns employed at each stage through sequential analysis. This approach serves as inspiration for advancing the assessment of stage-based implicit learning with machine learning methods. Gameplay performance and puzzle difficulty significantly relate to students' computational thinking skills. Researchers and instructors can assess students' implicit computational thinking by observing their real-time gameplay actions. High-performing students can develop practical problem-solving strategies and exhibit systematic computational thinking stages, while low-performing students may need appropriate interventions to enhance their computational thinking practices. Implications for practice and/or policy Introduce a practical method with the potential for generalization across various game-based learning to better understand learning processes by analysing significant correlations between certain gameplay variables and implicit learning stages. Allow unproductive learning detection and timely intervention by modelling the reflection of gameplay variables in students' implicit learning processes, helping improve knowledge mastery and skill construction in games. Further investigations on the causal relationship between gameplay performance and implicit learning skills, with careful consideration of more performance factors, are expected.

Magioli Sereno, M., & Ang, H. B. (Andy). (2024). **The impact of gamification on training, work engagement, and job satisfaction in banking**. *International Journal of Training and Development*, *28*(3), 362-384. https://doi.org/10.1111/ijtd.12324
This study contributes to the comparative analysis of outcomes between gamified and traditional training systems in the banking sector. On-the-job training is a vital aspect of the process of enhancing work performance within organizations. Thus, by employing a case-based asymmetric configural approach rooted in nonlinear and contrarian case analysis, this research investigates the impact of gamified training on human resource development. A global empirical survey of 388 banking employees revealed that a combination of complexity theory and configural analysis provides valuable insights into the outcomes of both gamified and conventional training methods. In the face of increasing competition, banks are compelled to enhance their professionalism by boosting employee motivation. It becomes apparent that there is no straightforward, necessary and sufficient path available to guarantee high levels of engagement and job satisfaction. Notably, some of these results challenge the expectations of self-determination theory (SDT), which posits the satisfaction of three basic psychological needs during training. These findings contribute to an enriched understanding of the nuanced application of complexity theory in the context of SDT research, particularly regarding the training and development of gamified systems for banking organizations

and other service-oriented sectors that can benefit from such innovative training approaches.

Mangal, M., & Pardos, Z. A. (2024). **Implementing equitable and intersectionality-aware ML in education: A practical guide**. *British Journal of Educational Technology*, *55*(5), 2003-2038. https://doi.org/10.1111/bjet.13484
The greater the proliferation of AI in educational contexts, the more important it becomes to ensure that AI adheres to the equity and inclusion values of an educational system or institution. Given that modern AI is based on historic datasets, mitigating historic biases with respect to protected classes (ie, fairness) is an important component of this value alignment. Although extensive research has been done on AI fairness in education, there has been a lack of guidance for practitioners, which could enhance the practical uptake of these methods. In this work, we present a practitioner-oriented, step-by-step framework, based on findings from the field, to implement AI fairness techniques. We also present an empirical case study that applies this framework in the context of a grade prediction task using data from a large public university. Our novel findings from the case study and extended analyses underscore the importance of incorporating intersectionality (such as race and gender) as central equity and inclusion institution values. Moreover, our research demonstrates the effectiveness of bias mitigation techniques, like adversarial learning, in enhancing fairness, particularly for intersectional categories like race–gender and race–income. Practitioner notes What is already known about this topic AI-powered Educational Decision Support Systems (EDSS) are increasingly used in various educational contexts, such as course selection, admissions, scholarship allocation and identifying at-risk students. There are known challenges with AI in education, particularly around the reinforcement of existing biases, leading to unfair outcomes. The machine learning community has developed metrics and methods to measure and mitigate biases, which have been effectively applied to education as seen in the AI in education literature. What this paper adds Introduces a comprehensive technical framework for equity and inclusion, specifically for machine learning practitioners in AI education systems. Presents a novel modification to the ABROCA fairness metric to better represent disparities among multiple subgroups within a protected class. Empirical analysis of the effectiveness of bias-mitigating techniques, like adversarial learning, in reducing biases in intersectional classes (eg, race–gender, race–income). Model reporting in the form of model cards that can foster transparent communication among developers, users and stakeholders. Implications for practice and/or policy The fairness framework can act as a systematic guide for practitioners to design equitable and inclusive AI-EDSS. The fairness framework can act as a systematic guide for practitioners to make compliance with emerging AI regulations more manageable. Stakeholders may become more involved in tailoring the fairness and equity model tuning process to align with their values.

Marano, E., Newton, P. M., Birch, Z., Croombs, M., Gilbert, C., & Draper, M. J. (2024). **What is the student experience of remote proctoring? A pragmatic scoping review**. *Higher Education Quarterly*, *78*(3), 1031-1047. https://doi.org/10.1111/hequ.12506
Remote or online proctoring (invigilating) is a technology primarily used to improve the integrity of online examinations. The use of remote proctoring increased significantly as the world switched to online assessment during the COVID-19 pandemic. Remote proctoring received negative media attention, including concerns about user privacy, discrimination and the accuracy of automated systems for detecting and reporting

cheating. However, it is unclear whether these media concerns fully reflect the experiences of students. Online assessment offers a number of potential advantages to learners and education providers, and it seems likely that it is here to stay. It is essential to fully understand the learner experience of remote proctoring, with a view to ensuring it is as effective as possible while meeting the needs of all stakeholders, especially those being proctored. We undertook a scoping review of research into the student experience of online proctoring, with a pragmatic focus, aimed at developing guidance for higher education providers, based on the student experience. We reviewed primary research studies which evaluated the student experience of the use of remote proctoring for summative assessment in Higher Education. We used the Education Research Information Center database (ERIC) and Google Scholar. 21 papers were identified, from which the positives and negatives of the student experience were extracted, along with the main recommendations from the research. These were then synthesised into a series of summary recommendations by thematic analysis, by a team of researchers that included students and academic staff. We found that student experience was largely negative, influenced by concerns over privacy, technological challenges, fairness and stress. Recommendations were to include the student voice in decisions about how and why to use remote proctoring and limiting the use of remote proctoring. Working with students as partners and limiting the use of remote proctoring where possible, are key to ensuring a positive student experience.

Martinet, B. (2024). ***Accompagner la conception de dispositifs pédagogiques dans des contextes mêlant présence et distance*** (Phdthesis, Université de Lorraine). Consulté à l'adresse https://theses.hal.science/tel-04648581
Le système de formation de l'enseignement supérieur, fait face depuis plusieurs années à un cadre socio-économique en pleine mutation. De nombreux auteurs identifient trois types d'enjeux (Deschryver et al., 2011; Descrhyver, 2008 ; Docq et al., 2010 ; Gobeil-Proulx, 2019 ; Lafleur et Samson, 2020 ; Peltier, 2016 ; Peraya et Peltier, 2020b). Des enjeux pédagogiques et notamment un nombre croissant d'étudiants au profil de plus en plus hétérogène (ministère de l'enseignement supérieur, 2021), qu'il faut parvenir à intégrer et notamment en augmentant la part du distanciel. Des enjeux économiques, pour que notre système puisse garantir la qualification des individus face à une concurrence internationale accrue (Peraya & Peltier, 2020) notamment grâce à la formation tout au long de la vie. Des enjeux sociétaux, pour faire de la France une « société apprenante » (Béjean, 2015) en facilitant l'accès à la formation pour tous, y compris pour les publics empêchés (Charlier, 2023 ; Décret n° 2017-619, 2017 ; Henri, 2019)). Depuis plusieurs années une adaptation de notre système de formation est souhaitée par notre institution, pour faire face à ces enjeux (Bertrand, 2014). Selon l'institution et plusieurs chercheurs (Céci, 2022 ; Coen, 2011 ; Lebrun, 2007), l'une des clefs repose sur l'apparition de nouvelles formes d'apprentissage et d'enseignement (Dulbecco, 2018 ; Lebrun, 2007), issues entre autres d'une pédagogie renouvelée - soutenue par les nouvelles technologies. Ce renouveau pédagogique est susceptible de favoriser la réussite éducative, notamment en accroissant l'accessibilité aux formations. Cette accessibilité résulte à la fois de l'intégration d'unités de temps et de lieux variées, - qui permet d'envisager des cursus de formation plus flexible (Lebis et al., 2021), qui favorise le respect de rythmes d'apprentissage individualisé et facilite l'accès aux connaissances et à leur production (Bertrand, 2014)-, mais également par l'augmentation et l'enrichissement du processus d'enseignement apprentissage (Bédart et al., 2017 ; Docq et al., 2010) à travers des approches collaboratives et individualisées et centrées sur les apprentissages plutôt

que sur le contenu (Paquelin & Lachapelle-Bégin, 2022). Le contexte sanitaire qu'a affronté récemment notre pays a cependant révélé de nombreuses insuffisances. Parmi celles-ci, la difficulté des enseignants à concevoir des dispositifs pédago-numériques (El Mawas et al., 2016), capables d'exploiter pleinement le potentiel de ces modalités spatiales et temporelles (Peraya & Peltier, 2020). C'est ainsi, une ingénierie artisanale ou de crise qui s'est imposée s'opérant - majoritairement - à travers une transposition du présentiel au distanciel, plutôt que par une transition pédagogique (Villiot-Leclercq, 2020). Pour relever ce défi, notre recherche s'intéresse à la question de la conception des dispositifs hybrides. Le terme hybridation polysémique (Peltier & Séguin, 2021) demande à être précisé, c'est une des contributions de ce travail. Nous proposons aussi un modèle d'ingénierie pédagogique spécifique à l'hybridation, une méthode et des outils. Ceux-là répondent au besoin de formation et d'accompagnement, qui résultent de l'état de l'art. Le modèle de conception est à la fois à destination des enseignants et des équipes pédagogiques, mais aussi à destination des concepteurs pédagogiques. Il constitue d'une part, un cadre de référence pour l'hybridation et d'autre part, un modèle d'ingénierie et de réingénierie pour la conception de dispositifs hybrides de formation. La méthode est une instanciation du modèle de conception. Celle-ci vise à satisfaire la préoccupation des enseignants, qui reste centrée jusqu' à lors sur le design de scénarios pédagogiques hybrides. La méthode de conduite de la recherche Traceable Human Experiment Design Research (THEDRE) (Mandran & Dupuy-Chessa, 2017) s'est révélée être la plus appropriée pour mener ce travail de recherche (Mandran et al., 2022).

Matz, R. L., Mills, M., Derry, H. A., Hayward, B. T., & Hayward, C. (2024). **Viewing tailored nudges is correlated with improved mastery-based assessment scores**. *British Journal of Educational Technology*, *55*(5), 1841-1859. https://doi.org/10.1111/bjet.13451
Mastery-based assignments typically provide students with multiple opportunities to improve their performance, but getting students to take advantage of these opportunities is difficult. We report on the implementation of a two-part series of nudges designed to improve students' engagement with and performance on mastery-based assignments in high-enrollment, introductory undergraduate courses. Students received one or two email-based nudges for each assignment, providing both decision information and decision assistance. Delivered via email by a digital coaching system that provides tailored support to students, we evaluated the effectiveness of viewing versus not viewing these personalized nudges across introductory courses in mathematics, computer science and engineering over five terms at our large, research-intensive university. We used multilevel modelling with a sample of 30,693 assignment scores nested within 79 assignments and 5349 undergraduate students to explore the relationship between students' viewing the nudges and their scores while controlling for performance in other courses and students' baseline proclivities to read email from the coaching system. We find that viewing versus not viewing nudges is significantly related to improved outcomes. Viewing the first of the two-part nudge series is associated with a 3% increase in scores on average. Importantly, we found a significant interaction with prior academic performance such that students with the lowest average academic performance across all courses are predicted to benefit the most—up to 9%—from nudging. Positive impacts are observed in most courses where nudges were implemented and are found to be most impactful for later versus earlier assignments within a term. We discuss the implications of these results for supporting students' decision-making within mastery-based assignment schemes and suggest future research

for tailored nudges to support student success. Practitioner notes What is already known about this topic Nudges are known to be broadly effective, but heterogeneity is observed especially in education where the research base is relatively limited. Mastery-based grading is an alternative approach to grading that, among other features, emphasizes learning through an explicit feedback cycle of struggle and revision without penalty. What this paper adds This study assesses the effectiveness of personalized nudges in the context of mastery-based grading in undergraduate STEM courses. We examined the efficacy of viewing versus not viewing nudges in the real learning settings of three STEM courses enrolling more than 5000 students. We found the nudges to be effective overall, correlated with improvements of approximately 3% in students' assignment scores and most impactful for students with the lowest average academic performance. Implications for practice and/or policy Nudging by email or text message has a low overhead cost and yet may provide materially significant gains in students' assessment scores. Nudges can be effectively targeted to specific subsets of students and tailored based on students' prior and concurrent learning analytics data.

Misevic, D., Atal, I., Bedard, D., Cherel, E., Escamilla, J., Evans, L., … van der Leeuw, S. (2023). **Harnessing collective intelligence for the future of learning – a co-constructed research and development agenda**. *Human Computation - A Transdisciplinary Journal*, *10*(1), 1-30. https://doi.org/10.15346/hc.v10i1.141
Learning, defined as the process of constructing meaning and developing competencies to act on it, is instrumental in helping individuals, communities, and organizations tackle challenges. When these challenges increase in complexity and require domain knowledge from diverse areas of expertise, it becomes difficult for single individuals to address them. In this context, collective intelligence, a capacity of groups of people to act together and solve problems using their collective knowledge, becomes of great importance. Technologies are instrumental both to support and understand learning and collective intelligence, hence the need for innovations in the area of technologies that can support user needs to learn and tackle collective challenges. Use-inspired research is a fitting paradigm that spans applied solutions and scientific explanations of the processes of learning and collective intelligence, and that can improve the technologies that may support them. Although some conceptual and theoretical work explaining and linking learning with collective intelligence is emerging, technological infrastructures as well as methodologies that employ and evidence that support them are nascent. We convened a group of experts to create a middleground and engage with the priorities for use-inspired research. Here we detail directions and methods they put forward as most promising for advancing a scientific agenda around learning and collective intelligence.

Mncube, S. (2024). **Open educational resources as the panacea for the decolonisation of e-learning content in South Africa**. *Distance Education*, *45*(3), 418-438. https://doi.org/10.1080/01587919.2024.2338721
Higher education institutions have been following the global trend of advocating open educational resources (OER) for tuition and learning. In the South African context of higher education, there is also an increasingly strong call for decolonisation in educational content. However, there is a lack of knowledge and theories for the decolonisation of learning content. This study sought to establish the possibilities of decolonisation of OER in digital learning. To employ the appropriate lens for the decolonisation of content, the study opted for contextualised theory, contextual

knowledge world views, and the African indigenous knowledge frameworks, while following the Transformative Learning Theory. This theory made it possible to follow the decolonisation elements relevant to low-income contexts. Consequently, the decolonisation lesson guided the appropriate systems for the decolonisation of the tuition content. After decolonisation, the concepts of Africanisation and transformative learning were considered by using the Technology Appropriation Model as a guide for adopting and developing OER appropriate for the African context. The study employed the qualitative approach and case study strategy by focussing on one of the largest comprehensive open distance e-learning (CODEL) institutions in South Africa and on the African continent. The study established that CODEL encourages the use of OER for the decolonisation of tuition content. However, there is still a lack of strategies, models, policies, and practical guidelines for the decolonisation of OER. Therefore, the study proposed the decolonisation of an e-learning content model that academia can use to advance the decolonisation of e-learning content.

Moons, F., Holvoet, A., Klingbeil, K., & Vandervieren, E. (2024). **Comparing reusable, atomic feedback with classic feedback on a linear equations task using text mining and qualitative techniques**. *British Journal of Educational Technology*, *55*(5), 2257-2277. https://doi.org/10.1111/bjet.13447
In this crossover experiment, we investigated the impact of a statement bank, enabling the reuse of previously written feedback (SA condition), on 45 math teachers' feedback for 60 completed linear equation tests, compared to traditional pen-and-paper feedback (PP condition). In the SA condition, teachers were encouraged to use atomic feedback, a set of formulation requirements that makes feedback items significantly more reusable. A previous study found that significantly more feedback was written in the SA condition but did not investigate the content of the feedback. To address this gap, we employed a novel approach of combining text mining with qualitative methods. Results indicate similar wording and sentiments in both conditions. However, SA feedback was more elaborate yet general, focusing on major and minor strengths and deficits, while PP feedback was shorter but more concrete, emphasising main issues. Despite low feedback quality in both conditions, the statement bank led to less effective diagnostic activities, implying that teachers' careless use of statement banks, although convenient, might lead to lower-quality feedback. Practitioner notes What is already known about this topic High-quality feedback should strike a balance between the volume and focus on the main issues, as more feedback does not necessarily equate to better feedback. Feedback should analyse a student's solution whenever possible: interpreting mistakes and communicating that interpretation as feedback. Text mining identifies meaningful patterns and new insights in text using computer algorithms. When teachers can reuse already given feedback using a software tool (statement bank), they tend to write more feedback instead of saving time. What this paper adds Feedback is compared when teachers could use a tool to reuse already given feedback (referred to as 'statement banks') versus a scenario without such a tool. Both approaches observed similar word frequencies, sentiments and amounts of erroneous, descriptive and corrective feedback. However, feedback with a statement bank tended to be more elaborate yet less specific to individual student solutions. In contrast, feedback without the tool was shorter but more concrete, focusing on main issues. Overall, the tool for reusing feedback directed teachers towards less effective diagnostic activities. The paper introduces a novel methodological approach by combining text mining with qualitative techniques in educational research. While text mining provides an overall understanding of

differences and similarities in feedback approaches, qualitative methods are essential for in-depth analysis of content characteristics and feedback quality. Implications for practice and/or policy Statement banks can support teachers by giving more feedback, but in order to improve feedback quality, further measures are necessary (eg, improving pedagogical content knowledge). Teachers may not confuse handiness with quality: statement banks can help, but when used carelessly, teachers tend to describe and correct students' work instead of analysing underlying (mis-)conceptions using it. Continued attention to feedback quality remains necessary when using such tools.

Moore, T. (2024). **Pedagogy, Podcasts, and Politics: What Role Does Podcasting Have in Planning Education?** *Journal of Planning Education and Research*, *44*(3), 1134-1147. https://doi.org/10.1177/0739456X221106327
This paper systematically reviews the use of podcasts in planning education. Podcasting is part of a broader expansion and diversification of digital technology in education, responding to its use in teaching approaches and research dissemination. The ability to gather and share information across time and space, alongside emphases on dialogue, participation, and voice, also means that podcasts may hold emancipatory potential. This systematic review highlights how podcasts may support active learning among students and create dialogues between students and communities under-represented in mainstream debate, and the extent to which they may enhance strategies of blended and active learning in planning curricula.

Mualam, N., Israel, E., & Max, D. (2024). **Moving to Online Planning during the COVID-19 Pandemic: An Assessment of Zoom and the Impact of ICT on Planning Boards' Discussions**. *Journal of Planning Education and Research*, *44*(3), 1650-1669. https://doi.org/10.1177/0739456X221105811
This paper examines the shift to remote participation in planning board hearings during the outbreak of COVID-19. Using the results of an exploratory survey among 182 planners, public officials, and stakeholders, we explore perceptions about this transition, compare online and face-to-face engagements, and discuss the benefits and pitfalls of video-conference meetings. The findings indicate that video conferencing in planning merits future use, yet it also highlights key limitations of virtual meetings. Regardless of the findings here, the long-term effects of video conferencing and online decision-making remain to be seen.

Muljana, P. S., & Shell, A. (2024). **Utilizing the Learner Variability Navigator to support inclusive instructional design**. *Distance Education*, *45*(3), 462-472. https://doi.org/10.1080/01587919.2024.2348724
As our learners become more diverse, online learning environments must shift to be inclusive of learners with differing backgrounds, experiences, cultures, and perspectives. With this increased complexity of our learners, educators and instructional designers face a call to action to consider such variability to promote an inclusive and equitable learning environment. Adopting traditional instructional design models is insufficient, as they were informed mostly by research excluding marginalized groups. In this essay, we: (1) unpack the ADDIE process; (2) suggest considering learner variability when designing an online course in order to be relevant and effective for the full diversity of learners, and (3) introduce the Learner Variability Navigator as a critical-questioning tool to understand how learners' variability contributes to learning, support diverse learners, and pursue inclusive instructional design.

Nguyen-Tran, L. A., & Corbett-Etchevers, I. (2024). **"Ménage à trois": How does generative AI transform the teacher-student relation in higher education? Perspectives in France and Japan**. *29e Conférence de l'Association Information et Management*. Présenté à Montpellier, France. Consulté à l'adresse https://hal.science/hal-04680611
This paper studies the transformative impact of generative AI, here ChatGPT, on teacher-student relations in higher education. We suggest adopting critical research to challenge prevailing assumptions, emphasizing human-centricity and ethical considerations. The swift rise of ChatGPT has sparked worries about technology potentially eclipsing pedagogical considerations, underscoring the need for a detailed investigation. Our research plans to incorporate case studies from universities in France and Japan, representing different cultural backdrops. Amidst the ongoing AI-induced transformation in education, our study aims to understand the extensive implications on the relations of teachers and students in the learning process. This work-in progress communication emphasizes AI perspectives, and its impacts, and identifies the roles of stakeholders through an AI ethics, human-centric approach.

Noben, N., & Fiévez, A. (2024). **Les plus-values liées à l'intégration du numérique en éducation : validation d'une définition et d'une typologie par un panel d'experts**. *Formation et profession*, *32*(1), 6. https://doi.org/10.18162/fp.2024.836

OCDE : Organisation de coopération et de développement économiques. (2024). ***Promoting green and digital innovation : The role of upskilling and reskilling in higher education***. Consulté à l'adresse https://www.oecd-ilibrary.org/docserver/feb029df-en.pdf?expires=1726825707&id=id&accname=guest&checksum=40F54E51F1D499654F891F1F65B0CA35
This analytical report, the last in a series of four, was prepared by the OECD Higher Education Policy Team as part of the Education and Innovation Practice Community (EIPC), an action of the European Union's New European Innovation Agenda, flagship 4 on "Fostering, attracting and retaining deep tech talent". EIPC seeks to bring together peers from policy and practice to advance understanding of the competencies that can trigger and shape innovation for the digital and green transitions, and the mechanisms through which higher education can contribute to their development across three stages of education: secondary education; higher education; and adult upskilling and reskilling. Drawing on module B of the Higher Education Policy Survey 2022 and case studies, this report examines how public authorities can promote upskilling and reskilling in higher education to contribute to the green and digital transitions. It first offers a typology of the higher education-based upskilling and reskilling offer observed in OECD countries before describing four key action areas: setting system-wide strategies; supporting provision; attracting and supporting learners; and securing industry and employer engagement.

Patil, L. (2024). **Education governance and digitization: Inherent conflicts and potential safeguards for a new social contract**. *PROSPECTS*, *54*(2), 323-329. https://doi.org/10.1007/s11125-023-09668-3
This article highlights inherent conflicts between technology industry incentives and a new social contract for education, while arguing for safeguards to mitigate the risk of technology industry engagement in education governance. Business strategies often utilize economies of scale, standardization, and internationalization to maximize profits.

These strategies are diametrically opposed to education as a public endeavor and as a reflection of humanity's diverse ways of knowing and being in various local contexts. Technology industry strategies tend to emphasize the disruption of sectors and encourage entrepreneurialism and innovation with an emphasis on outputs, measurement, and impact. These strategies often recast the "good" of education from public to private returns. While appropriate engagement of non-state technology actors in education governance can offer solutions in support of global education goals and a new social contract for education, I argue that such mobilization is multi-sided, simultaneously pushing through innovative, yet untested, education agendas. The article identifies potential risks to systems of public education and reflects upon safeguards, which fall into two main categories: issues of transparency, accountability and legitimacy; and issues of technology management and governance. Proactively addressing inherent conflicts and potential safeguards, I argue, is a key step to identifying ways to strengthen motivations for corporations to forge meaningful long-term investment in a new social contract for education and for the development of education governance structures that are equitable and democratic.

Persohn, L., Letourneau, R., Abell-Selby, E., Boczar, J., Symulevich, A., Szempruch, J., … Holtzman, A. (2024). **Podcasting for Public Knowledge: A Multiple Case Study of Scholarly Podcasts at One University**. *Innovative Higher Education*, *49*(4), 757-782. https://doi.org/10.1007/s10755-024-09704-w
Through a lens for engaged scholarship (Boyer in Journal of Public Service and Outreach, 1(1), 11–20, 1996) this multiple case study (Merriam, 1996) explores the potential of scholarly podcasts for public knowledge dissemination, highlighting the misalignment of university impact metrics with this medium. Our team collected qualitative and numerical data from six podcasters across our university system. We identify metrics for assessing scholarly podcast value, offer recommendations for institutional communication, and share our insights and challenges. Data analysis suggests that a Listen Score (Listen Notes, ND) and an increasing Podcast Success Index (Singh et al. JMIR Medical Education, 2(2), 1–10, 2016) may be consistent with a wider reach. Consistent production and promotion are key and infrastructure support for scholarly podcasters is necessary.

Petit, M., & Gagné, A. (2024). **Pour une utilisation éthique du numérique en supervision de stage**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 76-79. https://doi.org/10.7202/1111368ar
Cet article explore l'intégration du numérique dans la supervision des stages en enseignement, notamment lorsqu'elle se déroule à distance. Si la vidéo s'avère l'outil incontournable d'une telle supervision (notamment pour l'autoévaluation de la personne stagiaire et la rétroaction de la personne superviseure), le numérique peut aussi être au service d'une « observation indirecte » de ce qui se passe en stage. Considérant des préoccupations éthiques en lien avec l'utilisation du numérique, une charte éthique pour encadrer la supervision de stage à distance (Petit et al., 2023) est proposée, promouvant des principes d'accès équitable, de fiabilité, de littératie numérique, de consentement, de gestion des situations délicates et de respect des exigences professionnelles.

Plumley, R. D., Bernacki, M. L., Greene, J. A., Kuhlmann, S., Raković, M., Urban, C. J., … Gates, K. M. (2024). **Co-designing enduring learning analytics prediction and support**

tools in undergraduate biology courses. *British Journal of Educational Technology*, *55*(5), 1860-1883. https://doi.org/10.1111/bjet.13472

Even highly motivated undergraduates drift off their STEM career pathways. In large introductory STEM classes, instructors struggle to identify and support these students. To address these issues, we developed co-redesign methods in partnership with disciplinary experts to create high-structure STEM courses that better support students and produce informative digital event data. To those data, we applied theory- and context-relevant labels to reflect active and self-regulated learning processes involving LMS-hosted course materials, formative assessments, and help-seeking tools. We illustrate the predictive benefits of this process across two cycles of model creation and reapplication. In cycle 1, we used theory-relevant features from 3 weeks of data to inform a prediction model that accurately identified struggling students and sustained its accuracy when reapplied in future semesters. In cycle 2, we refit a model with temporally contextualized features that achieved superior accuracy using data from just two class meetings. This modelling approach can produce durable learning analytics solutions that afford scaled and sustained prediction and intervention opportunities that involve explainable artificial intelligence products. Those same products that inform prediction can also guide intervention approaches and inform future instructional design and delivery.Practitioner notesWhat is already known about this topic Learning analytics includes an evolving collection of methods for tracing and understanding student learning through their engagements with learning technologies. Prediction models based on demographic data can perpetuate systemic biases. Prediction models based on behavioural event data can produce accurate predictions of academic success, and validation efforts can enrich those data to reflect students' self-regulated learning processes within learning tasks. What this paper adds Learning analytics can be successfully applied to predict performance in an authentic postsecondary STEM context, and the use of context and theory as guides for feature engineering can ensure sustained predictive accuracy upon reapplication. The consistent types of learning resources and cyclical nature of their provisioning from lesson to lesson are hallmarks of high-structure active learning designs that are known to benefit learners. These designs also provide opportunities for observing and modelling contextually grounded, theory-aligned and temporally positioned learning events that informed prediction models that accurately classified students upon initial and later reapplications in subsequent semesters. Co-design relationships where researchers and instructors work together toward pedagogical implementation and course instrumentation are essential to developing unique insights for feature engineering and producing explainable artificial intelligence approaches to predictive modelling. Implications for practice and/or policy High-structure course designs can scaffold student engagement with course materials to make learning more effective and products of feature engineering more explainable. Learning analytics initiatives can avoid perpetuation of systemic biases when methods prioritize theory-informed behavioural data that reflect learning processes, sensitivity to instructional context and development of explainable predictors of success rather than relying on students' demographic characteristics as predictors. Prioritizing behaviours as predictors improves explainability in ways that can inform the redesign of courses and design of learning supports, which further informs the refinement of learning theories and their applications.

Prinsloo, P., Khalil, M., & Slade, S. (2024). **Vulnerable student digital well-being in AI-powered educational decision support systems (AI-EDSS) in higher education**. *British Journal of Educational Technology*, *55*(5), 2075-2092. https://doi.org/10.1111/bjet.13508
Students' physical and digital lives are increasingly entangled. It is difficult to separate students' digital well-being from their offline well-being given that artificial intelligence increasingly shapes both. Within the context of education's fiduciary and moral duty to ensure safe, appropriate and effective digital learning spaces for students, the continuing merger between artificial intelligence and learning analytics not only opens up many opportunities for more responsive teaching and learning but also raises concerns, specifically for previously disadvantaged and vulnerable students. While digital well-being is a well-established research focus, it is not clear how AI-Powered Educational Decision Support Systems (AI-EDSS) might impact on the inherent, situational and pathogenic vulnerability of students. In this conceptual paper, we map the digital well-being of previously disadvantaged and vulnerable students in four overlapping fields, namely (1) digital well-being research; (2) digital well-being research in education; (3) digital well-being research in learning analytics; and (4) digital well-being in AI-informed educational contexts. With this as the basis, we engage with six domains from the IEEE standard 7010–2020—IEEE Recommended Practice for Assessing the Impact of Autonomous and Intelligent Systems on Human Well-Being and provide pointers for safeguarding and enhancing disadvantaged and vulnerable student digital well-being in AI-EDSS. Practitioner notes What is already known about this topic Digital well-being research is a well-established focus referring to the impact of digital engagement on human well-being. Digital well-being is effectively inseparable from general well-being as it is increasingly difficult to disentangle our online and offline lives and, as such, inherently intersectional. Artificial Intelligence shows promise for enhancing human digital well-being, but there are concerns about issues such as privacy, bias, transparency, fairness and accountability. The notion of 'vulnerable individuals' includes individuals who were previously disadvantaged, and those with inherent, situational and/or pathogenic vulnerabilities. While current advances in AI-EDSS may support identification of digital wellness, proxies for digital wellness should be used with care. What this study contributes An overview of digital well-being research with specific reference how it may impact on vulnerable students. Illustrates specific vulnerabilities in five domains from the IEEE standard 7010–2020—IEEE Recommended Practice for Assessing the Impact of Autonomous and Intelligent Systems on Human Well-Being selected for their significance in online learning environments. Pointers for the design and implementation of fair, ethical, accountable, and transparent AI-EDSS with specific reference to vulnerable students. Implications for practice and/or policy Fairness, equity, transparency and accountability in AI-EDSS affect all students but may have a greater (positive or negative) impact on vulnerable students. A critically informed understanding of the nature of students' vulnerability—whether as inherent, situational and/or pathogenic, as well as temporal/permanent aspects—is crucial. Since AI-EDSS can exacerbate existing vulnerabilities resulting in pathogenic vulnerability, care is needed when designing AI-EDSS.

Proust-Androwkha, S., Lison, C., & Meyer, F. (2023). **Le processus de validation d'un outil d'autoévaluation portant sur les pratiques d'enseignement en ligne pour un dispositif d'autoformation dédié aux enseignants des cycles supérieurs**. *Mesure et évaluation en éducation*, *46*(3), 56-87. https://doi.org/10.7202/1113333ar

Dans un contexte d'enseignement distant ou hybride, les enseignants des cycles supérieurs sont confrontés à de nombreux défis technopédagogiques. Le dispositif d'autoformation dynamique pour l'innovation (DADI) offre des ressources et un outil d'autoévaluation fondé sur le modèle théorique du savoir technopédagogique disciplinaire (STPD) de Bachy (2014). Cette recherche visait à construire et à valider cet outil d'autoévaluation. La méthodologie de validation a combiné des approches qualitatives et quantitatives, impliquant des experts en sciences de l'éducation et des enseignants des cycles supérieurs issus de disciplines volontairement variées. Cet article se concentre sur les résultats quantitatifs. L'évaluation statistique a été menée auprès de 173 enseignants québécois via un questionnaire en ligne. Les analyses factorielles semi-confirmatoires, à la suite des analyses exploratoires, confirment la validité de l'outil avec 60 items. Elles examinent également la pertinence de cloisonner certains domaines de connaissances dans la pratique effective des enseignants.

Samuel, A. (2024). **Decolonizing online learning: a reflective approach to equitable pedagogies**. *Distance Education*, *45*(3), 439-445. https://doi.org/10.1080/01587919.2024.2338720
The process of decolonization in online learning is a complex and multifaceted endeavor that involves recognizing, disrupting, and embracing alternatives to the constraints imposed by colonialist perspectives. European colonization was not only about the seizure of land and resources but also encompassed a systematic dismantling of indigenous cultures, including their education systems. Decolonization of online learning involves recognizing the constraints imposed by the colonizer, disrupting these constraints, and embracing alternatives. This article examines colonization in online learning environments and provides suggestions for disrupting colonial influences. This includes decentering the Western, Eurocentric voice, incorporating diverse indigenous perspectives, and providing options and alternatives to minimize the privileging of English and Western knowledge. Embracing alternatives also involves utilizing technology to minimize linguistic barriers and provide educational opportunities that carry global currency while also valuing and incorporating local knowledge and curriculum. Decolonizing online learning is essential for creating a more inclusive and equitable educational environment.

Sokal, L., & Sharma, U. (2024). **How effective is online pre-service teacher education for inclusion when compared to face-to-face delivery?** *International Journal of Inclusive Education*, *28*(9), 1904-1918. https://doi.org/10.1080/13603116.2022.2046191
Research has recognized that enhancing pre-service teachers' attitudes, efficacy, and decreasing concerns about inclusive education are essential factors in teacher preparation. However, no research has compared the relative ability of online courses to affect these factors when compared to traditional face-to-face instruction. The current study used pre–post survey methods to measure the effects of the online versus face-to-face formats of teaching inclusive education content to Canadian pre-service teachers. Moreover, we studied the relationships between these variables and the participants' intentions for inclusive teaching practices. Results showed that while the face-to-face format influenced pre-service teachers' attitudes and efficacy, it did not foster lower concerns or higher intentions. In contrast, the online course made no significant difference in any of the dependent variables. Given the well-established importance of affective as well as practical variables to effective inclusion, implications and limitations are discussed.

Song, Y., Xing, W., Li, C., Tian, X., & Ma, Y. (2024). **Investigating the relationship between math literacy and linguistic synchrony in online mathematical discussions through large-scale data analytics**. *British Journal of Educational Technology*, *55*(5), 2226-2256. https://doi.org/10.1111/bjet.13444
Previous literature has associated math literacy with linguistic factors such as verbal ability and phonological skills. However, few studies have investigated linguistic synchrony, shown in mathematical discussions. This study modelled math literacy and examined the relationship of math literacy with linguistic synchrony between students and facilitators. We retrieved data from 20,776 online mathematical discussion threads at a secondary school level. First, we assessed students' math literacy based on their discussions and classified them into high- and low-math literacy groups. Then, we conducted Cross-Recurrence Quantification Analysis (CRQA) to calculate linguistic synchrony within each thread. The result implies that students with high math literacy are more likely to share common words (eg, mathematical terms) with facilitators. At the same time, they would paraphrase the facilitators' words rather than blindly mimic them as the exact sentences or phrases. On the other hand, students with low math literacy tend to use overlapping words with facilitators less frequently and are more likely to repeat the exact same phrases from the facilitators. The findings provide an empirical data analysis and insights into mathematical discussions and linguistic synchrony. In addition, this paper implies the directions to improve online mathematical discussions and foster math literacy. Practitioner notes What is already known about this topic Mathematical discussions are known to be an effective way to promote math literacy. Math literacy and linguistic skills have a strong link. Linguistic synchrony is related to better collaboration and common knowledge building. What this paper adds Reveals the relationship between math literacy and linguistic synchrony and deepens the understanding of digital communication in online learning environments. Provides empirical analysis of natural language data in group discussions using CRQA. Conceptualizes linguistic synchrony with three sub-concepts: linguistic concurrence, predictability, and complexity. Implications for practice and/or policy Educators and practitioners could utilize the automatic formative assessment of math literacy based on the student's language use in mathematical discussions. Educational technology researchers and designers could include CRQA indices and recurrence plots in the dashboard design to provide information to support teachers and learners. Teachers would be able to provide real-time interventions to promote effective mathematical communication and foster math literacy throughout mathematical discussions.

Sung, H., & Nathan, M. J. (2024). **Your body tells how you engage in collaboration: Machine-detected body movements as indicators of engagement in collaborative math knowledge building**. *British Journal of Educational Technology*, *55*(5), 1950-1973. https://doi.org/10.1111/bjet.13473
Collaborative learning, driven by knowledge co-construction and meaning negotiation, is a pivotal aspect of educational contexts. While gesture's importance in conveying shared meaning is recognized, its role in collaborative group settings remains understudied. This gap hinders accurate and equitable assessment and instruction, particularly for linguistically diverse students. Advancements in multimodal learning analytics, leveraging sensor technologies, offer innovative solutions for capturing and analysing body movements. This study employs these novel approaches to demonstrate how learners' machine-detected body movements during the learning process relate to

their verbal and nonverbal contributions to the co-construction of embodied math knowledge. These findings substantiate the feasibility of utilizing learners' machine-detected body movements as a valid indicator for inferring their engagement with the collaborative knowledge construction process. In addition, we empirically validate that these inferred different levels of learner engagement indeed impact the desired learning outcomes of the intervention. This study contributes to our scientific understanding of multimodal approaches to knowledge expression and assessment in learning, teaching, and collaboration.Practitioner notesWhat is already known about this topic Previous research emphasizes the importance of gestures as essential tools for constructing common ground and reflecting shared meaning-making in learning and teaching contexts. The prior studies in multimodal learning analytics (MMLA) suggest that certain forms of body movements and postures can be differentiated based on the automatic detection of upper body joint locations. Empirical observations indicate that co-thought gestures typically involve smaller hand or arms movement that are closer to the gesturer's body than co-speech gestures used in interpersonal communication. What this paper adds This paper fills the research gap by examining the use of gestures in collaborative learning, offering insights into how individuals contribute verbally and nonverbally to collaborative knowledge construction. This paper introduces the concept of using machine-detected body movements as a viable proxy for inferring learners' engagement in collaborative knowledge-building activities. Leverages sensor technologies for automatic detection of body movements, the innovative approach in this work seeks to overcome the time-intensive and laborious process of manually coding gestures. Implications for practice and/or policy By recognizing the potential significance of learners' body movements in indicating engagement levels with collaborative knowledge-building activities, instructors can set up computer-supported collaborative learning (CSCL) environments to enable capturing these movements. Given the crucial role of gestures in learning, teaching, and collaboration, educators can create more equitable formative assessment practices for linguistically diverse students by developing strategies that align with multimodal forms of knowledge expression. Research can expand beyond mathematics to explore the transferability of these findings to other subjects, helping educators create comprehensive pedagogical approaches that leverage multimodal interactions across disciplines.

Taschereau, J. (2024). **Démocratiser l'intégration du numérique en éducation : l'importance de la consultation délibérative auprès de l'équipe-école par les directions d'établissement d'enseignement**. *Formation et profession*, *32*(1), 12. https://doi.org/10.18162/fp.2024.a323

Thier, M., Mason, D. P., & Mattice, B. (2024). **Experiential learning… remotely: Study abroad, global citizenship and NGO management**. *Higher Education Quarterly*, *78*(3), 766-783. https://doi.org/10.1111/hequ.12485
Experiential learning has become a fundamental pillar of higher education, particularly in public administration and nonprofit management programmes. This approach purposefully aims to engage learners directly in (a) concrete experiences; (b) focused, personal reflection; (c) abstract conceptualizations and (d) active experimentation. As universities have increased attention on experiential learning, they have also developed more study-abroad opportunities that position global citizenship as a primary expected learning outcome. Following the cancellation of study-abroad opportunities during the COVID-19 pandemic, this study provides an opportunity to review the student outcomes

of two courses with the same materials, course focus (NGOs in Southeast Asia) and learning objectives: a study-abroad cohort in 2016 and a remote cohort in 2020. The findings suggest that the remote version may lead to similar outcomes in terms of global citizenship dispositions as the in-person version, although students in the remote version exhibited a more superficial, homogenized response to course materials. Implications for online, on-site and hybrid learning are discussed.

Truss, A., McBride, K., Porter, H., Anderson, V., Stilwell, G., Philippou, C., & Taggart, A. (2024). **Learner engagement with instructor-generated video**. *British Journal of Educational Technology*, *55*(5), 2192-2211. https://doi.org/10.1111/bjet.13450
Effective video resources are assumed to promote learner engagement, but the extent to which this occurs is unclear. This study examines learners' engagement with instructor-generated video. It contributes an analytical synthesis of qualitative and quantitative data that provides the basis for investigating the extent to which, and how, learners engage with video resources provided in their courses. Specifically, three dimensions of learner engagement with video are studied: behavioural, cognitive and affective. The study contributes to educational technology research by identifying distinctive patterns of learner control over the use of video which diverges from instructors' assumptions. It shows the complex and nuanced features of cognitive and affective engagement. Videos can have positive effects, but inappropriate use of technical features results in learner disengagement. This study contributes a novel use of signalling theory, suggesting the importance of instructor signals concerning relevance, focus and utility as a feature of video generation, as a prerequisite of cognitive engagement. A research and theory development agenda is developed, locating video-based learning in student contexts as a basis for explaining both engagement and disengagement with video technology affordances. Practitioner notes What is already known about this topic Higher education tutors are increasingly expected to generate video content as a feature of their course delivery. Although effective video resources are assumed to promote learner engagement, the extent to which this occurs is unclear. Video technology affordances rarely feature in academic professional development programmes leaving tutors ill-equipped to understand how and in what ways students engage with video resources as a part of their courses. What this paper adds A novel use of signalling theory to explain different patterns of learner engagement and disengagement. Learner agency and control results in video technology affordances being fitted and 'flexed' around factors that instructors rarely consider in the video generation process. A new model to describe factors that affect student engagement with instructor-generated video. Implications for practice and/or policy Raise awareness for instructors about patterns of student engagement with video technology affordances that affect learning experience and outcomes. Implement professional development programmes to equip instructors to design and generate video content that takes account of patterns of behavioural, cognitive and affective engagement and signals relevance, focus and utility. Develop clear policies regarding technical features of video generation to avoid learner disengagement.

Verrax, F., & Scheid, F. (2024, juillet 15). **ChatGPT in education: breakthrough or disruptive innovation?** Consulté 17 juillet 2024, à l'adresse The Conversation website: http://theconversation.com/chatgpt-in-education-breakthrough-or-disruptive-innovation-225379

ChatGPT is a breakthrough innovation, but is it a fundamentally disruptive one that will transform schools and universities?

von Gillern, S., Rose, C., & Hutchison, A. (2024). **How students can be effective citizens in the digital age: Establishing the Teachers' Perceptions on Digital Citizenship Scale**. *British Journal of Educational Technology*, *55*(5), 2093-2109. https://doi.org/10.1111/bjet.13434
As teachers are purveyors of digital citizenship and their perspectives influence classroom practice, it is important to understand teachers' views on digital citizenship. This study establishes the Teachers' Perceptions of Digital Citizenship Scale (T-PODS) as a survey instrument for scholars to investigate educators' views on digital citizenship for their students. Drawing upon existing research, a theorized model of digital citizenship was developed and validated via a confirmatory factor analysis (CFA), resulting in a 14-item four-factor model. Factor constructs include digital ethics, participation and engagement, informed citizens and civic know-how. As teachers' views can shift over time, particularly with the emergence of new technologies, scholars can utilize T-PODS as they investigate educators' perceptions of digital citizenship across time and context.Practitioner notesWhat is already known about this topic Digital citizenship is crucial for modern society and involves becoming a well-informed and responsible participant in digital spaces. A few instruments exist for measuring digital citizenship, which have focused on the behaviours and perceptions of young people, including children and university students. Teachers play an important role in helping children develop their digital citizenship skills. What this paper adds This study presents a new validated model that conceptualizes four key constructs of digital citizenship: digital ethics, participation and engagement, informed citizen and civic know-how. It also demonstrates the relationship between these constructs and their connections to the literature. This article also establishes the Teachers' Perceptions of Digital Citizenship Scale (T-PODS), a 14-item survey instrument that measures teachers' perceptions of these four constructs. Implications for practice and/or policy Researchers and educators can use T-PODS to understand teachers' perceptions of digital citizenship across time, locations and contexts. Drawing upon the four key constructs, teachers can identify and address constructs, skills and processes that are most applicable to their students and educational goals. Policymakers and curriculum developers can utilize these four constructs to develop both targeted and well-rounded digital citizenship educational experiences.

Wei, X. (2024). **Text-to-Speech Technology and Math Performance: A Comparative Study of Students With Disabilities, English Language Learners, and Their General Education Peers**. *Educational Researcher*, *53*(5), 285-295. https://doi.org/10.3102/0013189X241232995
This study investigates the relationship between text-to-speech (TTS) usage and item-by-item performance in the 2017 eighth-grade National Assessment of Educational Progress (NAEP) math assessment, focusing on students with disabilities (SWDs), English language learners (ELLs), and their general education (GE) peers. Results indicate that all students use TTS more for longer and more difficult math items as well as for multiple-choice or short-response formats. Among SWDs and GE students, lower math proficiency and higher perceived time pressure are linked to higher TTS usage. Moreover, among GE students, factors such as male gender, minority status, lower math persistence, and higher math interest and effort during testing contribute to higher TTS usage. TTS usage is positively associated with item performance for SWDs and ELLs who received extended

time accommodations but not for those who did not receive such accommodations or for general education students. The study suggests that the time constraints of speeded digital assessments may limit the potential benefits of TTS for SWDs and ELLs in math problem-solving.

Wu, L. (2024). **Mapping racial justice to online teacher education**. *Distance Education*, *45*(3), 404-417. https://doi.org/10.1080/01587919.2024.2338715
As many teacher education programs have returned to in-person instructional models since the initial interruption caused by the COVID-19 pandemic, little research examines innovative practices during the pandemic at the intersections of racial justice and online teacher education. This self-study illustrates how one Asian male teacher educator linked technological pedagogical content knowledge with anti-racist education in an online multicultural education course at a predominantly white institution in the Pacific Northwest of the United States during the COVID-19 pandemic. Implications include how teacher educators can bridge anti-racist education and technological pedagogical content knowledge in research and practice as an ongoing decolonial project in a post-pandemic world.

Yan, L., Echeverria, V., Jin, Y., Fernandez-Nieto, G., Zhao, L., Li, X., … Martinez-Maldonado, R. (2024). **Evidence-based multimodal learning analytics for feedback and reflection in collaborative learning**. *British Journal of Educational Technology*, *55*(5), 1900-1925. https://doi.org/10.1111/bjet.13498
Multimodal learning analytics (MMLA) offers the potential to provide evidence-based insights into complex learning phenomena such as collaborative learning. Yet, few MMLA applications have closed the learning analytics loop by being evaluated in real-world educational settings. This study evaluates the effectiveness of an MMLA solution in enhancing feedback and reflection within a complex and highly dynamic collaborative learning environment. A two-year longitudinal study was conducted with 399 students and 17 teachers, utilising an MMLA system in reflective debriefings in the context of healthcare education. We analysed the survey data of 74 students and 11 teachers regarding their perceptions of the MMLA system. We applied the Evaluation Framework for Learning Analytics, augmented by complexity, accuracy and trust measures, to assess both teachers' and students' perspectives. The findings illustrated that teachers and students both had generally positive perceptions of the MMLA solution. Teachers found the MMLA solution helpful in facilitating feedback provision and reflection during debriefing sessions. Similarly, students found the MMLA solution effective in providing clarity on the data collected, stimulating reflection on their learning behaviours, and prompting considerations for adaptation in their learning behaviours. However, the complexity of the MMLA solution and the need for qualitative measures of communication emerged as areas for improvement. Additionally, the study highlighted the importance of data accuracy, transparency, and privacy protection to maintain user trust. The findings provide valuable contributions to advancing our understanding of the use of MMLA in supporting feedback and reflection practices in intricate collaborative learning while identifying avenues for further research and improvement. We also provided several insights and practical recommendations for successful MMLA implementation in authentic learning contexts. Practitioner notes What is currently known about this topic Multimodal learning analytics (MMLA) seeks to generate data-informed insights about learners' metacognitive and emotional states as well as their learning behaviours, by utilising intricate physical and physiological signals. MMLA has not only

pioneered novel data analytic methods but also aspired to complete the learning analytics loop by crafting innovative, tangible solutions that relay these insights to the concerned stakeholders. A prominent direction within MMLA research has been the formulation of tools to support feedback and reflection in collaborative learning scenarios, given MMLA's capacity to discern intricate and dynamic learning behaviours. What this paper adds Teachers' and students' positive perceptions of an MMLA implementation in stimulating considerations of adaptations in their pedagogical practices and learning behaviours, respectively. Empirical evidence supporting the potential of MMLA in assisting teachers to facilitate students' reflective practices during intricate collaborative learning scenarios. The importance of addressing issues related to design complexity, interpretability for users with disabilities, aggregated data representation, and concerns related to trust for building a practical MMLA solution in real learning settings. Implications for practice and/or policy The MMLA solution can provide teachers with a comprehensive view of student performance, illuminate areas for improvement, and confirm learning scenario outcomes. The MMLA solution can stimulate students' reflections on their learning behaviours and promote considerations of adaptation in their learning behaviours. Providing clear explanations and guidance on how to interpret analytics, as well as addressing concerns related to data completeness and representation, are essential to maximising utility.

Zhang, K., Chen, J., & Yang, Z. (2024). **Use of human–computer interactive games for the dynamic assessment of language skills of children with autism spectrum disorder**. *British Journal of Educational Technology*, *55*(5), 2383-2402. https://doi.org/10.1111/bjet.13438
This study explored the influence of the dynamic assessment of human–computer interactive games on children's language potential. Thirty-seven special children aged 3–7 years were selected to participate in the study. They were divided into three groups according to their scores on the Autism Behaviour Checklist: (1) a non-autism group, (2) a suspected autism group and (3) an autism group. In two stages of static and dynamic assessment, all three groups of children completed language tests under the conditions of no mediated prompt and mediated prompts, and the data generated in the game interactions were processed and analysed. The findings suggest the following: (1) static assessment may ignore children's language potential, while dynamic assessment can measure and differentiate children's potential language development ability; (2) children with ASD need more mediation prompts and are more likely to complete tasks with explicit mediation prompts; (3) children with ASD have weaker language potential, and children with suspected ASD or non-ASD children have homogeneous language potential; and (4) assessors should pay timely attention to and maintain children's learning status and psychological changes. This study demonstrates the importance of human–computer interactive games as a dynamic assessment tool to tap into children's language potential and to determine their proximal developmental zone, which has important implications for teachers in understanding groups with different language abilities. Practitioner notes What is already known about the topic? The traditional language assessment paradigm (static assessment) can only evaluate the learners' current language development ability, while the short-term development potential may not be observed. Different prompts in the mediation strategy can be used as a quantitative assessment paradigm in dynamic assessment. Much of the dynamic assessment in children with ASD focuses on language vocabulary learning outcomes and lacks measurement or quantification of language potential. What this paper adds? Presents a method for the dynamic assessment of a human–computer interactive

language game suitable for children aged 3–7 years with ASD. Quantifies the potential level of language skills in children with varying degrees of ASD. Objectively and dynamically compares differences in language development potential between different groups. In dynamic assessment, children's learning status and psychological changes should be paid attention to and maintained in time. Implications for practice, research or policy This paper provides a concrete example of how human–computer interactive games can be used to dynamically assess the language potential of children with ASD. These findings highlight the importance of progressive scaffolds (mediated prompts) in children's language learning, which can help children identify and solve problems in a timely manner. For educational developers, language intervention materials should be prepared in a way that encompasses the different levels of language skills of children with different disabilities, that is, within the individual's zone of proximal development.

Orientation scolaire et professionnelle

Born, V. de L., Hegna, K., & Vasbø, K. B. (2024). **Reconciling Ideals of Autonomy and Parental Influence. Young People's Stories of Educational Choice**. *British Journal of Sociology of Education*, *45*(6), 991-1009. https://doi.org/10.1080/01425692.2024.2381684
Young people's room for autonomy and independent life choices is challenged by intensive parenting practices and ambiguous ideals underpinning the youth-parent relationship. In this article, we explore how young people make sense of and relate to parental influence as they are about to make choices of higher education. Through Foucauldian discourse analyses of interviews with 23 young men and women (19 years) in Oslo, Norway, this study sheds light on how the youth reconciled ideals of self-expression and self-determination with perceived parental influence. We demonstrate how their 'autonomous self' is portrayed as 'accountable' and 'malleable', to allow for parent's influence through their subject positions as 'advisor' and 'socialising agent'. These subject positions overlap with discourses of intensive parenting previously described as disciplining the modern parent. We discuss whether youth contribute to the cultivation of 'the intensive parent', and the potential the ideal of autonomy holds for conformity to normalizing powers.

Camirand, C. (2024). **Un parcours de développement de la RAC universitaire**. *Revue hybride de l'éducation*, *8*(3), 1-12. https://doi.org/10.1522/rhe.v8i3.1757
Ce récit de pratique présente l'évolution de la reconnaissance des acquis et des compétences (RAC) à l'Université du Québec à Trois-Rivières (UQTR), par une conseillère spécialiste de la question qui porte ce dossier depuis une dizaine d'années. Celle-ci présente, à travers une mise en contexte de la situation de la RAC dans son établissement, quatre réalisations importantes contribuant à l'évolution de ce domaine. Enfin, elle apporte une réflexion sur les apports et les prospectives pour continuer la progression de la RAC au bénéfice des acteurs impliqués dans ce processus.

Cycle annuel des auditeurs de l'IH2EF. (2024). **Co-produire l'orientation des élèves : parcours et réussite du lycée à l'université**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3986* (p. 76) [Report]. Consulté à l'adresse Institut des hautes études de l'éducation et de la formation (IH2EF) website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3986

Créé en 2019, le cycle annuel des auditeurs de l'IH2EF constitue un dispositif à part dans l'offre de formation de l'IH2EF. Parcours exigeant et de haut niveau, il a vocation à questionner des thématiques portées par les politiques éducatives à la lumière des évolutions sociétales et des avancées de la recherche, dans une perspective européenne. Il rassemble chaque année 25 à 30 cadres des secteurs publics et privés, issus de tous horizons professionnels. Le temps d'une année scolaire, ils interrogent une problématique précise des politiques publiques éducatives au rythme d'un séminaire mensuel en académie et à l'étranger. Au terme d'une aventure professionnelle et humaine de 10 mois, ils sanctuarisent leurs observations, analyses et recommandations au sein d'un rapport présenté au plus haut niveau de l'État lors d'une cérémonie officielle. La question de l'orientation du lycée à l'université Pour sa 5e édition, le cycle des auditeurs 2023-2024 portait son regard sur le processus d'orientation des élèves du bac-3 au bac+3. De la réforme du lycée qui donne aux parcours une position centrale, aux journées

Diehl, C., Pomianowicz, K., & Hinz, T. (2024). ***On the wrong track? Perceived track mismatch among ethnic minority and majority students in the German educational system*** (Working Paper N° 35). Consulté à l'adresse University of Konstanz, Cluster of Excellence « The Politics of Inequality. Perceptions, Participation and Policies » website: https://econpapers.repec.org/paper/zbwcexwps/300839.htm
Based on an innovative survey of seventh graders in German secondary schools, this paper analyzes students' feelings that they should be on a higher educational track, We show that ethnic minority students are not only more likely than majority students to be placed in the lowest track, but they are also more likely to perceive this track placement as a mismatch, We test two explanations for this « perception gap » between the two groups, First, minority students may actually be more likely than majority students to be placed in a track that is too low for them (exposure to unfair treatment), Second, they are more likely than majority students to attend the lower educational tracks and to have highly ambitious parents, As a result, they may feel a greater need to attribute their limited educational success to unfair treatment in order to protect their self-esteem (ex-post rationalization of failure), We find that, compared to majority students, minority students' perceptions of being on the wrong track do not primarily reflect unfair treatment, Rather, it is high and unmet parental expectations that account for the « perception gap » between majority and minority students.

Liu, V. Y. T., Haralampoudis, A., & Polon, I. (2024). **Combating Summer Melt: The Impact of Near-Peer Mentor Matriculation Program in New York City**. *Research in Higher Education*, *65*(5), 794-826. https://doi.org/10.1007/s11162-023-09773-4
College education plays a crucial role in upward social mobility. However, despite applying to and being accepted by colleges, students often fail to matriculate—a phenomenon known as "summer melt". The summer after high school graduation is a vulnerable period for these students due to limited counseling support from both high schools and accepted colleges. While summer counseling has been studied as an intervention to address summer melt, little research exists on programs using "near-peer" counselors, despite evidence from smaller-scale interventions suggesting their positive impact and cost-effectiveness. This study utilizes administrative data for 54,000 New York City high school seniors who graduated in June 2020 at the peak of the COVID-19 Pandemic. It aims to examine the impact of a remote near-peer college matriculation support program on students' enrollment in Fall 2020 using propensity score matching.

The results indicate that the program increased matriculation by seven percentage points. Notably, it proved particularly effective for Black and Hispanic students, as well as students residing in low-income neighborhoods—groups that are typically underserved in higher education. These findings, drawn from the largest public school system in the nation, offer evidence supporting the efficacy of near-peer mentoring programs in promoting college matriculation.

Nahapétian, N. (2024, juillet 15). **A l'école, la bataille des stéréotypes de genre fait rage**. Consulté 17 juillet 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/a-lecole-bataille-stereotypes-de-genre-rage/00111667
L'orientation scolaire reste très clivée, avec des filles qui choisissent majoritairement les filières littéraires et peu les filières scientifiques et industrielles, pourtant porteuses.

Pineau, G. (2024). **Une histoire de vie professionnelle avec la reconnaissance des acquis, comme passages de frontières et de niveaux entre parcours, discours et dispositifs**. *Revue hybride de l'éducation*, *8*(3), 1-20. https://doi.org/10.1522/rhe.v8i3.1728
Ce texte vise à rappeler les enjeux passés et présents de la reconnaissance et validation des acquis de l'expérience (RVAE) pour mieux construire l'avenir. Il consiste en un retour réflexif sur un parcours de 60 ans de recherche-formation universitaire, mais aussi expérientielle, avec la RVAE dans diverses universités. La première partie relate mon parcours de vie avec la RVAE à l'université. La seconde partie présente la RVAE comme zone-interfacielle à travailler entre deux paradigmes : celui, institué, de la recherche-enseignement universitaire et celui, émergent, de l'apprentissage expérientiel à mettre en culture. La troisième partie propose des jalons de construction paradigmatique de la RVAE pour l'avenir.

Robert, A., & Sawadogo, A. W. F. (2024). **Les jeunes en emploi peu qualifié pendant la crise sanitaire : quelles spécificités de leurs trajectoires professionnelles ?** *Formation emploi. Revue française de sciences sociales*, (166), 179-205. https://doi.org/10.4000/11slr
Comment a évolué la situation professionnelle des jeunes en emploi peu qualifié après le début du premier confinement ? Quelles différences par rapport à leurs homologues en emploi plus qualifié ? Ces questions seront examinées sous l'angle de la segmentation du marché du travail à partir de l'enquête Génération 2017 du Céreq, menée en 2020. Les jeunes en début de carrière occupant un emploi peu qualifié au début de la crise apparaissent davantage confrontés à de la mobilité externe, notamment à une sortie de l'emploi vers le chômage, l'inactivité ou la reprise d'études. Cependant, l'écart avec les salariés plus qualifiés ne se creuse pas par rapport à la période qui a précédé la crise ; de même, ils sont aussi nombreux que les autres à connaitre une trajectoire ascendante en cas de mobilité vers un autre emploi portée, surtout pour les plus diplômés, par l'accès à une qualification supérieure dans l'emploi.

Shamsuddin, S. (2024). **Information Without Guidance: Managing the College Search Process in Urban Schools**. *Education and Urban Society*, *56*(7), 787-808. https://doi.org/10.1177/00131245231224762
Despite high aspirations, many students do not complete postsecondary education. Some scholars advocate for providing more college information to increase enrollment and reduce attainment gaps but this approach overlooks what school counselors and students do with information. Based on interviews and participant observations drawn

from 20 urban high schools, this study explores how counselors and students make use of online college information in postsecondary education guidance. The findings reveal that counselors feel students hold responsibility for many aspects of their college searches. Students easily find college information online but experience challenges in understanding it, which leaves them with unanswered questions. Abundant college information may enable counselors to adopt the role of managing the college search process instead of directly guiding students. Scaffolding, active engagement, and additional resources are needed to support counselors and students in college guidance.

Trolian, T. L. (2024). **Out-of-Class High School Experiences and Students' College Aspirations**. *Educational Researcher*, *53*(5), 326-328. https://doi.org/10.3102/0013189X241246761
This study considers whether participation in several out-of-class high school experiences increased the odds that a student would aspire to earn a bachelor's degree, whether these relationships were moderated by the student's race/ethnicity or socioeconomic status, and whether these experiences, considered together, had a cumulative influence on educational aspirations. Results suggest that participation in several experiences, including science-related school programs, extracurricular activities, taking a college class, searching the Internet or reading college guides, and talking to a school counselor about going to college, increased the odds that a student will aspire to earn a bachelor's degree. Findings also suggest a positive, linear relationship as a student increases their participation in these experiences, where participation in four or more of the high school experiences examined significantly increases students' college aspirations.

Xie, D., & Zong, Z. (2024). **How orientation training socializes newcomers: The mediating role of learning in reducing turnover and boosting performance among new salespersons**. *International Journal of Training and Development*, *28*(3), 255-274. https://doi.org/10.1111/ijtd.12322
Orientation training plays a crucial role in the process of newcomer socialization by equipping employees with the knowledge, abilities, and skills necessary for success in a new work setting. However, relatively few studies have investigated orientation training from a socialization perspective and addressed its underlying mechanisms. To address this issue, we developed a model to elucidate the socialization process of newly hired salespersons undergoing skill-based orientation training. The model includes training reactions, two learning outcomes (learning engagement and skill acquisition), as well as two distal socialization outcomes (retention status and annual sales performance). Using a one-year multiperiod design, we conducted a multilevel analysis on data of 1184 new salesperson records nested in 37 off-site classes, which was obtained from a US pharmaceutical company operating in China. The results revealed that newcomers' reactions to orientation training were positively associated with their learning engagement and skill acquisition, which in turn resulted in a higher newcomer retention ratio. Furthermore, skill acquisition was found to be a significant mediator between training reactions and newcomers' annual sales performance. By combining self-report, trainer-report and objective indicators, this study provides a new and compelling evidence on how orientation training accelerates newcomer socialization success.

Xu, Z., & Backes, B. (2024). **Linkage Between Fields of Focus in High School Career Technical Education and College Majors**. *Educational Evaluation and Policy Analysis*, *46*(3), 435-457. https://doi.org/10.3102/01623737231164149
This study examines the extent to which students obtain postsecondary credentials in the career technical education (CTE) fields of focus they choose in high school. Using school fixed-effects models, we find that focusing on a particular CTE field in high school is associated with an increased probability of enrolling and obtaining a postsecondary credential in that field. The secondary–postsecondary relationship varies across focus areas, and it is strongest in health (increase of 12.5 percentage points), which is disproportionately chosen by females. Across all fields of focus, however, most students enroll and obtain a postsecondary credential in fields that are different from what they focused on in high school.

Politique de l'éducation et système éducatif

Abbott, L., & McGuinness, S. (2024). **Northern Ireland pupils transcend cultural difference through transformed integrated schools: we don't think about religion when we're passing the ball, we just do it**. *International Journal of Inclusive Education*, *28*(10), 2072-2087. https://doi.org/10.1080/13603116.2022.2052194
Schooling for Northern Ireland children has over decades been in denominationally separate schools, until an integrated system was instigated by concerned parents in the late 1970s amidst growing political violence. By educating together Catholic and Protestant pupils and those of other religions or none, the hope was to contribute to peace in a conflict-prone society. The first integrated schools were planned and government funded. Then, in the early 1990s, some segregated schools sought to transform to integrated status through a detailed, formal process. In individual, face-to-face interviews, 11- and 16-year old pupils (n = 20), representing both school sectors and both the main cultural backgrounds, described their experiences of learning side by side for the first time with peers of a different tradition. Both younger and older pupils could discern the differences between their previous (segregated) and current (integrated) settings, saw the benefits of accepting and acceptance, and perceived sameness as well as difference. They could appreciate the global perspective, understood the purpose of outward, visible changes such as emblems and school displays, and welcomed curriculum change, particularly in Physical Education. Pupils understood the value of having difficult conversations without acrimony at the same time as learning about and respecting others' viewpoints.

Abraham, B., Grafto, M., & Poutrel, A. (2024). **Le pilotage pédagogique des écoles par les directeurs. Livret 1 : état des lieux et perspectives**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3982* (p. 78) [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: https://www.education.gouv.fr/media/196447/download
Aujourd'hui en France, près de 44 000 directrices et directeurs d'école œuvrent chaque jour au fonctionnement de l'école dont ils ont la charge. Le rapport est consacré à l'évolution de leurs missions, notamment celle du pilotage pédagogique, dans le contexte de la loi Rilhac. Le décret d'application de la loi Rilhac du 14 août 2023 demande aux directeurs et directrices d'école de devenir les pilotes pédagogiques, d'orienter et de conseiller les membres de l'équipe enseignante, de fédérer les talents et

les énergies pour une cohérence pédagogique renforcée et une meilleure réussite des élèves. Comment aider les directrices et directeurs à gagner en confiance et en légitimité ? Comment les former à piloter avec expertise et cohérence pédagogiques les cycles d'apprentissage, à orienter les contenus et réguler les échanges dans les instances pédagogiques ? Comment les aider à mieux exploiter les résultats des élèves aux évaluations nationales standardisées et à faire de l'évaluation d'école un levier d'amélioration du projet pédagogique de leur école et de la réussite des élèves ? La mission d'inspection générale émet des recommandations visant à aider les acteurs concernés par les réponses opérationnelles à apporter à ces différentes questions.

ADEA : Association pour le développement de l'éducation en Afrique. (2024). ***Boîte à outils pour l'analyse comparative de l'enseignement à distance : développement des compétences techniques et professionnelles***. Consulté à l'adresse https://www.adeanet.org/sites/default/files/publications/adea_rebtk_dctp_oct_2023.pdf
Pour une vision plus claire de la situation de l'éducation pendant la COVID-19, l'ADEA a mené deux enquêtes en juin 2020 dans 14 pays d'Afrique les plus touchés en vue de donner des conseils sur la manière de mieux se préparer à d'autres crises tout en renforçant la résilience des systèmes éducatifs. Avec cette Boîte à outils, elle souhaite aider et guider les pays membres dans leur modèle de gestion du changement et renforcer leur préparation à l'enseignement du développement des compétences techniques et professionnels (DCTP) à distance. Elle veut permettre d'accroître progressivement le degré de sophistication de la prestation de services d'enseignement du DCTP et donner des éléments de référence aux ministères pour réviser leurs plans nationaux de réponse aux situations d'urgence. L'objectif est que l'enseignement du DCTP à distance soit davantage accepté, plus résilient et plus durable.

Adugna, M., Ghahari, S., Merkley, S., & Rentz, K. (2024). **Children with disabilities in Eastern Africa face significant barriers to access education: a scoping review**. *International Journal of Inclusive Education*, *28*(10), 2281-2297. https://doi.org/10.1080/13603116.2022.2092656
The UN Conventions on the Rights of Persons with Disabilities urges the establishment of inclusive education and expansion of educational opportunities to maximize access to education among children with disabilities (CwDs). However, more than 90% of 150 million CwDs do not have access to education Rather, they are left without school participation, specifically in developing countries and low-income settings.This scoping review aimed at discovering the literature available around the barriers and facilitators to accessing education for CwDs in low and lower-middle income countries in eastern Africa.Medline, CINAHL, Global Health, ERIC, and Embase were searched. After a rigorous systematic search of peer reviewed articles, 188 articles were obtained, and 15 studies were included within this scoping review after iterative and constant readings and screenings of selected articles. A review of grey literature was also conducted and compared to the results gathered from the research literature.In this paper, we report on a variety of barriers and facilitators to accessing education in low and lower-middle income countries in eastern Africa described by the literature. The study findings will inform inclusive education policy and practice, as well as future disability and inclusive education research.

Alix, S.-A. (2024, septembre 1). **L'éducation en crise : vrai naufrage ou fausse alerte ?** Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/leducation-en-crise-vrai-naufrage-ou-fausse-alerte-235065
L'école est-elle en « crise » ? On ne compte en tout cas plus les articles et reportages sur le sujet. Mais la recherche nous invite à questionner cette rhétorique qui n'est pas neutre politiquement.

Aly, D., Abdelqader, M., Darwish, T. K., Toporkiewicz, A., & Radwan, A. (2024). **Board characteristics and sustainability in higher education institutions: The case of the United Kingdom**. *Higher Education Quarterly*, *78*(3), 898-917. https://doi.org/10.1111/hequ.12496
We explored the relationship between board characteristics and sustainability of higher education institutions in the United Kingdom (UK). We analysed 153 UK universities using data for the year 2019. Our analysis revealed that board size, the number of students on the board, and the number of academic members on the board were found to have significant and positive relationships with sustainability. Also, the composition of the sustainability committee was shown to have a significant and positive impact on sustainability score. However, the relationships between board gender diversity, the number of external members on the board, and the number of board meetings held during the year with sustainability score were not significant. The results provide guidance to universities for developing their sustainability practices.

Amiel, T. (2024). **Open education and platformization: Critical perspectives for a new social contract in education**. *PROSPECTS*, *54*(2), 341-350. https://doi.org/10.1007/s11125-023-09660-x
Public educational systems and institutions have increased their adoption of proprietary educational platforms offered by large private corporations. Platforms now critically mediate content creation and storage, interaction and communication, record-keeping and institutional memory. This platformization of education has led to significant risks to data collection and privacy, technological lock-in and dependency, and educational governance. In this article, the principles of Open Education are presented as a framework to guide the adoption of technological platforms and services in education. Data and examples are presented to demonstrate the significant scope of the integration of platforms within the context of South American higher education and show how it has negatively impacted educational governance. The article concludes with a presentation of alternative models for the adoption of platforms in education guided by public values and not solely by cost savings that reflect a disregard for their adverse impacts on educational governance, privacy, and autonomy.

Anciaux, E. (2023). **Évaluation d'une politique publique : entre représentations et attentes des acteurs au sein d'une Cité éducative**. *e-JIREF*, *9*(3), 75-95. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/215
Dans le cadre de l'évaluation d'une Cité éducative, nous avons interrogé les acteurs impliqués dans cette politique sur leurs représentations de l'évaluation et sur leurs attentes envers l'évaluateur par le biais de 16 entretiens semi-directifs. Cette recherche, issue d'un mémoire de master 2 en sciences de l'éducation, vise à comprendre si les représentations des acteurs peuvent avoir un impact sur leur adhésion à la démarche évaluative. Ces représentations et attentes dans le cadre de l'évaluation d'une politique publique ont été mises en relation avec leur culture professionnelle à travers trois catégories d'acteurs : secteur de l'éducation nationale, secteur périscolaire, secteur

associatif. Nous avons ainsi déroulé notre réflexion autour de la problématique suivante : « dans quelle mesure la culture professionnelle des acteurs va-t-elle influencer la représentation qu'ils se font de l'évaluation et du rôle de l'évaluateur ? ». Suite à l'analyse des résultats, il semble que les acteurs aient des représentations de l'évaluation et des attentes envers l'évaluateur différentes selon leur culture professionnelle.

Anglin, K. (2024). **The Role of State Education Regulation: Evidence From the Texas Districts of Innovation Statute**. *Educational Evaluation and Policy Analysis*, *46*(3), 534-554. https://doi.org/10.3102/01623737231176509
School districts are traditionally subject to a variety of state regulations on educational inputs. Absent regulations, policymakers fear that districts will make inappropriate decisions. However, it is also possible that regulations hinder schools from optimizing student learning. This article tests the salience of these hypotheses by estimating the impact of the Texas District of Innovation statute, which allows districts to opt out of regulations on inputs like teacher certification and class sizes. Using web-scraped implementation data, I document widespread exemptions and variation in regulatory preferences. However, staggered difference-in-differences analyses demonstrate a limited impact of deregulation within 4 years, suggesting that deregulation alone is a relatively weak lever for spurring innovation and changing the state of education.

Antman, F., Duncan, B., & Lovenheim, M. (2024). ***The Long-Run Impacts of Banning Affirmative Action in US Higher Education*** (NBER Working Paper N° 32778). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32778.htm
This paper estimates the long-run impacts of banning affirmative action on men and women from under-represented minority (URM) racial and ethnic groups in the United States. Using data from the US Census and American Community Survey, we use a difference-in-differences framework to compare the college degree completion, graduate degree completion, earnings, and employment of URM individuals to non-URM individuals before and after affirmative action bans went into effect across several US states. We also employ event study analyses and alternative estimators to confirm the validity of our approach and discuss the generalizability of the findings. Results suggest that banning affirmative action results in a decline in URM women's college degree completion, earnings, and employment relative to non-Hispanic White women, driven largely by impacts on Hispanic women. Thus, affirmative action bans resulted in an increase in racial/ethnic disparities in both college degree completion and earnings among women. Effects on URM men are more ambiguous and indicate significant heterogeneity across states, with some estimates pointing to a possible positive impact on labor market outcomes of Black men. These results suggest that the relative magnitude of college quality versus mismatch effects vary for URM men and women and highlight the importance of disaggregating results by gender, race, and ethnicity. We conclude by discussing how our results compare with others in the literature and directions for future research.

ANTONINIS, M. (2024). ***Spotlight on basic education completion and foundational learning in Africa, 2024 : learning counts***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000389481/PDF/389481eng.pdf.multi
La désignation par l'Union africaine (UA) de 2024 comme Année de l'éducation souligne l'importance de l'éducation pour doter les jeunes Africains des compétences essentielles

à leur développement et à celui du continent. Les rapports Spotlight présentent les bonnes pratiques pour améliorer l'apprentissage fondamental ainsi que des recommandations sur les actions clés à mener. Ce deuxième rapport de la série « Spotlight Born to Learn » examine la manière dont les pays - ici le Niger, la Mauritanie, l'Afrique du Sud, l'Ouganda et la Zambie - alignent leur vision avec l'élaboration des programmes scolaires, la fourniture de manuels scolaires, le soutien aux enseignants et les pratiques d'évaluation, pour faire progresser les compétences de base en calcul. Le premier rapport de 2022 concernait la RDC, le Ghana, le Mozambique, le Rwanda et le Sénégal.

Araújo-Oliveira, A., & Amamou, S. (2024). **Réflexions et perspectives sur les stages en formation initiale à l'enseignement : bilan d'un symposium**. *Formation et profession*, *32*(1), 14. https://doi.org/10.18162/fp.2024.a319

Atchison, D., Clements, M., Rickles, J., Brodziak de los Reyes, I., & Heppen, J. (2024). **Comparing the Costs of Online and Teacher-Directed Credit Recovery**. *Educational Policy*, *38*(6), 1487-1514. https://doi.org/10.1177/08959048231207084
This study compares the costs of a school-based online credit recovery model to more traditional teacher-directed credit recovery using rigorous cost analysis methods. Findings indicate that differences in the comprehensive costs for online and teacher-directed credit recovery classes are small. However, cost differences across the two models of specific types of resources are substantial and statistically significant. Online credit recovery classes resulted in higher district-incurred costs largely due to the purchase of online curricula and required technology. The online model incurred lower opportunity costs to teachers stemming from less out-of-class time devoted to grading, lesson planning, and developing course materials.

Auteur, M.-D. (2023). **Les Universités d'Haïti : entre le système de moyenne générale et celui des ECTS (Crédit)**. *Le Scientifique*, *1*(3), 32-40. Consulté à l'adresse https://hal.science/hal-04680431
It is not a half truth, more than 70% of Haitian universities do not operate in the ECTS system (European Credit Transfer System) better known as the Credit system but preferably in that of general average promoting the repetition of classes. How many Haitian students are forced to stop their studies because of an old, outdated repetition system that many developed and developing countries no longer use? How many dreams were shattered because of the repetition system for not having passed a single course or for one (1) point? How many students are forced to repeat all courses, even those passed, because of the general average system in Haiti? What is the difference between the two (2) systems? What is a credit in the international university system? How many rectors, deans, heads of universities in Haiti do not even know the existence of the ECTS system? What are the main Haitian universities that are part of the ECTS system? How many Haitian universities take advantage of the general average system to carry out paid exam retakes, in kind or in cash and sometimes for unethical and abusive purposes?

Ballantyne, C., Wilson, C., Toye, M. K., & Gillespie-Smith, K. (2024). **Knowledge and barriers to inclusion of ASC pupils in Scottish mainstream schools: a mixed methods approach**. *International Journal of Inclusive Education*, *28*(9), 1838-1857. https://doi.org/10.1080/13603116.2022.2036829

Inclusion of autistic pupils into mainstream schools is common practice and staff should have adequate knowledge on teaching and managing classroom behaviour. However, autism knowledge among teaching staff may be inconsistent. A mixed-methods design examined differences between school staff in autism knowledge, perceived barriers to inclusion and required support. 138 early years staff, school teachers and pupil support assistants took part. Knowledge and experience were assessed using Knowledge about Childhood Autism among Health Workers questionnaire (KCAHW; [Bakare, M. O., P. O. Ebigbo, A. O. Agomoh, and N. C. Menkiti. 2008. Knowledge about childhood autism among health workers (KCAHW) questionnaire: description, reliability and internal consistency. Clinical Practice and Epidemiology in Mental Health 4 (1): 17]). Qualitative measures addressed perceived barriers to inclusion and recommended supports. Significant differences in the knowledge of autism scores were shown.. Similar themes were identified across all staff, with five themes reflecting barriers to inclusion (Knowledge, Support, Training, Management of ASC features and Parent involvement) and four themes relating to required support (Individualising educational experience, Changes to learning spaces, Opportunities to learn about ASC and Communication). Government inclusion policy should take a whole school approach and consider staffs' actual and perceived barriers to inclusion of autistic children.

Bart, D., & Daunay, B. (2024). **Le PISA : la stéréotypie d'une évaluation « informative » sur l'École**. *Repères. Recherches en didactique du français langue maternelle*, (69), 37-52. https://doi.org/10.4000/1204t
Lancé à la fin des années 1990, le Programme international pour le suivi des acquis des élèves (PISA) s'est imposé comme une référence centrale dans le domaine des évaluations institutionnelles scolaires. Les données, résultats ou classements du PISA, se retrouvent ainsi largement repris dans les débats scientifiques, politiques, médiatiques ou pédagogiques. À partir d'une analyse d'un corpus de textes du Programme, cet article montre cependant que sa visée informative peut être questionnée sous l'angle des stéréotypes sur l'École et ses acteurs que le discours du PISA contribue à construire.

Barthes, A. (2023). **Internationalisation de l'enseignement supérieur par les objectifs de développement durable : pluriculturalisme, diversité, interculturalité?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 28-39. https://doi.org/10.26443/mje/rsem.v58i1.10180
Major international organizations guide the curricular orientations to be followed by European universities. The idea behind this orientation is to tackle major societal challenges by responding, among other things, to the Sustainable Development Goals (SDGs). We examine the curricula content related to the internalization of master's degrees through the participation in European programs. We note the risks of weakening scientific references linked to the fragmented modes of calls for projects and the risks of referring to a single model, between benchmarks, exchanges of good practices, and unequal access to funding. This raises issues of reorganization of international power hierarchies through university systems and once again questions diversity and multiculturalism in curricula.

Basco, L. (2024). ***Inclusion et enseignement supérieur ?*** Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/inclusion-et-enseignement-superieur/75895

La question de la réussite des étudiants dans l'enseignement supérieur est une préoccupation bien présente. L'inclusion offre aux personnes d'être considérées de manière équitable et d'avoir accès aux mêmes possibilités. Cela ne signifie pas traiter tous les étudiants de la même manière, mais plutôt répondre aux besoins de chacune des personnes. Il n'est pas possible de s'engager dans un processus d'inclusion si les façons de voir, de comprendre, d'aborder la diversité ne changent pas. Il faut donc oser modifier les pratiques professionnelles dans la communauté universitaire, dans le groupe classe d'étudiants.Cet ouvrage relève certaines d'entre elles au sein de plusieurs universités au niveau international, au plus près de la personne étudiante, comme témoignages de ce qu'il serait possible de réaliser au regard de la question de l'inclusion.En quoi aujourd'hui pourrions-nous dire que l'inclusion est bien une volonté voire une réalité dans l'enseignement supérieur ?

Beaudoin, C. (2025). ***La diversité en contextes éducatifs: Regards théoriques et pratiques***. Consulté à l'adresse https://www.puq.ca/catalogue/livres/diversite-contextes-educatifs-4320.html
Le présent ouvrage souhaite mettre de l'avant la richesse qui découle des diversités, que ce soit pour le bien-être individuel ou collectif. Il s'adresse à toute personne désireuse de mieux envisager la diversité humaine et sa potentialité pour un meilleur vivre-ensemble.

Bélanger, N., Goastellec, G., & Verhoeven, M. (2024). **Le référentiel de l'inclusion en actes : expansion et brouillage des frontières dans les organisations scolaires**. *Éducation et Sociétés*, *52*(2), 5-19. https://doi.org/10.3917/es.052.0005

Belof, M., & Kryczka, P. (2024). **Between Architecture and Planning: Urban Design Education in Poland against a Background of Contemporary World Trends**. *Journal of Planning Education and Research*, *44*(3), 1030-1047. https://doi.org/10.1177/0739456X211057205
Urban design, as an academic discipline, was born in the 20th century in response to challenges related to the planning, design, and renewal of urbanized areas. Since then, there has been an ongoing debate about the scope, scientific basis, and teaching formula of the discipline. The aim of this article was to assess the formula for teaching urban design at an academic level in Poland, considering global trends in this field. The theoretical framework involved a review of contemporary scientific concepts, which provided the basis for extracting the most popular and well-recognized domains, definitions, and dimensions of urban design. The research results confirm that urban design has permanently taken its place between architecture and urban planning. In Poland, but not only, the elements of both the theory and practice of urban design are dispersed among various master's degree courses. This is not conducive to strengthening the position of urban design as such, and in Poland, it may be one of the reasons for deepening spatial chaos.

Bernard, P.-Y., Michaut, C., & Resnik, J. (2024). ***Les nouvelles politiques scolaires: En hommage à Yves Dutercq***. Consulté à l'adresse https://pur-editions.fr/product/10063/les-nouvelles-politiques-scolaires
Trois questions vives de sociologie de l'éducation sont ici éclairées : la lutte contre le décrochage scolaire, les politiques d'orientation des élèves, la marchandisation de l'éducation. Effectué à la mémoire d'Yves Dutercq (1955-2020), cet éclairage constitue un hommage à son oeuvre. Il permet d'apercevoir à quel point l'apport d'Yves Dutercq

a été crucial dans la compréhension des questions scolaires et dans la façon dont s'en sont emparés les acteurs du système éducatif, qu'ils soient professionnels de l'éducation, familles et élèves ou acteurs publics. Par-delà sa fonction de reconnaissance de dette à l'égard d'un grand chercheur, l'ouvrage entend produire une vaste synthèse sur les principales orientations prises par les politiques éducatives contemporaines.

Bishop, M.-F., & Picard, T. (2024). **Comparaison de trois évaluations de la compréhension en France**. *Repères. Recherches en didactique du français langue maternelle*, (69), 127-146. https://doi.org/10.4000/1204x
L'article présente une analyse comparée de trois évaluations de la compréhension des textes élaborées pour les élèves du cycle 3, en France. Grâce à la comparaison des tâches demandées aux élèves, deux conceptions très différentes de la compréhension et de son enseignement apparaissent. Ces différences qui ne sont pas anodines ont des effets importants pour les professeurs et pour les élèves, car elles déterminent des seuils de réussite qui peuvent connaitre de grandes variations. Les évaluations étant utilisées comme des outils de pilotage pédagogique, elles déterminent ce qui est travaillé en formation des enseignants, et ce qui doit être enseigné dans les classes. À ce titre, elles jouent un rôle politique important.

Bluteau, M. (2024). ***Penser la mise en capacité à relier les situations de l'alternance Le cas des dispositifs de formation hybrides et par alternance à visée intégrative*** (Phdthesis, HESAM Université). Consulté à l'adresse https://pastel.hal.science/tel-04684205
Et si apprendre était autant une question de lien, que de temps et de lieux ?C'est à partir de cette idée que la présente recherche est née. Elle s'enracine dans le terrain des Maisons Familiales Rurales, incitées, comme nombre d'organisations de formation, à hybrider les formations. Après avoir exploré les évolutions de la formation professionnelle et situé l'hybridation de formation, la revue de littérature permet une première approche des dispositifs hybrides et de formation par alternance à visée intégrative.Cette exploration nous entraîne à considérer, non plus les dispositifs tels que pensés, mais tels que vécus, du point de vue du sujet qui se forme ; et nous conduit à repérer la manière dont les alternants sont mis en situation de créer des liens entre les expériences vécues. L'étude se centre sur ces situations en envisageant les processus contributifs à la construction de reliances (à soi, aux autres, aux mondes) dans les situations interface des environnements multiples de formation.Pour étudier ces processus de mise en capacité à relier chez les personnes en formation, nous adoptons une démarche multiméthode et nous appuyons sur l'étude de cas de deux dispositifs de formation hybrides et par alternance. Nous mobilisons différents cadres de lecture, sur ces dispositifs, les reliances vécues et les postures des alternants nous permettant d'étudier les processus de mises en capacités à l'aide de l'approche par les capabilités. Après avoir identifié les situations interface et les différentes postures des alternants vis-à-vis de la formation, l'étude analyse 6 de ces situations au regard des mises en capacité de reliances à soi, aux autres, aux mondes qui s'y jouent. La recherche montre ainsi comment les alternants sont effectivement mis en capacité de relier leurs expériences, en termes de ressources, d'opportunité et de choix.Mots-clefs :Dispositif de formation hybride et par alternance, Formation adultes, Alternance à visée intégrative, Reliance (à soi, aux autres, aux mondes), Déliance (à soi, aux autres, aux mondes), Capabilité, Hybridation, Système interface, Situation interface, Activité interface, Posture de formation

Bodine Al-Sharif, M. A., Earnshaw, Y., & Corcoran, S. (2024). **The 'woeful' state of administrative support for online programmes: A critical discourse analysis**. *Higher Education Quarterly*, *78*(3), 918-933. https://doi.org/10.1111/hequ.12497
This study used critical discourse analysis to explore how higher education administrators in the United States talk about how they assess and support online programmes. Specifically, we hoped to analyse administrators' perceptions of their responsibilities over online programmes, faculty and students, to attain where they may need more training. Therefore, we explored the perspectives of 11 administrators at both the mid-level administrative and campus senior administrative levels who oversee online programmes in U.S. higher education. Our findings suggest that mid-level administrators hold pivotal roles in communicating needs, administrators are not viewing their online faculty holistically, current online programmes assessment is insufficient and concern for student engagement is often neglected. Implications for research and practice include additional investigation of the online faculty experience and the development of administrative training specifically focused on the needs of online programming and online faculty support.

Borooah, V., & Knox, C. (2024). **Inequalities in undergraduate participation and performance in Irish higher education**. *Higher Education Quarterly*, *78*(3), 656-679. https://doi.org/10.1111/hequ.12476
This paper focuses on two aspects of gender inequality in Irish higher education: inequality in participation by gender and inequality of performance by gender, institution and subject. We use a rich set of data from the Higher Education Authority of Ireland which detail inter alia enrolment in institutions of higher education—Universities and Institutes of Technology—and record the class of degree received by graduating students, by subject and gender. The first aspect was the participation of women. Although more women enrolled as full-time undergraduates in universities than did men, the reverse was the case in the Institutes of Technology. This had much to do with the subject structure of universities vis-à-vis the Institutes of Technology in tandem with the subject preferences of women and men. The second issue was inequality in performance. A major conclusion of this paper is that after enrolment there was little difference between the success rates of women and men in receiving first-class degrees in the different subjects but there was considerable difference between the institutions.

Bouaamri, A. (2024). **The roles of public libraries in enhancing educational systems and social inclusion in Africa**. *PROSPECTS*, *54*(2), 467-473. https://doi.org/10.1007/s11125-023-09670-9
Public libraries constitute an important part of social life and are crucial for supporting the educational system in any society. However, in many African countries, awareness of the role that public libraries can play in strengthening the social contract is largely unrecognized. This may be partly due to the social background that was/is based on oral tradition, to which libraries can adapt in order to sustain the tradition. In the current era, with the fast advancement of technologies, the library's role has changed from a passive institution to an active one by creating new interactive services and activities. The human right for each and every person to have access to information, education, and knowledge plays a significant role in the inclusion and integration of citizens for their lifelong learning and continuous development. Countries' development relies on the participation of each citizen, who needs equal opportunities and quality education, including the right to benefit from public institutions such as libraries. Hence, this article

explores the roles of public libraries in enhancing educational systems and social inclusion in Africa and provides some of the challenges and obstacles faced in this concern. It also examines some remedies and recommendations that can help strengthen social inclusion, particularly in certain African developing countries, as they aim to support the development of educational systems in isolated areas.

Bovey, L. (2024). **Les effets des politiques inclusives sur le mandat et le travail des enseignantes spécialisées dans le canton de Vaud**. *Éducation et Sociétés*, *52*(2), 119-134. https://doi.org/10.3917/es.052.0119

Brabant, C. (2023). **Formes d'éducation alternative dans la Francophonie : enjeux méthodologiques, histoire, gouvernance et réussite éducative**. *Revue des sciences de l'éducation*, *49*(2). https://doi.org/10.7202/1113026ar
Ce numéro thématique porte sur l'essor de formes d'éducation alternative dans la Francophonie et sur les difficultés de les étudier. Ainsi, l'évolution de la recherche sur ce sujet n'est pas proportionnelle à son développement. Le numéro propose des thèmes représentant des enjeux importants pour l'étude de ce type d'éducation. Il aborde quatre axes : 1) les enjeux méthodologiques de ce corpus de recherche ; 2) l'histoire de ce mouvement ; 3) la gouvernance de ses différentes formes et 4) la réussite éducative des jeunes. Les auteur·e·s du numéro thématique prennent de front ces questions par six articles qui contribuent significativement au domaine sur ces axes.

Brabant, C., Gaudreau, J., Caneva, C., & Dumond, M. (2023). **Les écoles publiques alternatives québécoises : étude d'un cas de participation parentale à la gouvernance du système éducatif**. *Revue des sciences de l'éducation*, *49*(2). https://doi.org/10.7202/1113029ar
Cette étude de cas vise à mieux comprendre comment des parents peuvent proposer un modèle éducatif différent pour contribuer démocratiquement à l'évolution du système éducatif. Inscrits dans le cadre théorique de la gouvernance réflexive de l'éducation, ses résultats décrivent les démarches réalisées par les parents, identifient les facteurs ayant favorisé ou contraint l'avancement de leurs projets d'écoles alternatives, selon eux, et notamment, les rôles qu'ont joué les dispositifs participatifs et décisionnels du système scolaire par rapport à ces projets, puis dégagent les apprentissages démocratiques réalisés par les parents et l'institution à travers ces interactions, du point de vue des parents.

Brake, N. (2024). **Evolution to Critical Race Theory: Kentucky Legislative Curriculum Bans in 1922 and 2022**. *Educational Policy*, *38*(6), 1418-1448. https://doi.org/10.1177/08959048231202703
This article draws from primary and secondary historical sources such as public policy documents, speeches, and media reports to trace attempts made by the Kentucky legislature to ban controversial topics in public school curriculum—evolution in 1922 and critical race theory in 2022. Kingdon's multiple streams framework (MSF) serves as the model for this historical and contemporary comparative education policy analysis.

Brantlinger, A., Turner, B. O., & Valenzuela, A. (2024). **Ties That Bind? The Teaching and Post-Teaching Trajectories of Black and Latino/a Community Insiders and Elite College Graduates**. *Educational Evaluation and Policy Analysis*, *46*(3), 411-434. https://doi.org/10.3102/01623737231162583

Community teachers, particularly those who are Black and Latinx, are assumed to improve retention and outcomes depending on retention in schools that serve low-income Black and Latinx students. Based on a critical quantitative analysis of data collected on the career trajectories and retention of hundreds of alternatively certified mathematics teachers, the study shows that community insiders exhibit significantly higher rates of retention in district schools than community outsiders and, in particular, those from elite colleges. Utilizing quantitative critical theory methodology, the study helps to move the field beyond race-neutral analyses of teachers' retention and careers.

Bray, M. (2024). **Governing private tutoring for public good: Lessons from international experiences**. *PROSPECTS*, *54*(2), 331-339. https://doi.org/10.1007/s11125-023-09651-y
Recent decades have brought significant worldwide expansion of private supplementary tutoring. Demand is especially driven by social competition, which has intensified in the context of globalization. The main suppliers of tutoring are serving teachers, commercial enterprises, and informal providers such as university students. Private tutoring has far-reaching implications for social inequalities, especially because higher-income households can easily secure more and better tutoring than their lower-income counterparts. While private tutoring can support low-achieving students, further stretch high achievers and provide employment, it can also have a backwash effect on schooling. Further, commercial enterprises and even teachers involved in tutoring may operate with questionable business practices. Yet comparative analysis shows wide variations in the governance and regulation of tutoring. While a few governments enact tight regulations, many others have laissez-faire attitudes toward private tutoring. Stronger multi-stakeholder focus on private tutoring and more robust regulations are needed to achieve the sorts of goals envisaged by UNESCO's International Commission on the Futures of Education.

Briceno Mosquera, A. (2024). **Admissions Officers' Perceptions When Undocumented Students Seek In-State Resident Tuition Policy**. *Educational Policy*, *38*(6), 1449-1486. https://doi.org/10.1177/08959048231201789
Administrative burdens scholarship has explored the factors influencing bureaucrats' perceptions and administrative discretion when entitled individuals seek policy benefits. Few studies, however, have recently investigated such phenomena with undocumented youth immigrants. Drawing from online web surveys and conducting a mixed methods study, I examine factors influencing admissions officers' perceptions of requirements when undocumented youth claim in-state resident tuition benefits in U.S. colleges. The findings suggest that officers who interact more often with undocumented applicants and with more positive social constructions of them are less likely to support stringently applied administrative requirements when they seek in-state tuition benefits. However, such variables are insufficient to frame admissions officers' decisions. State laws and organizational rules also constrain their administrative discretion regardless of their proclivity to facilitate access to in-state tuition benefits by undocumented youth. This study addresses the tension among public servants' attitudes and bureaucratic factors mediating efficiency, equity, and integrity surrounding policy implementation. Findings contribute to higher education policy scholarship by exploring the roles of street-level bureaucrats as mediators among state policies, institutional rules, and the circumstances of undocumented applicants.

Bristol, T. J., Jones, M. E., & Noonan, J. (2024). **Mixed Messages and Diversity Management: Misalignment between District Intention and Action Aimed at Hiring Teachers of Color**. *American Journal of Education*, *130*(3), 339-362. https://doi.org/10.1086/729560
Purpose: As senior district leaders in US public schools make public statements about the importance of teachers of color for all students, their inaction in designing policies to recruit these educators can undermine diversity progress. This study explores the mixed messaging around one small urban district's effort to increase the ethnoracial diversity of its teacher workforce in response to its increasingly diverse student body. Research Methods/Approach: We draw on semistructured interviews across a purposive sample (n = 41) that included staff members, the superintendent, central and school-site administrators, and teachers in one small northeastern urban school district. Findings: We found that the superintendent's supportive messaging about teacher diversity coupled with his decision to curtail diversity efforts sent mixed messages to district educators about the importance of recruiting teachers of color. These decisions stymied diversity progress across the organization and characterized what we term "mixed-message diversity management." Implications: This article contributes to empirical literature on diversity hiring in US public education by examining the strategic efforts of district and school leaders toward diversifying their teaching force and how these efforts succeed or fail to build consensus and buy-in among educators. Where the best intentions of district and school leaders have failed to make substantive inroads into increased teacher diversity, more deliberate policy efforts to mitigate the personal biases of decision makers may be required. The practice of leadership—whether at the school or district level—demands an awareness of bias, especially unconscious bias, and an openness to critical self-examination and organizational risk-taking.

Brown, J. L. (2024). **Educating in the context of 'Dispersal': rural schools and refugee-background students**. *International Journal of Inclusive Education*, *28*(9), 1968-1982. https://doi.org/10.1080/13603116.2022.2041112
Policies of dispersal are increasingly favoured internationally for the resettlement of refugees and asylum seekers. With forty percent of the world's forcibly displaced people being school-aged children, the dispersal of refugee-background people into regional areas means that rural schools are central sites of community response to refugees. Little is known in published research about how rural schools engage in refugee education within the policy context of 'dispersal'. This review of relevant literature examines the educational dimensions of dispersal policies, drawing on research in Australia, Canada, the United Kingdom, the United States and Sweden. Research linking refugee resettlement, refugee education and rurality shows a complex interplay between histories of exclusion and contemporary challenges in both the construction of rural spaces, and the deployment of humanitarian dispersal policies at national and international levels. This literature is thematically organised to show that in refugee education within a policyscape of dispersal, rural schools may be 1) operating in racialised community contexts; 2) working within poorly resourced infrastructure; 3) unfamiliar with refugee-background students; and, despite these challenges, they may become 4) key sites of resistance, creativity and support for refugee-background students and their families.

Brunner, J. J., & Alarcón, M. (2024). **Higher education governance as a social contract: Challenges for Latin America and the Caribbean**. *PROSPECTS*, *54*(2), 411-417. https://doi.org/10.1007/s11125-024-09687-8
This article presents an analytical framework for examining the different roles the state can play in improving higher education governance in Latin America and the Caribbean (LAC). It argues that adequate governance of national higher education systems is fundamental to moving toward a new social contract in the sector. It describes different roles the state can play in a new social contract for the future governance of higher education and proposes recommendations for strengthening the governance of national higher education systems in LAC. It also reviews the literature on higher education governance and discusses changes in analytical approaches. It emphasizes that local factors are key determinants in understanding changes in the governance of national higher education systems and identifies trends toward the configuration of hybrid governance systems. It is suggested that a new social contract in higher education depends on the capacity of national governments to articulate the necessary political consensus; to pursue an agenda of higher education modernization as a human right and a public good; and to achieve greater effectiveness in addressing key challenges related to equity, quality, sustainability, and the long-term development strategy of higher education.

Bull, A. (2024). **Learning from survivors: Reporting parties' perspectives on how higher education institutions should address gender-based violence and harassment**. *Higher Education Quarterly*, *78*(3), 1123-1137. https://doi.org/10.1111/hequ.12517
Tackling gender-based violence and harassment (GBVH) is an essential step for addressing gender inequality. This article applies theories of student/survivor 'voice' to accounts from interviewees (n = 35), analysing their perspectives on how higher education institutions (HEIs) should address this issue. Interviewees were current or former students in the United Kingdom who had disclosed or reported GBVH to their HEIs. The most urgent step that interviewees called for is open discussion of GBVH and how HEIs are handling it. They also want more education, prevention and early intervention, and changes in how reports are handled. These findings are contextualised within a critical discussion of how reporting parties' voices are, or could be, heard within higher education. It argues that institutional mechanisms for hearing survivors' voice in relation to GBVH may need to differ from approaches for engaging with students on other issues, most notably by taking into account how power relations shape voices.

Butzbach, M. (2024a, juillet 31). **Que signifie la « gratuité intégrale de l'école » voulue par le NFP ?** Consulté 2 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/signifie-gratuite-integrale-de-lecole-voulue-nfp/00111970
Fournitures, cantine, transports et activités périscolaires gratuites : la mesure fait l'unanimité au sein du NFP, mais sa mise en œuvre et son financement soulèvent des questions encore sans réponses.

Butzbach, M. (2024b, septembre 9). **Avec l'explosion du recours aux vacataires, l'université s'ubérise**. Consulté 11 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/lexplosion-recours-aux-vacataires-luniversite-suberise/00112304

Dans un contexte d'austérité budgétaire, les vacataires sont désormais majoritaires au sein des universités françaises. La hausse du recours à ce statut précaire pousse les établissements aux marges de la légalité.

Café pédagogique. (2024a, septembre 2). **Biais et perversions des évaluations institutionnelles**. Consulté 6 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/02/evaluations-institutionnelles-copie-a-revoir/
Revue de recherches en didactique du français, « Repères » consacre son dernier numéro aux évaluations institutionnelles, de plus en plus nombreuses et contraignantes. Le dossier en éclaire particulièrement les biais et

Café pédagogique. (2024b, septembre 4). **Enquête FranceInfo : des inégalités d'enseignement entre public et privé**. Consulté 6 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/04/enquete-franceinfo-des-inegalites-denseignement-entre-public-et-prive/
Une enquête de France Info révèle que les lycées privés disposent de meilleures conditions d'enseignement que le public. Cette inégalité, présente dans la majorité des académies, s'explique par des mécanismes

Café pédagogique. (2024c, septembre 4). **La pédagogie plutôt que la ségrégation**. Consulté 6 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/04/la-pedagogie-plutot-que-la-segregation/
Le politique peut-il continuer longtemps encore à fermer les yeux sur les analyses et recommandations de la recherche ? La Direction de l'Evaluation, de la Prospective et de la Performance

Café pédagogique. (2024d, septembre 13). **Rapport explosif sur les suppressions de postes et de classes**. Consulté 19 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/13/rapport-explosif-sur-les-suppressions-de-postes-et-de-classes/
Modification des seuils, suppression des effectifs réduits, fermeture de 2000 établissements… Ce rapport explosif « Revue de dépenses : dispositifs en faveur de la jeunesse » daté du mois d'avril

Cahill, K. (2024). **Intersections of social class and special educational needs in a DEIS post-primary school: school choice and identity**. *International Journal of Inclusive Education*, *28*(7), 977-991. https://doi.org/10.1080/13603116.2021.1968519
This paper explores how special educational needs (SEN) and social class can become intertwined in post-primary school choice in Ireland. The paper draws on data generated during a three-year ethnographic study of a DEIS school. Data are analysed using Holland et al.'s (1998. Identity and Agency in Cultural Worlds. Boston, MA: Harvard University Press) positional identities, authored selves and figured worlds in order to examine how learner identities and school choice processes can become informed by emergent school cultures being formed and re-formed by neoliberal marketisation of education and how these actions are taken up in the identity work of young people and their families. Soft barriers and their contribution to aspects of school stratification by social class and SEN in this setting are explored. Finally, the paper calls for recognition of the responsibilities of every school to own diversity in their own settings.

Cahon, J. (2024, septembre 4). **Pourquoi changer les rythmes scolaires ? Retour sur 140 ans d'expérimentations**. Consulté 6 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/pourquoi-changer-les-rythmes-scolaires-retour-sur-140-ans-dexperimentations-237874
Comment s'est organisée la semaine des écoliers depuis la généralisation de la scolarisation ? Faisons le point sur les enjeux des rythmes scolaires.

Callen, I., & Stoddard, C. (2024). **Putting the "A" in AP: The effect of advanced placement state policies on student participation and performance**. *Economics of Education Review*, *102*, 102565. https://doi.org/10.1016/j.econedurev.2024.102565
Advanced courses prepare high school students for college material and the associated exams provide a low cost way to earn college credit. The College Board's Advanced Placement (AP) program is the most common in the United States, with about 40 percent of graduating seniors taking at least one AP exam in recent years. However, these opportunities are not equal across high school students due to variation in school offerings and potentially limiting exam fees. We examine the effects of two state-level policies designed to provide greater access to this program: the first mandates a minimum number of AP courses to be offered in each high school and the second waives exam fees for all students for at least one exam. Our event study and two-way fixed effect estimates suggest that mandating the provision of AP courses raises the percent of high school graduates taking AP exams by 4 to 5 percentage points, while exam fee waivers increase participation by about 1.5 percentage points. At the same time, pass rates fell after implementation of the two policies, indicating that marginal exam takers are less proficient on the exams. We find both policies have minimal effects on the percent of graduates who passed at least one AP exam or on the number of passing exams per high school student.

Capdevielle, V., Courtinat-Camps, A., Léonardis, M. de, Lespine, L., Savournin, F., Chevallier-Rodrigues, É., & Brossais, E. (2024). **Mise en œuvre du paradigme inclusif dans deux lycées professionnels français : organisation institutionnelle et pratiques professionnelles**. *Éducation et Sociétés*, *52*(2), 23-40. https://doi.org/10.3917/es.052.0023

Cardon-Quint, C. (s. d.). **The Reform of the "Collège Unique" (1973–1978): Reflections on the Political Economy of Comprehensive Education**. *History of Education*, *0*(0), 1-24. https://doi.org/10.1080/0046760X.2024.2379052
In September 1977, all of France's middle schools implemented the so-called "collège unique" reform in the seventh year, i.e. the elimination of tracking (or streaming) and the mixing of all pupils and teachers for the first year of secondary education. This article examines the genesis and implementation of this reform from the point of view of the budgetary issues it raised and which shaped it. Drawing on the political economy of education, the article sheds a new light on the introduction of comprehensive education, of which different variants can be observed in Western countries in the 1960s and 1970s. Indeed, far from being anecdotal, budgetary issues very concretely shaped the practical conditions of implementation of this educational reform, putting political and economic considerations ahead of any concern for pedagogical coherence.

Carrillo-Durán, M. V., Blanco Sánchez, T., & García, M. (2024). **University social responsibility and sustainability. How they work on the SDGS and how they communicate**

them on their websites. *Higher Education Quarterly*, *78*(3), 586-607. https://doi.org/10.1111/hequ.12470
This paper shows how the leading Higher Education Institutions (HEIs) in the UI GreenMetric World University Ranking communicate their environmental sustainability policies through their websites. Specifically, this paper analyses the presence of sustainability-related sustainable development goals on the websites of the top 100 universities in the UI GreenMetric World University Ranking (2021). In the area of university social responsibility, sustainability is less commonly communicated, hence the need to delve deeper into the presence of these messages, carrying out a descriptive study using content analysis as a form of data extraction. The conclusion is that neither position in the ranking nor geographic area are decisive for developing better communication about sustainability. In terms of content, sustainability features on the websites are in three key dimensions of the communication of HEIs worldwide (Climate change, Efficiency of sustainable cities and communities and Striving for peace and justice). Thus, the areas for improvement are around the positioning of this sustainability-related content on their home pages, improving location and format (especially video). Moreover, reinforcing reputational messages, through plans or programmes, as well as improving engagement working on the multi-directionality to other social media, is required.

Castro, A., Siegel-Hawley, G., Bridges, K., & Williams, S. E. (2024). **Drawn Into Policy: A Systematic Review of School Rezoning Rationales, Processes, and Outcomes**. *Review of Educational Research*, *94*(4), 539-583. https://doi.org/10.3102/00346543231195816
School rezoning is the process of drawing and redrawing school attendance boundaries (SABs). However, studies explicitly focused on changing SABs through rezoning or other mechanisms are spread across multiple bodies of literature. Rezoning is also a politically contentious issue governed by local school boards, tying it to conceptual work on the politics of education. This systematic literature review on school rezoning brings together fragmented but related bodies of work to develop a comprehensive understanding of the rationales for school rezoning, the strategies and processes underlying it, and its associated outcomes. Grounded in a contested legal landscape, findings indicate that rezoning involves overlapping and interacting policy issues as well as multiple stakeholders that complicate the theory of action. Limitations in prevailing student assignment plans influence the degree to which rezoning can disrupt racial and socioeconomic segregation in schools. This review highlights the need to reconceptualize rezoning as a transformative tool, rather than one that replicates (or worsens) systems of educational inequity.

CEREQ. (2024, janvier 15). **Les chiffres clés par secteur en France**. Consulté 20 septembre 2024, à l'adresse CEREQ website: https://www.cereq.fr/datavisualisation/formation-continue/les-chiffres-cles-par-secteur-en-france
Quelles sont les différences d'efforts en matière de formation continue entre secteurs d'activité ? Depuis la fin des années quatre-vingt-dix, le Céreq réalise des enquêtes auprès des entreprises sur la formation continue dispensée à leurs salariés. Ces enquêtes intègrent un dispositif harmonisé européen piloté par Eurostat. L'enquête française est plus fréquente que le rythme demandé par Eurostat et permet des résultats sectoriels détaillés

Chaudet, B., Gelly-Guichoux, S., & Magdelaine, A. (2022). **Observer et analyser les dynamiques inclusives à l'œuvre dans un établissement d'enseignement supérieur :**

l'expérience " ACCESS Tertre " à l'Université de Nantes. *Education et socialisation - Les cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20674
L'article s'intéresse aux environnements de formation et d'apprentissage (EFA) « capacitants » (Fernagu Oudet, 2012) et à la mise en perspective des conditions de l'émergence de dynamiques inclusives qui leur sont inhérentes, à l'échelle d'une université et plus particulièrement d'un de ses campus. Il s'articule autour de trois axes. Le premier présente les dynamiques inclusives imposées par le contexte réglementaire français en direction des établissements d'enseignement supérieur et de recherche. Le deuxième se concentre sur l'émergence d'un programme inter-services nommé ACCESS. Un troisième axe présente les enjeux de compréhension, d'appropriation et de diffusion d'une approche inclusive tels qu'ils ont été révélés lors du projet ACCESS Tertre. Ce dernier repose sur la production d'une cartographie inédite de l'accessibilité d'un campus.

Chauvin, J. P. (2024). ***Local Education Spending and Migration: Evidence from a Large Redistribution Program*** (IDB Publications (Working Papers) N° 13497). Consulté à l'adresse Inter-American Development Bank website: https://econpapers.repec.org/paper/idbbrikps/13497.htm
This paper studies the effects of changes in local public education budgets on individual schooling attainment and migration, as well as on local labor market outcomes. I leverage the introduction of FUNDEF, a large federal program that redistributed public education finance across Brazilian municipalities in the late 1990s, as a source of exogenous variation. Using a cohort-exposure design, I find that, at the individual level, doubling the program-related public education budget led to a 1.4 percentage point increase in the likelihood of completing primary school, and a 0.5 percentage point decrease in the likelihood of staying in the local labor market among exposed cohorts, on average. The mobility effects are concentrated among individuals educated in municipalities that received a positive budget shock as a result of the program, which were also characterized by relatively worse local labor market conditions. At the local labor market level, difference-in-differences estimates suggest that higher public education budgets were associated with lower employment rates and average wages, suggesting that the "brain drain" effect depressed local labor demand in the long run.

Chesné, J.-F., Piedfer-Queney, L., & Jeanneau, F. (2023). ***Limites et biais de l'évaluation dans le cadre scolaire : synthèse des résultats de recherche***. Consulté à l'adresse Cnesco-Cnam website: https://hal.science/hal-04646903

CMEC. (2024). ***Promoting Equality of Educational Opportunity. Canada Report for the UNESCO 10th Consultation of Member States on the Implementation of the Convention and Recommendation against Discrimination in Education, 2017–2020*** (p. 1-56). Consulté à l'adresse Council of Ministers of Education website: https://crifpe.ca/publications/29734
Le rapport révèle une prise de conscience des acteurs institutionnels et éducatifs de l'importance de l'éducation à l'environnement et au développement durable (EEDD) pour prévenir et atténuer les impacts du changement climatique, une volonté d'agir et une multitude d'initiatives en ce sens. Malgré un déficit d'approches intersectorielles communes (éducation, formation professionnelle, santé et environnement), chaque secteur intègre dans ses actions la prise en compte de l'EEDD. La proactivité des acteurs éducatifs combinée aux initiatives des organisations de la société civile permet de

capitaliser des initiatives significatives améliorant les connaissances et la mise en action des élèves. Mais, le manque de ressources dédiées et une priorisation insuffisante de l'EEDD dans les politiques publiques et les programmes éducatifs sont des obstacles majeurs à son développement.

Codina, G., & Szenasi, J. (2024). **Educational provision for newly arrived unaccompanied sanctuary seekers aged 15–16**. *International Journal of Inclusive Education*, *28*(10), 2014-2031. https://doi.org/10.1080/13603116.2022.2048101
Local Authorities in England are rarely able to find a school place for newly arrived unaccompanied sanctuary seekers when the young person arrives in their locality aged 15–16. Criticisms regarding this exclusionary practice are plentiful; that said, it has been argued the dominance of debate regarding access to mainstream education for pupils aged 15–16 obfuscates critical analysis of the educational needs of this group. Focussed on a bespoke Local Authority educational offer for fewer than twenty newly arrived unaccompanied sanctuary seekers aged 15–16, this paper analyses the essence of this offer in relation to social inclusion. Analysed in relation to the category, structure and level/function of the young people's social inclusion, this paper draws on interview and focus group data to shine a light on the efficacious elements of the offer which point to ways forward for mainstream schools.

Cohodes, S., & Pineda, A. (2024). ***Diverse Paths to College Success: The Impact of Massachusetts' Urban and Nonurban Charter Schools on College Trajectories*** (NBER Working Paper N° 32732). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32732.htm
The charter school movement encompasses many school models. In Massachusetts in the 2010's, the site of our study, urban charter schools primarily used « No Excuses » practices, whereas nonurban charters had greater model variety. Using randomized admissions lotteries, we estimate the impact of charter schools by locality on college preparation, enrollment, and graduation. Urban charter schools boost all of these outcomes. Nonurban charter schools raise college enrollment and graduation despite reducing state test scores and AP enrollment. Our results suggest that there is more than one path to a college degree and that test score impacts may not predict college outcomes.

Collet-Sabé, J., & Ball, S. J. (2024). **Without School: Education as Common(ing) Activities in Local Social Infrastructures – An Escape from Extinction Ethics**. *British Journal of Educational Studies*, *72*(4), 441-456. https://doi.org/10.1080/00071005.2023.2298776
In this third paper in a series of four, we explore some ways of doing education differently. An education that moves beyond the persistent failures and irredeemable injustices of modern mass schooling episteme. The episteme for education we adumbrate – an episteme of life continuance – begins with a recognition of interdependency and the value of diversity, diverse knowledges and relations of tolerance. We propose an escape from the extinction ethics which modern schools perpetuate and a new grammar of living in which education and politics are processes of re-learning, co-learning, decision taking, limit testing, and conflict resolution in relation to an uncertain future. To achieve this, we outline a set of open and 'unplanned' commoning activities that would take place within local social infrastructures focused on re-politising learning itself and practicing the care of oneself, others, community and the environment. The proposal for a different education as common(ing) activities undertaken within social infrastructures,

is about reimagining political and environmental relations, and co-creating a sense of collective ownership of and responsibility for the environment. A form of community that it is practical, rather than utopian, and that would be both the means and ends for such an education.

Colonna, A. (2024). **Embodied knowledge and communities of knowledge to cohabit the Earth**. *PROSPECTS*, *54*(2), 451-458. https://doi.org/10.1007/s11125-024-09684-x
To address the great challenges facing humanity, humans need to feel united as inhabitants of the Earth, to feel that their future is tied to the future of all living beings, and that the universe contains all levels and all relationships that encompass its parts. To achieve this requires widening knowledge of the interconnection and interdependence that govern the world on all scales, accessing an individual and collective understanding that impacts not only the rational dimension but also the emotional and embodied dimensions. This article addresses the theme of embodied knowledge and awareness/consciousness as a key for individuals and the human community to develop the sensory and emotional perception of being part of a greater whole, of relationship as an ontological condition, and of interconnectedness and interdependence as the basis of life and the universe. Embodied knowledge is capable of nourishing aspiration and being nourished by it. Aspiration is needed to guide and to sustain action, and at a point in history like the current time, it is necessary for humanity to feel "in the flesh" that it is in relationship with and a part of a greater whole, to become a peaceful, equitable, sustainable community, in harmony with the Earth.

Cortessis, S., Hämmerli, C., & Salzmann, P. (2024). **Reconnaissance des acquis d'expérience en formation professionnelle supérieure suisse : entre profession et université, entre pratique et théorie, entre formel et informel**. *Revue hybride de l'éducation*, *8*(3), 1-22. https://doi.org/10.1522/rhe.v8i3.1512
Les bases juridiques de la prise en compte des acquis existent en Suisse, mais leur mise en pratique n'est pas établie dans l'ensemble du système éducatif, au niveau tertiaire. Dans la formation professionnelle supérieure, les écoles bénéficient d'une grande marge de manœuvre, contribuant au manque de transparence en matière de prise en compte des acquis. Une étude par entretiens questionnaires et analyse documentaire permet d'analyser la prescription concernant la prise en compte des acquis dans les écoles supérieures, leur mise en œuvre concrète et leur justification. Les résultats permettent d'émettre des recommandations à destination des acteurs de la formation continue.

Cowhy, J. R., Gordon, M. F., & de la Torre, M. (2024). **Forced to Choose: Lessons Learned from Families of Students Within Special Education**. *Educational Policy*, *38*(6), 1282-1311. https://doi.org/10.1177/08959048231198814
In this interview study, we utilize a theoretical framework that combines Bell's theory of choice sets with DisCrit to explore how parents of students with IEPs (SIEPs) experienced a forced school choice embedded with the 2013 mass school closures in Chicago. We find that a child's disability was a primary factor in parent's choices. Further, all parents in our sample had conceptions of ideal schools, but a child's IEP and other barriers—including safety and transportation—could prevent parents from enrolling their child in an otherwise desired school. In this way a child's IEP could provide access to needed services while also denying families from desired learning environments. These findings point to the ableist nature of school choice and contribute to the growing body of

research that questions the theoretical underpinnings of school choice as an education reform strategy.

Cowhy, J. R., Mulroy, Q., & Bonilla, T. (2024). **Reconceptualizing Parents as Policy Agents Within Special Education**. *Educational Researcher*, *53*(5), 319-325. https://doi.org/10.3102/0013189X241238679
Existing research on the implementation of special education (SE) has consistently documented racial inequities in the law's implementation. We present a new theoretical framework to guide future research. SE law requires parents to act as initiators, developers, and enforcers in the implementation of SE policy. Drawing from law and society research, we demonstrate how the law's design contributes to structural inequalities because it conscripts parents to work as policy agents. Parents may not be adequately resourced for their role, which contributes to inequalities and makes structural changes difficult. We argue that this framework may shift approaches to research within and beyond SE, helping to reorient approaches to understanding parents' roles and the reproduction of inequities within educational policy implementation.

Curran, F. C., Boza, L., Harris-Walls, K., & Tan, T. S. (2024). **Assessing the Public Availability of School Discipline and Infraction Data**. *Educational Evaluation and Policy Analysis*, *46*(3), 591-599. https://doi.org/10.3102/01623737231168817
Research using school discipline and infraction data has contributed to public policy conversations by helping elucidate the effects of and disproportionate experience of school disciplinary outcomes. This research brief presents results from an analysis of the public availability of such data from state departments of education. Findings suggest that while public availability of discipline data has not changed significantly over the past decade, states are more likely to disaggregate such data by subgroups. Unfortunately, such data remain generally focused on a small number of exclusionary practices rather than nonpunitive or nonexclusionary alternatives. Infraction data are slightly less available than discipline data and significantly less likely to be disaggregated by subgroup.

Daas, S. R., Day, I. N. Z., & Griffioen, D. M. E. (2024). **Mutual enhancement or one-way street: The intended synergy between research and education of Dutch universities of applied sciences**. *Higher Education Quarterly*, *78*(3), 523-535. https://doi.org/10.1111/hequ.12461
The integration of research activities in universities of applied sciences (UASs) has led to the transformation of these universities into organisations with two primary processes: research and education. Although many believe in the benefits of combining research and education in one organisation, which is referred to as synergy in this study, research–education synergies have rarely been empirically investigated, particularly in the UAS context. Thus, this research investigates the intended synergy between the research and education of UASs by conducting a document analysis of their university-wide strategic policy. The findings show that UASs aim for synergies among people, UAS organisations and outside UAS organisations, with a focus on education-oriented synergies. This study provides an initial understanding of the strategic aims of UASs considering research–education synergy. The findings provide direction and a framework for future research and form a base for making explicit strategic choices for research–education connections in universities.

Damiani, M. L., Elder, B. C., & Oswago, B. O. (2024). **Tracing the lineage of international inclusive education practices in Kenya**. *International Journal of Inclusive Education*, *28*(8), 1535-1550. https://doi.org/10.1080/13603116.2021.1995905
The purpose of this article is to trace the academic lineage of models of inclusive education in Kenya, as some large international development organisations look to the region as a guide for disability inclusive education programs and projects. With the current focus on developing sustainable inclusive education systems in low-resourced countries in the global South, it is critical to situate this work within the constellation of inclusive education research that came from scholars, from both the global North and South, collaborating in Kenya. In this article, we highlight Kenya as a leader in inclusive education in low-resourced contexts, and we cite recent policies, laws, and research that make this disability inclusive development work innovative and progressive. Specifically, we describe foundational inclusive education teacher training modules and provide appendices with steps for how we applied this work to schools in rural western Kenya.

Damianidou, E. (2024). **Curriculum and the power to ex(in)clude disabled students**. *International Journal of Inclusive Education*, *28*(8), 1435-1449. https://doi.org/10.1080/13603116.2021.1994034
The aim of this study was to explore how the curriculum, as a tool for boundary maintenance and social control, may impact upon inclusion, given that the end-user of the curriculum is the teacher, who subjectively interprets and implements curriculum indicators and directions according to their perceptions. To this end, a qualitative study was conducted with interviews with 21 secondary education teachers, who discussed their interpretations of the curriculum and its impact upon inclusion, considering their role as the end-users of the curriculum and learning agents. The main findings were that exclusion in Cypriot schools may occur in two ways that are underpinned by the curriculum: firstly, disabled students are excluded because of being offered limited and less appropriate for their needs learning opportunities compared to non-disabled students. Secondly, the restrictions imposed by the curriculum do not encourage the development of critical thinking and inclusive attitude among students. Even though it was found that many teachers may succumb to the pressure and thereby decrease the opportunity for the inclusion of disabled children, some participants seem to resist the pressure, thus having the potential to become change agents, who try to distribute social justice and establish inclusion, despite curriculum restrictions.

Daramola, E. J., Enoch-Stevens, T., Bridgeforth, J. C., & Nkansah-Amankra, A. (2024). **"On a Risky Slope of Democracy": Racialized Logics Embedded in Community–School Board Interactions**. *Educational Evaluation and Policy Analysis*, *46*(3), 506-533. https://doi.org/10.3102/01623737231175166
As school board meetings are integral sites of local education policymaking, scholars must consider how structural racism manifests in these spaces across various district contexts. We examine how racialized institutional logics undergird the interactions between majority-Black district leadership and a local Black community during school board meetings. Through an ethnographic case study of school board meetings over the 2019–2020 school year, we find that racialized pressures led predominantly Black school board members and district administrators to uphold policies and practices that limited two-way authentic interactions with their Black constituents. In conclusion, we argue that

racial representation in educational politics may be important, but is not sufficient unless accompanied by changes to policies and practices that privilege Whiteness and reproduce racism.

De Smet, C., & Schmider, C. (2024). **Assessing Student Perceptions of Professionalization Measures and Coherence after the 2011 French Curriculum Reform**. In *Coherence in European Teacher Education. Theoretical Models, Empirical Studies, Instructional Approaches* (p. 97-114). https://doi.org/10.1007/978-3-658-43721-3_6
This chapter examines the 2011 curriculum reform in France, which aimed to professionalize the teacher training system and establish national frameworks for teacher competencies in primary and secondary schools. Inspired by European guidelines for teacher education, this reform represented a paradigm shift in the French system, integrating pedagogical knowledge and pedagogical content knowledge alongside traditional content knowledge. The result was a closing of the professional orientation gap with other European teacher education systems and a greater vocational coherence.

DEPP. (2024a). ***Le programme de travail et le rapport d'activité de la Direction de l'évaluation, de la prospective et de la performance (DEPP)*** (p. 1-47) [Rapport d'activité]. Consulté à l'adresse Ministère de l'Education Nationale et de la Jeunesse website: https://www.education.gouv.fr/le-programme-de-travail-et-le-rapport-d-activite-de-la-direction-de-l-evaluation-de-la-prospective-41615
Retrouvez les rapports d'activités, le programme de travail et le calendrier des publications statistiques de la DEPP.

DEPP. (2024b). ***Repères et références statistiques 2024***. Consulté à l'adresse https://www.education.gouv.fr/reperes-et-references-statistiques-2024-414953
Repères et références statistiques (RERS) est une publication annuelle éditée depuis 1984 par la DEPP et le SIES, les services statistiques ministériels chargés de l'Éducation nationale et de l'Enseignement supérieur et de la Recherche.

Dévora Quintero, N., & León-Serrano, G. (2024). **Towards entrepreneurial universities in Spain: Evidence from vice-rectors and KTO directors**. *Higher Education Quarterly*, *78*(3), 860-876. https://doi.org/10.1111/hequ.12484
To its traditional missions of education and research, the entrepreneurial university adds a 'third mission': knowledge transfer (KT), which aims to contribute to the economic and social development of the university's environment. To this end, it is the role of government to implement regulations and design policies that push universities to be more entrepreneurial. In addition, an entrepreneurial university should interact with industry and society as a whole and implement a clear strategy—endorsed at the highest level—to incorporate the function of KT. However, there has been a lack of critical reflection in the literature about the ways in which universities implement the strategy, and administrators and coordinators, who play a pivotal role in implementing it, are usually underrepresented in university research. The exploratory research presented here addresses this gap by focussing on the current vice-rectors and KTO directors in charge of implementing KT strategy at Spanish universities. Our findings suggest that the respondents think KT is an objective shared by the government; however, they do not perceive it to be an objective for top and middle managers in universities.

Dovigo, F. (2024). **Envisioning a new model of network governance for global education**. *PROSPECTS*, *54*(2), 361-370. https://doi.org/10.1007/s11125-024-09698-5
The 2021 UNESCO report Reimagining Our Futures Together presented a compelling case for establishing a new social contract on education that addresses the persistent exclusion of vulnerable individuals and ensures that knowledge and learning contribute to a more sustainable future. Research literature highlights a global trend towards replacing "hard" with "soft" governance in education, whereby legally binding procedures are replaced by advice and persuasion. The report analyzed how this trend is amplified by the current spread of datafication and digitalization in the field of education, as well as by the increasing role of non-state actors, as exemplified by the early childhood care and education (ECCE) sector. In response to this analysis, this article proposes that the risk of developing a commercial model of soft governance can be moderated by creating an innovative, networked approach to educational governance, led by UNESCO as a global convenor.

Duncan, J., Punch, R., Gauntlett, M., & Talbot-Stokes, R. (2024). **School autonomy and discrimination against students with disability in Australian primary and secondary education settings: a scoping review**. *International Journal of Inclusive Education*, *28*(7), 1108-1120. https://doi.org/10.1080/13603116.2021.1978004
It is unlawful under the Disability Discrimination Act 1992 (Cth) for Australian schools to discriminate against students based on disability. Yet discrimination against students with disability is on the increase in Australian schools, and so is the decentralisation and autonomy of schools. This scoping review set out to determine what evidence exists of an association between school autonomy and discrimination against students with disability, primarily in Australia but with an additional examination of studies conducted in England. It further examined the type of research methods that have been used to investigate this topic. Included studies did not provide direct evidence of a causal association between school autonomy and discrimination against students with disability; however, the findings uncovered worrisome trends suggesting that an association may exist. Examination of the included studies' research methods suggests that a more fit-for-purpose methodology is required to determine the association between school autonomy and discrimination against students with disability in primary and secondary education settings.

Dupré, F. (2023, juin 13). ***Cohérence des principes pour l'école inclusive: un regard didactique sur des pratiques inclusives en mathématiques au collège***. Présenté à Mathématiques et diversité à l'école - aider les élèves, accompagner les professeurs. Consulté à l'adresse https://inshea.hal.science/hal-04647902
En France, les élèves reconnus institutionnellement handicapés peuvent bénéficier de compensations pour soutenir la scolarisation en milieu ordinaire dans le cadre de ce que l'on nomme école inclusive. Les compensations les plus fréquentes sont l'attribution d'un accompagnant d'élèves en situation de handicap (AESH) ou encore l'appui par une unité localisée pour l'inclusion scolaire (ULIS). Cependant, peu d'études actuellement se sont intéressées à ces situations du point de vue de l'accessibilité didactique. À l'aide de concepts issus de la théorie de la transposition didactique et de la théorie anthropologique du didactique, nous proposons de modéliser la complexité des systèmes d'enseignement lorsque des élèves bénéficient de ces compensations en milieu ordinaire. Nous présenterons ensuite une étude de cas en classe de mathématiques au collège qui permet d'étudier une situation d'accompagnement par

une AESHco et de faire émerger des conditions favorables et des obstacles du point de vue de l'accessibilité à l'étude des savoirs.

Duraiappah, A. (2024). **Education for flourishing: A social contract for foundational competencies**. *Theory and Research in Education*, *22*(2), 158-163. https://doi.org/10.1177/14778785241258652
This essay is a commentary on Curren et al., 'Finding consensus on well-being in education'. It acknowledges a growing international consensus that presents educational systems need to change and argues the case for consensus on flourishing as the overall purpose of education can be strengthened by drawing on economists' work on well-being with respect to the inclusive wealth of nations. It emphasizes the need for tangible and measurable indicators that educators can use when implementing Curren et al.'s recommendations and outlines the International Science and Evidence based Education assessment's suggestion of a 'whole brain' approach to education for flourishing.

Duru-Bellat, M. (2024, juillet 19). **L'Europe de l'éducation doit-elle être gouvernée par les nombres ?** Consulté 2 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/leurope-de-leducation-etre-gouvernee-nombres/00111439
Le thème de l'éducation n'a pas été abordé durant la campagne des élections européennes, et pour cause : en vertu du principe de subsidiarité, les pays sont les mieux à même de piloter leurs s

Edwards, D. B., Caravaca, A., Rappeport, A., & Sperduti, V. R. (2024). **World Bank Influence on Policy Formation in Education: A Systematic Review of the Literature**. *Review of Educational Research*, *94*(4), 584-622. https://doi.org/10.3102/00346543231194725
The World Bank has been called the most influential organization in education reform globally. Not only is it the single largest funder of education for international development, but it also produces knowledge, circulates discourse, and structures policymaking processes in ways that extend its influence far beyond its primary role as a bank. However, while much literature has been produced about the World Bank, the field of education lacks a systematic discussion of what has been reported about how the World Bank influences policy formation at the country level. Through the conduct of a theoretically informed systematic literature review of 70 publications, this article clarifies and provides examples for the numerous ways that the World Bank influences policy formation. In all, the article documents 11 pathways through which the World Bank influences policymaking. The article concludes by suggesting areas where research on the World Bank can be improved, namely, through more explicit attention to the theoretical and methodological approaches employed. The goal of this review is to encourage scholars to be more specific in their conceptualizations and discussions of World Bank influence, to go beyond general claims of policy imposition or agenda shaping.

Eisenlohr, A., Kennedy, K., Bulkley, K. E., & Marsh, J. A. (2024). **A Tale of Two Systems: Choice and Equity in the District of Columbia's Charter Schools**. *Educational Policy*, *38*(6), 1346-1385. https://doi.org/10.1177/08959048231198816
Advocates often predict that school choice policies will expand access to high-quality schools, particularly for marginalized communities. To interrogate this assumption, we

employed a sequential mixed-methods analysis examining the state of charter reform in the District of Columbia. We observed that stakeholders consistently defined equity as uniform processes, evident in data distribution and enrollment practices. We also uncovered persistent disparities in where students live versus learn. We conclude that race-neutral conceptions of equity may hinder attempts to improve school access by ignoring structural inequalities tied to race, place, and income and by overlooking privileged households' efforts to remain separate.

El Euch, S. (2024). **La posture du corps professoral à l'égard de l'implantation d'une nouvelle politique de reconnaissance des acquis des compétences (RAC) et de l'expérience (RAE) pour les programmes de formation à l'enseignement**. *Revue hybride de l'éducation*, *8*(3), 1-23. https://doi.org/10.1522/rhe.v8i3.1474
La posture du corps professoral à l'égard des reconnaissances d'acquis de compétences (RAC) et d'expérience (RAE) pour les programmes de formation à l'enseignement est floue. Une étude a été effectuée pour décrire cette posture et rendre compte des facteurs explicatifs. Les résultats obtenus auprès de quelque 175 membres du corps professoral œuvrant en formation à l'enseignement dans les Facultés ou Départements des sciences de l'éducation au Québec révèlent une réticence à adhérer à la RAC/RAE pour la formation à l'enseignement malgré un accord avec le principe de RAC/RAE. Les facteurs influençant l'acceptation ou la résistance à la RAC/RAE ont été explorés à travers un questionnaire et sont présentés dans cet article.

Espinoza, O., Corradi, B., González, L., Sandoval, L., McGinn, N., & Vera, T. (2024). **Segmentation in higher education in Chile: Massification without equality**. *Higher Education Quarterly*, *78*(3), 536-550. https://doi.org/10.1111/hequ.12465
Fifty years ago, the expansion of access to higher education was expected to result in greater socio-economic equality. Instead, segmentation in mass higher education systems has called into question the effective democratization of access to higher education. This phenomenon appeared first in higher income countries, allowing the identification of some factors that contribute to segmentation. This article seeks to provide evidence from the Chilean case, evaluating how students' social backgrounds affect admission to different types of universities. Data for the study were taken from the applications of 57,780 students admitted in 2019. Multinomial logistic regression was employed. The results showed that, depending on their background, students of the same level of academic performance follow different paths. Students from families with a high level of income or graduated from private secondary school were more likely to be admitted to private universities. Some of the dynamics present in European countries and the United States are also observed in Chile, particularly those related to the segregation of the school system and private provision and funding at the tertiary level.

Fang, L., Green, J., Ye, X., & Shi, W. (2024). **Time to Upgrade Our Tools: Integrating Urban Data Science into Economic Development Research and Curriculum**. *Journal of Planning Education and Research*, *44*(3), 1001-1009. https://doi.org/10.1177/0739456X221128501
Urban data science (UDS) is developing rapidly and starting to be widely adopted in urban planning research and curricula. However, economic development planners have been relatively slow in introducing UDS into their toolkits. This reality is a disservice to the subfield and students. This article discusses the motivation and current practices of UDS in economic development, identifies successes and challenges, and suggests actions moving forward. Professional training, curriculum innovation, and support from

departments, institutions, and the broader academic and professional communities are called for.

Ferreira Santos, L. (2024). **Internationalisation in the digital transformation: A scoping review**. *Higher Education Quarterly*, *78*(3), 807-824. https://doi.org/10.1111/hequ.12488
Since March 2020, the outbreak of the COVID-19 pandemic has posed significant challenges to higher education internationalisation by disrupting long-standing practices, accelerating the adoption of digital technologies, and pushing universities further into the 'digital turn'. Nevertheless, it remains unclear to what extent higher education institutions (HEIs) have systematically integrated digitalisation into their broader internationalisation strategies. Therefore, this scoping review aims to trace the evidence in the international scientific literature on the intersections between COVID-driven digitalisation and HEIs' internationalisation strategies. The focus lies on teaching and learning, cooperation, support structures, and leadership processes. We reviewed 45 studies from an initial selection of 648 sources retrieved from Scopus and Web of Science. Results showed that digitally supported internationalisation strategies are often associated with more cost-effective, inclusive and sustainable models. Despite ongoing calls for comprehensive approaches, the systematic adoption of virtual internationalisation strategies remains largely a normative subject.

Feuilladieu, S. (2024). **L'accès des parents au suivi de la scolarité de leur enfant en collège d'éducation prioritaire : étude de cas**. *Éducation et Sociétés*, *52*(2), 155-171. https://doi.org/10.3917/es.052.0155

Finnigan, K. S. (2024). **Re-orienting education toward 'flourishing' through education policy**. *Theory and Research in Education*, *22*(2), 172-179. https://doi.org/10.1177/14778785241260530
This commentary on Curren et al. adopts an educational policy perspective, arguing that it is important to not only 'find consensus' on well-being in education but to consider the ways that education policy supports or inhibits this outcome. It argues that a complex systems approach is essential to moving these ideas rooted in ethics and justice into policy and practice. It advocates a comprehensive cross-sector policy approach that integrates education policies at multiple levels and with policies across other sectors that are significant for well-being. It emphasizes that operationalizing these ideas at scale requires consideration of the research evidence on structural racism, gender inequities, and funding disparities, and it emphasizes the importance of focusing on relationships in educational systems and the need for policy leadership and activism.

Flynn, R., Glennon, B., Murciano-Goroff, R., & Xiao, J. (2024). ***Building a Wall Around Science: The Effect of U.S.-China Tensions on International Scientific Research*** (NBER Working Paper N° 32622). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32622.htm
This paper examines the impact of rising U.S.-China geopolitical tensions on three main dimensions of science: STEM trainee mobility between these countries, usage of scientific works between scientists in each country, and scientist productivity in each country. We examine each dimension from a "U.S." perspective and from a "China" perspective in an effort to provide evidence around the asymmetric effects of isolationism and geopolitical tension on science. Using a differences-in-differences approach in tandem with CV and publication data, we find that between 2016 and 2019 ethnically Chinese

graduate students became 16% less likely to attend a U.S.-based Ph.D. program, and that those that did became 4% less likely to stay in the U.S. after graduation. In both instances, these students became more likely to move to a non-U.S. anglophone country instead. Second, we document a sharp decline in Chinese usage of U.S. science as measured by citations, but no such decline in the propensity of U.S. scientists to cite Chinese research. Third, we find that while a decline in Chinese usage of U.S. science does not appear to affect the average productivity of China-based researchers as measured by publications, heightened anti-Chinese sentiment in the U.S. appears to reduce the productivity of ethnically Chinese scientists in the U.S. by 2-6%. Our results do not suggest any clear "winner," but instead indicate that increasing isolationism and geopolitical tension lead to reduced talent and knowledge flows between the U.S. and China, which are likely to be particularly damaging to international science. The effects on productivity are still small but are likely to only grow as nationalistic and isolationist policies also escalate. The results as a whole strongly suggest the presence of a "chilling effect" for ethnically Chinese scholars in the U.S., affecting both the U.S.'s ability to attract and retain talent as well as the productivity of its ethnically Chinese scientists.

Forest, F., Fliche, F., Cachard, Y., Fléges, A., Jellab, A., & Lugnier, M. (2024). **L'organisation de la première année des formations supérieures**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3983* [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: https://www.education.gouv.fr/media/196122/download
L'amélioration de la réussite étudiante a fait l'objet de nombreuses réformes depuis 2018. La complexité de l'offre, sa segmentation entre formations sélectives et non sélectives, le débat sur la faible réussite en licence sont des sujets de préoccupation récurrents en même temps que des enjeux de politique publique.

Forget-Dubois, N. (2024). **Diversifier les stages de formation en enseignement pour répondre aux besoins différenciés des futures enseignantes et des futurs enseignants : le point de vue du Conseil supérieur de l'éducation**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 28-33. https://doi.org/10.7202/1111359ar
Le Conseil supérieur de l'éducation a analysé la concordance entre les besoins de formation en enseignement et les voies de formation existantes, incluant les stages et la formation pratique. Il a démontré que trois grands groupes de personnes aspirent à l'enseignement au Québec : celles qui en font leur premier choix de carrière, celles qui en font un second choix de carrière et celles qui ont reçu une formation hors du Canada. Les stages qui leur sont offerts à l'heure actuelle augmentent les risques de précarité financière, ne permettent pas la reconnaissance des acquis et des compétences des personnes en reconversion de carrière et n'offrent pas systématiquement un accompagnement adéquat aux personnes formées hors du Canada. Dans son plus récent rapport, le Conseil émet plusieurs recommandations pour améliorer la correspondance entre les besoins de formation pratique en enseignement et les voies de formation.

Frølich, N., Elken, M., & Eide, T. (2024). **Mergers, distance, and leadership: Perceptions of different forms of distance to leadership in merger processes**. *Higher Education Quarterly*, *78*(3), 680-692. https://doi.org/10.1111/hequ.12477

Mergers in higher education are large-scale, complex organisational change processes seeking to integrate former independent institutions into a new organisational entity. Mergers are often justified by reference to broad overarching goals such as quality, relevance, and efficiency. In practice, mergers entail attempts at organisational integration which can be inhibited by several obstacles, increasing and large internal distances can be such a hindrance to integration. In this paper, we explore how different forms of distance to leadership in the context of higher education can be conceptualised, and how experiences of different forms of distance interrelate. This paper shows that geographical distance can also mask other conceptualisations of distances and that geographical distance can also interact with other forms of distances. The empirical basis consists of data from a large-scale research project addressing the organisational transformations taking place in Norwegian higher education due to mergers between 2016 and 2017.

Gabbe, C. J., Pierce, G., Petermann, E., & Marecek, A. (2024). **Why and How Do Cities Plan for Extreme Heat?** *Journal of Planning Education and Research*, *44*(3), 1316-1330. https://doi.org/10.1177/0739456X211053654
Heat is the deadliest weather-related hazard in the United States. This paper studies municipal heat adaptation using survey and planning data from California. We first analyze the characteristics of municipalities that innovate. Cities with heat-related policies have greater degrees of projected extreme heat, leadership support, environmental justice planning, and smaller Hispanic population shares. We then assess specific policy innovations of six large cities by plan type. Some strategies, including expanding tree canopies, have been widely adopted while others, such as cool walls, are rarely included. Findings suggest that planners can—and should—play a central role in heat adaptation planning.

Gaebel, M., Zhang, T., & Stoeber, H. (2024). **Trends 2024 - European higher education institutions in times of transition**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3979* (p. 100) [Report]. Consulté à l'adresse European University Association (Transnational) website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3979
For the European higher education sector, the past five years have seen many changes and transformations, some gradual, others more drastic and disruptive. In the ninth edition of the European University Association's long-running series, Trends 2024 provides an overview of how European higher education institutions experienced changes over the past five years, due to higher education reforms, and in the wider context of societal, political, economic and technological changes, marked among others by the implications of Covid-19 pandemic and Russia's war against Ukraine. The report also sheds light on how higher education institutions see their future direction. Based on survey responses from 489 higher education institutions in 46 European higher education systems, Trends 2024 analyses the institutions' perspectives and strategies with regard to their multiple missions. It focuses on the education mission, changes in the student body and the education offer, learning and teaching enhancement, the rise of non-degree education, and developments in mobility and internationalisation.

Galan, J., & Kotze, D. J. (2024). **Pedagogy of Planning Studios for Multidisciplinary, Research-Oriented, Personalized, and Intensive Learning**. *Journal of Planning Education and Research*, *44*(3), 1096-1108. https://doi.org/10.1177/0739456X221082502

Through this paper, we investigate the key characteristics of planning studios and how they relate to new demands in planning education. The research is conducted through an analytical framework that is applied to a highly transferable case study (iWater Summer Schools). Results confirm that the prototypical characteristics of planning studios can support the design of multidisciplinary, research-oriented, personalized, and intensive courses, and that all these demands can be simultaneously satisfied. In addition, results indicate that positive alignments and connections can be established between different pedagogical variables (e.g., learning methods, assessment methods, provided skills) and the educational demands mentioned above.

Galioto, C., & Moyano Davila, C. (2024). **What time does the bell ring? Problems and potentialities in experiences of temporality in school**. *International Journal of Qualitative Studies in Education*, *37*(7), 1839-1852. https://doi.org/10.1080/09518398.2023.2233930
This paper problematizes the experience of temporality in school education and explores its potentialities, examining the implications for educational justice in and for qualitative research. In a first stage, we develop a pars destruens of how the experience of temporality takes place as a transversal dimension of school activities. Using phenomenological perspective as theoretical and critical lens, we show that the objective of this approach is to organize time and experience in a standardized, contradictory, and tense manner; at the same time, we describe a pars construens of the experience of temporality, endowed with a horizon of possibilities: the school as free time that contributes to questioning certain aspects in relation to temporality as a project of progress in education, without failures, without different rhythms. These approaches propose a link between experience of temporality and educational justice that we discuss in the conclusion.

Garboden, P. M. E. (2024). **You Can't Get There from Here: Mobility Networks and the Housing Choice Voucher Program**. *Journal of Planning Education and Research*, *44*(3), 1257-1274. https://doi.org/10.1177/0739456X211051774
The Housing Choice Voucher (HCV) program represents the largest subsidized housing program in the United States. While families with vouchers can, in theory, lease any housing of reasonable quality renting below a rent ceiling, the empirical evidence suggests that they rarely use their vouchers to move to lower poverty neighborhoods. This paper examines the question of how spatial boundaries impact the residential possibilities of HCV subsidized families, both the visible boundaries of Public Housing Authority (PHA) catchment areas and the invisible boundaries of racial and economic segregation. I use administrative data supplied by the Department of Housing and Urban Development, which includes all moves by HCV families between 2005 and 2015 in the Baltimore, MD, Cleveland, OH, and Dallas, TX, metropolitan areas. Using a Louvain method of network cluster detection, I subdivide each metro into distinct mobility clusters—sets of census tracts within which voucher holders move but between which they rarely do. I find that the empirical mobility clusters at the metropolitan level are highly defined by PHA's catchment areas. Even though families are technically allowed to "port" their voucher from one PHA catchment area to another, such behavior is rare. Within the PHA catchment areas, HCV mobility clusters are defined by patterns of race, income, and history. These findings suggest that patterns of racial and economic segregation seem to partially define the mobility clusters within PHA catchment areas, but not across them.

García-Aracil, A., & Isusi-Fagoaga, R. (2024). **The Spanish higher education system and the employability of its graduates**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 57-78). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-11.xml
While the Spanish higher education system has experienced a period of profound change affecting its socio-economic system, high unemployment rates among the youth, females and university graduates remain a critical challenge. Despite this challenge, structural political reforms on the issue to assist the affected groups to enhance their employability remain scarce. This chapter employs an exploratory and descriptive approach to analyse Spanish university graduates' employability. As a whole, the data indicate that two of the most outstanding changes in recent decades have been educational growth and the improvement of the occupational structure. Nevertheless, this improvement has not been able to absorb the growth in higher education. This means that many Spanish university graduates are heading for unemployment and are in jobs that do not require a university degree. In this context, public policies should take into consideration structural issues that affect the labour market and the management of curricula.

Gaudreau, J., & Brabant, C. (2023). **Proposition d'un modèle logique du volet primaire du curriculum Montessori incluant les facteurs contextuels influant sur sa mise en oeuvre**. *Revue des sciences de l'éducation*, *49*(2). https://doi.org/10.7202/1113028ar
L'engouement contemporain pour l'approche éducative instaurée par Maria Montessori est indéniable dans les réseaux professionnels et au sein de la communauté scientifique à travers le monde. Le corpus scientifique relatif aux effets de cette approche sur les apprenant·e·s est prometteur, mais encore exploratoire, sa principale limite méthodologique étant le manque d'évaluation de la fidélité de son implantation dans les milieux scolaires desquels sont tirés les échantillons. Pour contribuer à remédier à ce problème, cette étude propose un modèle logique du volet primaire (6 à 12 ans) du curriculum Montessori incluant les facteurs contextuels influant sur sa mise en oeuvre.

Gillitzer, C., & Prasad, N. (2024). **The effect of school closures on standardized test scores: Evidence under zero-COVID policies**. *Economics of Education Review*, *102*, 102577. https://doi.org/10.1016/j.econedurev.2024.102577
We study the effect of school closures on learning loss under Australia's zero-COVID policies. School closures occurred together with preemptive shelter-in-place and non-essential workplace closures that successfully eliminated the spread of COVID. We exploit variation in the duration of school closures across Australian regions of 9-157 school days and student-level test score data from a national standardized test with high participation to estimate learning loss. Learning loss was substantially smaller than comparable estimates from the literature, which has almost exclusively studied COVID mitigation (rather than elimination) policy environments. Learning loss was minimal for disadvantaged socioeconomic groups.

Giret, J.-F., & Jongbloed, J. (2024). **The consequences of the dualization of the French higher education system for graduates' vertical mismatch in the labour market**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 12-34). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-9.xml

This chapter examines higher education graduates' vertical educational mismatch five years after labour market entry in the context of the dualization of French higher education between the grandes écoles and universities. Comparing both 'normative' and 'subjective' measures of overeducation, we examine rates in France across the two-tiered structure of the higher education system. The authors analyse data from four surveys following successive representative cohorts of young people and examine how probabilities of reporting being overeducated changed from the early 1990s to 2015. The results suggest that while graduates of the grandes écoles are less likely to report being overeducated than other graduates as defined by a normative measure, this is not the case when a subjective measure is used. This leads the authors to be cautious about the consequences of the rise in the level of university degrees and to argue that it cannot be considered as degree inflation stricto sensu.

Gitschthaler, M., Kast, J., Corazza, R., & Schwab, S. (2024). **Inclusion of multilingual students—teachers' perceptions on language support models**. *International Journal of Inclusive Education*, *28*(9), 1664-1683. https://doi.org/10.1080/13603116.2021.2011439
Inclusion of multilingual students—teachers' perceptions on language support models Ensuring the best possible support for multilingual students is a challenge for educational systems the world over. In Austria, new language support models, the so-called German language support classes (GLSC) and pull-out courses (POC), have been installed in the school year 2018/19. The new models offer language support in separate classrooms and have been strongly criticised since their implementation due to their segregative and assimilative character. This study aims to examine teachers' perceptions of language support models for multilingual students in Austria. For this purpose, a large-scale quantitative survey including 1,267 in-service teachers (mean age = 43.40) from eight of nine states in Austria was conducted. Results indicate that teachers perceive a segregated language learning setting more negative for the academic, social and emotional development of students compared to an inclusive one. Furthermore, they also experience that more resources are needed to adequately implement an inclusive learning environment for multilingual students.

Giunco, K., & Sellers, K. M. (2024). **When Anti-CRT Becomes Anti-Care: Navigating Curricular Controversies Amid Voucher-Induced Changes to a Private Religious School Landscape**. *Journal of Cases in Educational Leadership*, *27*(3), 55-69. https://doi.org/10.1177/15554589241237696
As access to private religious education expands through vouchers, public discourse has positioned these schools as politically neutral spaces. Teachers who seek to ethically care for students are thus placed in a predicament. In this article, we present the fictive case study of a middle school teacher in a suburban Catholic school that has accepted vouchers and consequently undergone significant demographic and political shifts. When the teacher makes a curricular decision that responds in caring and critical ways to their students, they face a wave of parental opinions that call their instruction and ethical aims into question.

Gonzalez, A. B., Dumay, X., Dupriez, V., & März, V. (2024). **L'écologie professionnelle de l'école inclusive en Fédération Wallonie-Bruxelles : aires de tâches et luttes concurrentielles entre groupes professionnels**. *Éducation et Sociétés*, *52*(2), 83-100. https://doi.org/10.3917/es.052.0083

Gosseaume, V., Paddeu, J., & Kogut-Kubiak, F. (2024). ***L'offre de certification et ses évolutions à l'aune des CPC interministérielles***. Consulté à l'adresse https://www.cereq.fr/certification-cpc-interministerielles

Grecic, D. (2024). **The Epistemological Chain: A Tool to Guide TNE Development**. *Journal of Studies in International Education*, *28*(3), 319-334. https://doi.org/10.1177/10283153221145078

Transnational Education (TNE) has been a growing area of university business with a range of models developed to provide high quality educational products to partners across the world. However, given the changing geo-political environment, the continued rationale, efficacy, and legitimacy of current TNE partnership templates must be questioned. This paper therefore presents an alternative conceptualization to drive future work in this area, one which prioritizes the place of knowledge and transformational learning. I propose a new learning-based framework, the Epistemological Chain (EC), and describe how this can guide future TNE interactions and establish an alternative paradigm based upon cooperation and the co-creation of learning. Exemplars are provided that illustrate the extremes of the framework. The EC's future utility and application are then discussed with regard to TNE partnership design, operation, and evaluation. In summary the paper provides an original framework that places education firmly back at the heart of TNE.

Hajisoteriou, C., Karousiou, C., & Angelides, P. (2024). **Children's voices on marginalisation and inclusion: lessons to be learned from two decades of research in Cyprus**. *International Journal of Inclusive Education*, *28*(8), 1591-1615. https://doi.org/10.1080/13603116.2021.2008534

In this paper, we set out to examine children's voices on inclusion through a systematic review of empirical studies carried out in Cyprus over the past 20 years. Specifically, it focuses on research related to this field and investigates the ways in which these studies illustrate the importance of children's perspectives as a means for promoting inclusion and challenging segregational practices. The aim of such analysis is to bring to the surface the diverse ways and methodological tools in which children may be actively involved and have their voices heard. Moreover, our analysis seeks to point out the major issues raised by children with regards to areas of concern or suggestions for inclusion. In this context, the originality of this study lies in integrating findings and perspectives from the available empirical studies as well as in synthesising research findings to depict evidence on a meta-level and reveal areas in which more research is needed and to sum up suggestions for further policy-making.

Ham, S.-H., Liao, W., & Zhou, Y. (2024). **Towards a school culture of pedagogical fairness: revisiting the academic performance of immigrant children in East Asia**. *International Journal of Inclusive Education*, *28*(10), 2183-2200. https://doi.org/10.1080/13603116.2022.2085818

Educational scholars have argued for fair pedagogical practices in response to the learning needs of diverse students. While pedagogical fairness has been widely advocated, few studies have systematically assessed its impact on student learning, and even fewer have examined pedagogical fairness from a school organisational perspective. To narrow this gap in research, the current study develops an expansive conceptualisation of pedagogical fairness as an integral part of organisational culture, which varies by school. Our data, gathered from 7,746 immigrant-background students attending 563 schools in six East Asian societies, were analysed based on a hierarchical

linear model explaining their academic performance as a function of pedagogical fairness in terms of both teacher practice and school culture. The results suggest that fair pedagogy can effectively help immigrant children succeed in school. It is particularly notable that pedagogical unfairness embedded in school culture is negatively associated with the academic performance of immigrant children, even after controlling for unfair pedagogical practices exercised by individual teachers. These findings suggest that implementing fair pedagogy is not simply the responsibility of individual teachers; it is also the responsibility of school leaders, as they are in the position to substantially influence the school as an organisational whole.

Haugh, D., Purwin, A., & Santiago, P. (2024). ***Ensuring the tide lifts all boats: Improving quality and equity in schools across New Zealand*** (OECD Economics Department Working Paper N° 1816). Consulté à l'adresse OECD Publishing website: https://econpapers.repec.org/paper/oececoaaa/1816-en.htm
The education policy framework and New Zealand's autonomous school system have many strengths and centres of excellence. New Zealand has a deep pool of highly talented and motivated teaching professionals, but the system is performing below potential. Student achievement is declining and equity is not improving, and outcomes are too variable even in the same school. Many of the support elements are lacking, including a sufficiently detailed curriculum, efficient assessment tools, specialist subject teaching practice and curriculum implementation advice, and initial teacher education tailored to the unique demands the system imposes. The Ministry of Education's operational capacity was pared back too far. Many improvements can be made without increasing total spending. The Ministry should continue to develop its operational support capacities. The government should better spread best practices, and continue efforts to provide a detailed curriculum, an assessment system and education of teachers and training for boards and principals better informed by data, evaluations, education research and the expertise of the system's experienced actors.

Heron, L. M., Agarwal, R., Greenup, J., Attong, N., & Burke, S. L. (2024). **Leveraging the Design Thinking Model to address campus accessibility challenges and assess perceptions of disability awareness**. *International Journal of Inclusive Education*, *28*(9), 1858-1870. https://doi.org/10.1080/13603116.2022.2041111
An estimated 19% of students enrolled in postsecondary education in the US have a disability. However, students with disabilities often face barriers, including accessibility challenges, that result in lower attendance and graduation rates. It is therefore critical that universities take action to ensure campuses are fully inclusive and accessible. Using the Design Thinking Model, a workshop was conducted at a large Southeastern University to bring together a diverse group of stakeholders (n = 32) to brainstorm innovative solutions to accessibility challenges. Four potential solutions were generated that aimed to improve campus infrastructure, the mobile map application, and general advocacy of people with disabilities, and to establish a task force to ensure that addressing accessibility concerns remains a long-term priority. After the workshop, participants reported having greater knowledge of accessibility policies, awareness of accessibility issues on campus, and an increased ability to address accessibility issues when they arise. Participants without disabilities also reported being more likely to notice accessibility challenges on campus and felt more confident talking to individuals with disabilities. Workshops that leverage the Design Thinking Model show promise in generating solutions

that could tackle accessibility challenges on postsecondary campuses and increase knowledge of university policies and procedures related to accessibility.

Hickey, R., & Healey, N. (2024). **The rise of the remote metropolitan branch campus – Definitions, motivations and models**. *Higher Education Quarterly*, *78*(3), 1175-1189. https://doi.org/10.1111/hequ.12522
This paper explores the concept of the university remote metropolitan branch campus (RMBC). Drawing on approaches used to frame international branch campuses, it proposes a first definition for an RMBC, distinguishing it from a wider group of domestic 'Satellite Campuses' that includes multi-campus universities within regions. Using interviews with 10 RMBC directors in London, it explores motivations for their creation and approaches used to organise and resource these ventures, as well as to attract and teach students. It concludes that the dominant reasons for creating RMBCs relate to financial diversification, reputation, reach and business engagement, but that in some cases the repositioning of an RMBC has been strategically reactive in response to external changes in its operating environment. Whilst there is evidence for a range of organisational models amongst London-based RMBCs, there are key commonalities around the students attracted, the programmes offered and approaches to teaching and learning. RMBCs in London are growing and thriving, but face challenges from market entrants and uncertain future UK Government policy.

Hopkins, C. A., Kohl, K., Didham, R. J., bin Abdul Razak, D., Sanusi, Z. A., & Vilela, M. (2024). **Envisioning leadership for tomorrow's collective well-being**. *PROSPECTS*, *54*(2), 383-392. https://doi.org/10.1007/s11125-024-09686-9
What kinds of leaders does the world need today to achieve a sustainable tomorrow? This article focuses on the importance of envisioning values-based leadership in a pursuit of collective well-being, in light of unprecedented change today, uncertainty about tomorrow, and a lack of clear vision of desired futures. The authors make the case for the importance of formal and informal leaders today and in the future understanding themselves as part of a broader system, and becoming aware of their own competencies, attributes, values, and limitations. The emerging aspects of what leadership can do to promote a sustainable future and lead on the path call for shifts in the current understanding of leadership roles and characteristics. More effective approaches may be found through exploring explicit, transparent values-based leadership as well as new forms of engaging in partnerships and addressing systems holistically. When engaged, higher education can play crucial new roles in preparing much-needed knowledgeable and compassionate leaders, fostering and influencing behavior across societies, and leading future generations to live life purposefully and skillfully in the global pursuit of a sustainable future for all.

Houlden, S., & Veletsianos, G. (2024). **Radical imagination for a new social contract for education**. *PROSPECTS*, *54*(2), 499-506. https://doi.org/10.1007/s11125-024-09678-9
In UNESCO's 2021 report, Reimagining our futures together: A new social contract for education, futures emerge as a key orientation for establishing not just improved educational systems but for creating liberatory worlds for everyone. Amidst the Covid-19 pandemic, social and economic instability, and the climate crisis, the future of education, especially higher education, has become highly uncertain. Dominated by "elite futurism", education futures are often dictated by powerful institutions, corporations, and nongovernmental organizations, failing to account for the diverse

perspectives and needs of communities. This lack of inclusivity perpetuates conditions of uncertainty and instability worldwide. To address these challenges and foster education futures that prioritize justice and liberation, this article explores the role of radical imagination. While conventional imagination is constrained by discursive enclosures and powerful affective economies, hindering transformative and diverse visions of the future, radical imagination challenges the status quo, seeking to address the root problems of societal norms and ideologies. This article emphasizes the importance of collective processes in radical imagination, promoting inclusivity and diverse perspectives. Importantly, this work isn't simply for students, but must include researchers, educators, and policymakers, challenging their complicity in systems of oppression and divesting from harmful structures. By incorporating "depth pedagogies" that prioritize caring relationships with the natural world and contextual understanding of histories of oppression, education can empower learners to envision and act on alternative futures.

Huesler, J. (2024). ***Impact of Natural Disasters on School Attendance: A Comparative Study from Colonial Jamaica*** (Working Paper N° 0264). Consulté à l'adresse European Historical Economics Society (EHES) website: https://econpapers.repec.org/paper/heswpaper/0264.htm
This paper investigates the impact of hurricanes on school attendance in Jamaica from 1892 to 1942, a period marked by significant natural disasters, including four category two hurricanes. By integrating monthly school attendance data from the fourteen Jamaican parishes with assessments of potential storm destruction, the paper quantifies the effect of hurricanes on school attendance. The average effect of a category two hurricane was a 9.1% decrease in school attendance in the month of the hurricane, followed by decreases of 8.6% and 7.2% in the following two months. Consequently, nearly 400 children miss school for one month, with over 310 children missing school for three months. Mediation analysis further indicates a decline in school performance by up to 3.23%, indirectly caused by decreased school attendance. This paper highlights the lasting impact of hurricanes on educational outcomes, especially in countries with agrarian economies and underdeveloped education systems.

INEE : réseau inter-agences pour l'éducation en situations d'urgence. (2024). ***Collective impact through collective action: INEE strategic framework 2024-2030***. Consulté à l'adresse https://inee.org/sites/default/files/resources/INEE%20Strategic%20Framework%20for%202024-2030%20EN%20v1.2%20LowRes.pdf
Ce cadre stratégique est une stratégie pluriannuelle qui sert de guide à l'ensemble des travaux et des résultats de l'INEE jusqu'en 2030. Il permet au réseau de continuer à jouer un rôle efficace dans la réalisation du droit à une éducation de qualité, sûre et pertinente pour toutes les personnes touchées par des situations d'urgence (ESU) et/ou des crises prolongées. Ce cadre fixe notamment des résultats en cinq priorités : 1. fournir un leadership éclairé et soutenir le plaidoyer mondial ; 2. renforcer les compétences des acteurs de l'ESU par le partage des capacités et l'apprentissage mutuel ; 3. organiser, gérer et diffuser les connaissances ; 4. promouvoir la production, le partage et l'adoption éthiques des données et des preuves ; 5. faciliter un engagement équitable et inclusif des membres dans les activités du réseau et la prise de décision.

James-Gallaway, C. D., & Wilson, A. (2024). **"You can't build a revolution with no education": Deepening equity-mindedness in professional learning activities**.

International Journal of Qualitative Studies in Education, *37*(7), 1907-1922. https://doi.org/10.1080/09518398.2023.2248043
Institutes of higher education have adopted equity-minded frameworks as potential solutions to dismantle the permanence of racism within them. Yet, little empirical evidence documents the outcomes of these frameworks, which often include professional learning experiences for faculty and staff. Drawing on critical race discourse analyses of interview data from a 16-week professional learning seminar on race and racism in higher education, the authors of this study posit that equity-mindedness is a process where one becomes aware of oppressive structures of harm and one's participation in, and reproduction of, these structures. This claim expands previous scholarship on the topic, which fails to articulate the importance of reflexive equity-mindedness. The authors conclude with a call for P-20 practitioners to focus on the contexts of interpersonal transformation as necessary to create more equitable and just educational settings for all students in addition to institutional policies and practices.

Janssen, L., Zwier, D., & van de Werfhorst, H. (2024). **Privatization of preschool education: The implications for educational inequalities in cross-national perspective**. *Acta Sociologica*, *67*(3), 282-300. https://doi.org/10.1177/00016993231205201
Preschool education is regarded by many researchers and policymakers as a potential equalizer of educational opportunities. Yet, cross-national research shows that there exist large variations in the equalizing effects of preschool education across countries. In this paper, we study to what extent the national level of privatization of the preschool sector can explain these cross-national differences by examining its impact on the equalizing effects of preschool education. For this purpose, we use data from the Progress in International Reading Literacy Study 2016 for 24 countries. The results show that having spent more time in preschool is more strongly associated with primary school achievements for children of disadvantaged families. We find some modest support that this compensatory pattern—in which preschool compensates for a reduced set of resources in the home environment—is somewhat weaker in societies with higher levels of privatization, though not reaching conventional standards of statistical significance. The study highlights the relevance of considering the impact of national preschool settings on the distribution of preschool benefits across children with varying socioeconomic backgrounds.

Jones, V. A., Briscoe, K. L., Hatch-Tocaimaza, D. K., & Martinez, E. (2024). **The commodification of men of color initiatives: community colleges directors' experiences with non-performative commitment**. *International Journal of Qualitative Studies in Education*, *37*(7), 2004-2022. https://doi.org/10.1080/09518398.2023.2258107
Program directors at community colleges must navigate institutional rhetoric to effectively support Men of Color. This study considers how administrators often exhibit a non-performative commitment to diversity, in that stated commitment might not equate to action. Utilizing a framework grounded in critical race theory and cognitive frames regarding diversity, deficit, and equity, the authors of the study interviewed directors of men of color programs to explore their administrators' commitments to support the work. They also explored the ways that diversity rhetoric affected the success of their programs. Findings revealed that rhetoric often took the place of tangible action, that diversity rhetoric might contradict directors' experiences, and that directors regularly acted as commodities to do the work of diversity with little support. Through this research, the authors offer several implications related to the need for more explicit institution-wide

practices that center on equity-mindedness and move past generic frames about diversity.

Kesik, F., & Beycioglu, K. (2024). **Turkish education policies and practices: inclusive or exclusionary?** *International Journal of Inclusive Education*, *28*(10), 2104-2121. https://doi.org/10.1080/13603116.2022.2058625
This research aims to determine the opinions of teachers and educational administrators about how inclusive the Turkish education system is and attempts to provide a profound picture of inclusive education policies and practices in Turkey. In this qualitative-phenomenological study, sampling technique was used. Thirteen general education teachers and seven administrators, who participated in inclusive education in-service teacher training activities, constituted the working group of the study. The data were collected with a semi-structured interview form. The obtained data were analysed through the content analysis method. The findings revealed that inclusive education is still considered in terms of increasing the rates of schooling, and the policies and practices regarding it have not gone beyond mere integration. Although there have been remarkable steps regarding the inclusion of students, who are disadvantaged in terms of their disability, ethnicity and refugee, the Turkish education system is still far from being inclusive and fair. Hence, it was suggested that discussions on inclusion in the education system should go beyond the quantifiable indicators and be organized to include all disadvantageous groups of students, not just the visible ones.

Khamitova, A. (2024). **Reimagining higher education learning spaces in a new social contract for education**. *PROSPECTS*, *54*(2), 427-431. https://doi.org/10.1007/s11125-024-09680-1
Universities across the globe are transforming or upgrading their campus infrastructure to prepare students for the work in the 21st century. Such campus transformations can be important in various ways. For example, universities can introduce innovative learning spaces that support recruitment and enrollment policies on campus. Even though the design, development, and efficient use of such spaces come with challenges, the reconceptualization of the university infrastructure is one way to move toward a new social contract for education. The author argues that innovative learning spaces can catalyze a new social contract for education. To overcome the challenges that accompany campus transformations, the models of governance and policies that support campus developments, such as partnerships within and between institutions, should be introduced.

Khan, S., Giannelli, G. C., & Ferrone, L. (2024). ***Can Maternal Education Enhance Children's Dietary Diversity and Nutritional Outcomes? Evidence from 2003 Education Reform in Kenya*** [Working Papers - Economics]. Consulté à l'adresse Universita' degli Studi di Firenze, Dipartimento di Scienze per l'Economia e l'Impresa website: https://econpapers.repec.org/paper/frzwpaper/wp2024_5f12.rdf.htm
Education is widely believed to have positive effects on multiple aspects of health outcomes. Nevertheless, the extent to which this association is causal or the factors that could explain the observed correlation remain uncertain, particularly in low-income nations. This study examines the causal impact of maternal education on child nutritional outcomes and their dietary diversity. The empirical research employed a fuzzy regression discontinuity design, where school reform exposure in 2003 is utilized as an instrumental variable to measure educational achievement in Kenya. The findings indicate that

increasing a yearâ€™s education of women enhances the nutritional status and dietary diversity of her children. One more year of women's schooling considerably affects a child's nutritional status, regardless of their gender. However, the effect is slightly better for boys than girls. The results are also robust across sensitivity tests. Further investigation indicates that the pathways through which maternal education enhances child health outcomes include factors such as the mother's age at first birth, the total number of children under the age of five, the father's level of education, the frequency of prenatal care visits, women's access to information through reading newspapers and watching television, the mother's literacy level, and her employment status. The results of the study suggest that increasing access to education, specifically for young girls, in developing nations such as Kenya may serve as an effective policy tool to improve the nutritional outcomes and feeding practices of children.

Kim, H. (2024). **A Fad or the New Norm for Student Access Today? Evaluating Enrollment Outcomes of Holistic Admissions in South Korea**. *Research in Higher Education*, *65*(5), 1040-1064. https://doi.org/10.1007/s11162-024-09776-9
The worldwide adoption of holistic admissions in higher education is a recent phenomenon, inspired by elements originally present in the U.S. system. While holistic admissions have been rooted in the Korean higher education system since its adoption, now it is also faced with burgeoning debates over their fairness and impact on student access. This study, therefore, examines the effect of holistic admissions on the enrollment patterns of students from diverse backgrounds. Using data obtained from the Higher Education Statistics Survey, and employing heterogeneity-robust difference-in-differences estimation strategies, this study examines whether the introduction of this new admissions program effectively promoted student access. The results illustrate that the adoption of holistic admissions has dynamic treatment effects that vary based on the timeline relative to adoption and government subsidy status. Subsidized adopters show a statistically significant increase in all outcomes a few years post-policy adoption, while unsubsidized adopters demonstrate a more delayed effect. Moreover, although holistic admissions increased the share of disadvantaged students, it resulted in a higher surge in international student enrollment. The results from this study reflected that the consistent implementation of holistic admissions over a sustained period can bring about intended outcomes from the institutions adopting holistic admissions.

Kim, T. (2024). **Reimagining accountability through educational leadership: Applying the metaphors of "agora" and "bazaar"**. *Educational Management Administration & Leadership*, *52*(5), 1098-1113. https://doi.org/10.1177/17411432221132100
This study aims to explore reimagined accountability through collective efforts initiated by school leaders and to challenge the fixed notion of accountability prescribed by policy scripts. Drawing on studies highlighting humanizing leadership and the metaphors of "agora" and "bazaar," I investigate how school leaders (re)construct and (re)define meanings of accountability in their daily practices. Using portraiture as research method, I analyze qualitative data collected through observation, interviews, and artifacts in a rural school in the United States, over the course of the 2018–2019 school year. In contrast to prevalent discourses around technical, performance-driven approaches to accountability, the principal and teachers in this portraiture illuminate a culture of accountability deeply rooted in care, respect, and shared responsibility to support students' growth. This accountability space exemplifies student-centeredness, teachers' professional agency, and belonging as community in the daily interactions and symbolic

celebrations. I conclude this article by highlighting the importance of leadership in constructing school accountability by offering examples of habits of mind and practice to humanize school education. This research also extends policy enactment studies by exploring accountability portrayed in daily leadership practices.

King, B., Simpson, C. E., Rose, S. M., Farhangi, S., & Wood, K. E. (2024). **Sharing the Work: Using Diversity Advocates to Develop Inclusive Excellence**. *Innovative Higher Education*, *49*(4), 683-705. https://doi.org/10.1007/s10755-024-09702-y
Administrators and faculty at many colleges and universities are dedicated to making the faculty hiring process fair and equitable. One program that has shown promise is to train and appoint a Diversity Advocate (DA) to serve on each faculty search and screen committee. In this study, we created and examined the early stages of a DA program at a single institution. After undergoing special training, the DA works on the search committee to encourage best practices and to discourage schemas and stereotypes from interfering with the process. Our DA program differs from some in that efforts are made to train DAs who are demographically in the majority, work in the area where the search is taking place, and have earned tenure or promotion. Training those who are demographically in the majority helps meet our goal of broadening the responsibility for evidence-based and equitable hiring practices across faculty members. While reliable data on hiring outcomes is not yet available, we developed a survey to evaluate the DA training and conducted focus groups to understand the DA experience better. Our results highlight how DAs intervened in the search process to make it more equitable. The interventions included encouraging the use of best practices, such as leading the committee in creating a rubric for evaluating candidates and intervening when bias was present. Our study provides evidence that a DA program is one way to expand the pool of faculty committed to inclusive excellence.

Kosbab, B.-A. (2024). ***Trapped in Poverty: The Impact of Large-Scale Land Acquisitions on Education. A Geospatial Approach*** [Munich Papers in Political Economy]. Consulté à l'adresse Munich School of Politics and Public Policy and the School of Management at the Technical University of Munich website: https://econpapers.repec.org/paper/aiwwpaper/36.htm
Large parts of the population in developing countries depend on agriculture for their income and food security. However, agriculture-dependent households are vulnerable to agricultural shocks, which prevent them from investing in education, thus hindering their socio-economic progress and their ability to reduce dependence on agriculture. Research on the impact of agricultural shocks on education predominantly focuses on those caused by extreme weather events and fluctuations in agricultural commodity prices. The impact of large-scale land acquisitions on education has not been studied, despite their growing number and potential to disrupt the agricultural production of small-scale farmers. This paper fills the research gap by hypothesizing that large-scale land acquisitions negatively impact the education of people in their vicinity due to resulting food insecurity and income loss, leading households to divert educational resources to basic needs and withdraw children from school to contribute to income. The negative impact on education is expected to be more pronounced for boys, who find rural employment more easily and are thus more frequently withdrawn from school. Employing a geospatial approach, this paper links 322 large-scale land acquisitions in Africa to 46,711 Afrobarometer respondents. The results of the regression analysis indicate that being affected by a large-scale land acquisition between the ages of 0 and 16 has

a statistically significant negative impact on education. The hypothesized stronger negative impact on male education is not supported by the results. The findings imply that large-scale land acquisitions hinder rural development and entrench poverty, contrary to claims by investors and politicians.

Kraft, M. A., & Novicoff, S. (2024). **Time in School: A Conceptual Framework, Synthesis of the Causal Research, and Empirical Exploration**. *American Educational Research Journal*, *61*(4), 724-766. https://doi.org/10.3102/00028312241251857
We examine the fundamental and complex role that time plays in the learning process. We begin by developing a conceptual framework to elucidate the multiple obstacles schools face in converting total time in school into active learning time. We then synthesize the causal research and document a clear positive effect of additional time on student achievement typically of small to medium magnitude depending on dosage, use, and context. Further descriptive analyses reveal how large differences in the length of the school day and year across public schools are an underappreciated dimension of educational inequality in the United States. Finally, our case study of time loss in one urban district demonstrates the potential to substantially increase instructional time within existing constraints.

Kukreja, S. (2024). **Dehumanising experiences of teaching in the private schools in neoliberal India: an autoethnographic study**. *International Journal of Qualitative Studies in Education*, *37*(7), 2037-2054. https://doi.org/10.1080/09518398.2023.2258110
In the neoliberal economic policies adopted by nations, services for social welfare including education are rendered commodities to be purchased by citizens, and the employees' (teachers') skills too get commodified. The pedagogical skills of teachers may often be judged predominantly in terms of their contribution towards ease of profit-making by the private schools rather than facilitating students' learning and growth. Through qualitative autoethnographic analysis of my experiences within private schools as an employee in a major city of Uttar Pradesh state of India, I explore the ways in which commodification of private school education, including teachers' skills and roles, could be potentially dehumanising (being treated as persons unworthy of humanness or care) for teachers. The findings of my autoethnographic analysis point to aspects of such dehumanisation and the challenges ahead for the teachers to work towards making school spaces a growth-inducing experience for students and themselves.

Labelle, K., Lefebvre, M.-N., Deneault, N.-N., Blain, M., Boutet, S., Dufour, F., … Dubé, F. (2024). **Un pont entre milieux universitaire et scolaire : une collaboration gagnante pour atténuer les effets de la pénurie**. *Formation et profession*, *32*(1), 11. https://doi.org/10.18162/fp.2024.a321

Lakhno, M. (2024). **Green or green-washed? Examining sustainability reporting in higher education**. *Higher Education Quarterly*, *78*(3), 1099-1122. https://doi.org/10.1111/hequ.12513
Sustainability reporting has gained popularity across various fields, and the higher education sector is no exception. Higher education institutions across the globe are voluntarily investing time and resources into showcasing their activities and progress in sustainable development. Are these efforts just superficial instances of following a trend or do they exemplify a path towards an in-depth transformation in the area of sustainability, as it is called for by the United Nations Sustainable Development Goals

2015–2030? This article aims to answer this question by studying public sustainability reports of the top 50 UK universities, focusing on their self-reflective elements and thematic comprehensiveness.

Larbi-Cherif, A., Glazer, J. L., & Ison, A. (2024). **Continuous Improvement in Urban Districts: Bringing Environments Back In**. *American Journal of Education*, *130*(3), 363-394. https://doi.org/10.1086/729598
Purpose: Increasingly, school systems are forming improvement networks and using continuous improvement (CI) to realize more ambitious and equitable instruction. Yet networks reside in environments that place formidable demands on school leaders and house multiple, and sometimes contradictory, beliefs about educational goals and practices. Leveraging a framework derived from institutional logics, we investigate how three elementary school principals drew on competing theories, frames, and narratives to interpret and enact CI routines as part of a school turnaround network. Research Methods/Approach: Drawing on data from individual and focus-group interviews from a 3-year research project, we conducted a comparative case-study analysis to understand how three school leaders led CI efforts intended to improve mathematics instruction and student learning. Our qualitative findings emerge from multiple cycles of interview coding to describe how school leaders drew on different theories, frames, and narratives to enact CI. Findings: Despite access to common tools and routines, each principal identified markedly different types of educational problems and enacted substantively different solutions. The variable approaches corresponded to divergent "field-level logics" defined by fundamentally different beliefs about teaching and learning, as well as alternative ways of managing the demands of accountability, academic rigor, and community needs. Implications: A shared instructional infrastructure and networked improvement approach can help align CI efforts in large districts, but for district-based improvement networks to support coherent and sustainable advances to teaching and learning, leaders must cultivate a shared approach to managing the myriad demands of contemporary educational environments that often feature multiple and competing institutional logics.

Lassig, C., Poed, S., Mann, G., Saggers, B., Carrington, S., & Mavropoulou, S. (2024). **The future of special schools in Australia: complying with the Convention on the Rights of Persons with Disabilities**. *International Journal of Inclusive Education*, *28*(9), 1701-1719. https://doi.org/10.1080/13603116.2021.2020344
The United Nations has called upon Governments that are signatory to the Convention on the Rights of Persons with Disabilities (CRPD) to adopt practical but progressive systems to transfer resources from segregated settings/special schools into mainstream schools. What will this mean for Australia's special schools, particularly given their significant rise in enrolments over the past decade? What will it mean for the education of Australian students with disability? In this paper, we examine recent Government reviews/inquiries into the education of Australian students with disability to determine whether future planned actions align with Australia's international obligations to move away from segregated schooling. We conclude by examining both the barriers and the potential for providing a high-quality education system that realises the UN's commitment towards inclusive schools and societies.

Laurens, P., Le Bas, C., & Vo, L.-C. (2024). **Evolution of academic research in French business schools (2008-2018): isomorphism and heterogeneity**. *International Journal of Teaching and Case Studies*, *14*(4), 361-383. https://doi.org/10.1504/ijtcs.2024.10064663
In the perspective of institutional theory, business education is an institutional field, in which two major institutional forces are accreditations and rankings. In this context, French business schools (BS) have adopted an isomorphic response by starting to engage in research and publishing in academic journals. Studies have discussed their research as a new institutional trajectory. However, what remains unknown is how they differ from each other in such research dynamics. To bring new insights to the discussion, this quantitative study examines, over the period of 2008-2018, the evolution of research of French BS by systematically comparing the « best » schools with other schools in all analyses. The results indicate a strong isomorphism in terms of publication quantity and productivity, scale of research collaboration and the internationalisation of research. However, these schools are heterogeneous in terms research quality and scale of international research collaboration, reflecting the diversity in their research strategy.

Laville, M., & Mazereau, P. (2024). **Entre coupures et coutures, le jeu de frontières professionnelles dans l'éducation inclusive en France**. *Éducation et Sociétés*, *52*(2), 101-118. https://doi.org/10.3917/es.052.0101

Le Nevé, S. (2024, août 15). ***Des universités françaises loin du miroir de Shanghaï : un autre classement est possible***. Consulté à l'adresse https://www.lemonde.fr/societe/article/2024/08/15/des-universites-francaises-loin-du-miroir-de-shanghai-un-autre-classement-est-possible_6281949_3224.html
Les articles de recherche rédigés en français dans le domaine des sciences sociales ont une portée mondiale méconnue, que « Le Monde » mesure pour la première fois avec la plate-forme Cairn.info. L'université Paris Cité obtient la plus forte audience en 2023.

Lee, C. A. (2024). **Who Gets Hired at the Top? The Academic Caste System Theory in the Planning Academy**. *Journal of Planning Education and Research*, *44*(3), 1742-1756. https://doi.org/10.1177/0739456X221121611
This study is the first to examine detailed faculty demographics and impacts of elite hiring networks in the planning academy. Institutional prestige significantly shapes faculty placements. Nearly half of planning faculty graduated from Berkeley, Massachusetts Institute of Technology (MIT), University of California, Los Angeles (UCLA), Cornell, and University of North Carolina (UNC)-Chapel Hill. Faculty are predominantly hired in similar or lower ranking programs with little upward mobility, after accounting for demographics and program factors. While race and gender did not have a significant relationship to placements, the findings demonstrate how status-based inequities are perpetuated through elite programs and constrain faculty representation.

Lelièvre, C. (2024, août 29). **Rentrée 2024 : quel budget pour l'école ?** Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/rentree-2024-quel-budget-pour-lecole-237790
La ministre démissionnaire Nicole Belloubet a appelé en cette rentrée 2024 à « sanctuariser » le budget de l'Éducation nationale. Retour historique sur l'investissement de l'État pour l'école.

Lepire, C. (2024). **Cadre de référence réflexif pour élaborer, implanter et évaluer un dispositif de reconnaissance d'acquis et de compétences : l'apport d'ordres professionnels québécois**. *Revue hybride de l'éducation*, *8*(3), 1-22. https://doi.org/10.1522/rhe.v8i3.1491
À l'ère d'une pénurie de main-d'œuvre dans le réseau de l'éducation québécois, l'insertion professionnelle des personnes enseignantes non légalement qualifiées (PENLQ), grandissant en nombre, préoccupe. Dans ce contexte, un projet a vu le jour, ciblant notamment le rehaussement des qualifications de l'effectif enseignant par l'élaboration d'un modèle de reconnaissance des expériences et des acquis destiné aux PENLQ. Cet article présentera les étapes d'une démarche documentaire et conceptuelle menant à l'aboutissement de la proposition générique d'un Cadre de référence réflexif pour élaborer, implanter et évaluer un dispositif de reconnaissance d'acquis et de compétences, phase préliminaire d'une éventuelle modélisation.

Lilly, D., & Margot, T. (2024). ***Unlocking futures : a global overview of education in emergencies financing***. Consulté à l'adresse https://eiehub.org/wp-content/uploads/2024/06/7-Key-Insights_Unlocking-Futures-A-Global-Overview-of-EiE-Financing.pdf
La publication donne sept informations clés sur le financement de l'éducation en situations d'urgence (ESU). Elle met en lumière les défis persistants (la nécessité d'augmenter le financement humanitaire pour l'éducation, le fait que les rares ressources ne sont pas distribuées de manière équitable …) qui expliquent pourquoi l'ESU reste sous-financée et n'est pas aussi prioritaire que d'autres secteurs. Elle met aussi en avant les opportunités inexploitées indiquant ainsi la voie à suivre pour mobiliser davantage de financements, dans la perspective du Sommet de l'avenir de 2024 et de l'Assemblée générale des Nations Unies, afin de réaliser l'Agenda 2030. Cette analyse offre un guide à ceux qui s'efforcent de remédier au sous-financement chronique de l'éducation en contextes de crise.

Lin, W., & Chan, S.-J. (2024). **Students as a Nexus of Cultural Diplomacy: Estimating the Outcomes of the International Higher Education Scholarship Program in Taiwan**. *Journal of Studies in International Education*, *28*(3), 420-439. https://doi.org/10.1177/10283153231178133
Internationalization policy in higher education facilitates a nation's economic growth and demonstrates generosity to other nations. This study investigates the impact of the International Higher Education Scholarship Program of the International Cooperation and Development Fund on recipients' perceptions of and experiences in Taiwan. Based on the management, education, medical science, and engineering programs of four case study universities, it finds attitudinal changes, increased intercultural competence, and signs of institution transfer and knowledge network formation. Socialization has fostered scholarship holders' cultural affinity and shared identity with Taiwan. As higher education institutions promote knowledge sharing and cultural diffusion, international students are also a nexus of cultural diplomacy, the attractions of which are more conspicuous than knowledge diplomacy's benefits. The empirical evidence of this study helps delineate theoretical frameworks of diplomacy in international higher education. Its longitudinal observation of alumni career trajectories can enrich cross-sectional evaluation.

Lincove, J. A., & Valant, J. (2024). **The Effects of Unified School Enrollment Systems on School Demographics and Outcomes: Evidence From New Orleans' Transition to a Centralized School Lottery**. *American Educational Research Journal*, *61*(4), 647-686. https://doi.org/10.3102/00028312241248513
Unified enrollment (UE) systems were designed to improve efficiency, equity, and transparency in school choice processes, but research has focused on efficiency gains. This study examines whether moving from decentralized enrollment processes to UE mitigates or exacerbates racial segregation that often occurs in choice systems. Specifically, we examine a subset of charter schools in New Orleans that had enrolled disproportionately high numbers of White students prior to entering UE. We find that UE entry was associated with increased enrollment of non-White students in these schools without offsetting declines in White enrollment, facilitated by schools also increasing total enrollment after entering UE. We find no meaningful impacts of UE on school accountability measures, student or teacher mobility, or student discipline.

Liu, Y., Guo, S., & Gao, X. (Andy). (2024). **Coping with National Language Policy Shift: Voices of Chinese Immigrant Parents in an Irish County Town**. *British Journal of Educational Studies*, *72*(4), 457-481. https://doi.org/10.1080/00071005.2024.2309604
This paper focuses on the diaspora Chinese community in Limerick – an Irish county town in the southwest of the Republic of Ireland – and examines how Chinese parents have responded to the education policy shift resulting from the 2017 Irish foreign language strategy, which added Chinese to the official educational curriculum. A semi-structured group interview was conducted with four Chinese-speaking parents. Analysis of the data revealed that identity preservation and maintaining bonds with extended family are the predominant expressed reasons for parents to cultivate their children's Chinese proficiency. English and Irish are prioritized over Chinese. Though the parents hold positive attitudes towards the inclusion of Chinese as a school subject in Ireland, they are disempowered from taking advantage of participating in the implementation of this national language shift due to a lack of access to social, cultural, and economic capital. Analysed through a Bourdieuian lens, the findings further expose the limitations or constraints placed on family language policy and the discrepancy between macro- and micro-level language policies. The paper is intended to shed light on education, social justice, and equality, bridging the gap between micro-level family language practices and macro-level language policy.

Locatelli, R. (2024). **Renewing the social contract for education: Governing education as a common good**. *PROSPECTS*, *54*(2), 315-321. https://doi.org/10.1007/s11125-023-09653-w
In its report published in 2021, the UNESCO International Commission on the Futures of Education invited the international community to forge a "new social contract for education" in order to repair past injustices and build a more equitable and sustainable planet. This new social contract should involve all education stakeholders and be governed by the principle of education as a common good. However, neither the concept of the new social contract nor the principle of education as a common good appear to be clearly defined in the 2021 UNESCO report, and this results in a lack of political discussion regarding the relationship among the institutions that should govern the new social contract for education. This article discusses the extent to which the notion of education as a common good provides the political framing for such a new social contract. It recalls the theoretical background of this concept and identifies some key areas that may be relevant to the discussion on the governance arrangements required

to forge a new social contract for education with a view to revisiting existing hierarchies of power and strengthening democratic processes.

Lohier, C. (2024, septembre 9). **Recruter des enseignants contractuels : une solution durable pour l'Éducation nationale ?** Consulté 11 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/recruter-des-enseignants-contractuels-une-solution-durable-pour-leducation-nationale-231310
Les concours de l'enseignement n'attirent plus assez de candidats. Face au manque de profs, les académies ont alors recours non fonctionnaires, ce qui soulève un certain nombre de questions.

López-López, M. C., León-Guerrero, M. J., & Hinojosa-Pareja, E. F. (2024). **Construction and validation of Leading Inclusive Education in Compulsory Education Questionnaire (LIE-Q-Teaching Team)**. *International Journal of Inclusive Education*, *28*(10), 2052-2071. https://doi.org/10.1080/13603116.2022.2053215
The objective of this work is to create, and validate, a questionnaire aimed at assessing those actions undertaken by school management teams to promote inclusion in compulsory education sector in Spain. It is based on the perspective of teaching teams (members of management teams and teachers). To determine the psychometric properties of the questionnaire a descriptive, exploratory factorial and confirmatory factorial analysis was performed. In the pilot phase of the instrument, 243 members of teaching teams participated. The results obtained confirm that it is a valid and reliable scale with a bifactorial structure. The first of these factors includes actions carried out by the management teams to energise inclusive culture in their schools and thus turn them into inclusive communities. The other set of actions includes interventions with the aim of improving the training of students and creating professional learning communities.

Madar, N. K., & Danoch, A. (2024). **The impact of Israeli participatory program on success of its students**. *International Journal of Inclusive Education*, *28*(8), 1390-1401. https://doi.org/10.1080/13603116.2021.1991495
Israel has worked to improve the accessibility of its higher education to under-served communities, but lower socioeconomic students, as well as those of certain ethnic backgrounds, remain disadvantaged. Unfortunately, some 'second chance' programs developed to help facilitate admission to higher education have only increased this inequality. The following research evaluates the Sami Shamoon College of Engineering pre-academic program as a gateway for these marginalized populations to access higher education. An index is developed to visualize the clusters of socioeconomic status among geographic area and region as well as participation in the pre-academic program. The descriptive and statistical analysis looks at the ethnic and socioeconomic makeup of current undergraduate students that participated in the pre-academic program as well as their yearly GPA versus their counterparts. Discussion surrounds income inequality and both higher education accessibility as well as labour market prospects for graduates from vulnerable populations.

Magno, C., & Becker, A. (2024). **Postcritical school leadership encounters**. *PROSPECTS*, *54*(2), 377-382. https://doi.org/10.1007/s11125-023-09648-7
Establishing quality education as a human right, public undertaking, and common good representative of humanity and the planet through imagining a "new social contract for education" is an ambitious endeavor and crucial to (post)humanity's myriad ways of

knowing, living, and being. This article introduces postcritical educational leadership as an indispensable element in shaping the future of education by informing and implementing new social contracts within schools, the wider education system, and other potential spaces of response-ability and intra-action (Barad in Meeting the universe halfway: quantum physics and the entanglement of matter and meaning, Duke University Press, Durham, 2007; Derrida Today 3(2):240–268, 2010). Within complex, rapidly changing, and self-generating systems, modes, models, and mechanisms of governance become re-territorialized, constantly forming new assemblages consisting of new structures, actors, and context-dependent educational landscapes. Dynamic and heterogeneous assemblages make a static understanding of governance not only superfluous; they make it impossible. We need to loosen power, stability, and neoliberal structures to generate new forms of participative leadership—particularly at the school level—characterized by cooperation, solidarity, trust, and justice. We therefore reframe educational leadership as becoming among all actors within multifaceted, rhizomatic (education) system(s) (Deleuze and Guattari in A thousand plateaus: Capitalism and schizophrenia, Minnesota University Press, Minneapolis, 1987). We argue for a multi-perspectival view of leadership that includes a focus on how school leaders perceive their own becoming (e.g., their needs, positionalities, emotions) and how this becoming intra-acts with increasing social, cultural, political, and ecological complexity. Deeper engagement through introspection, self-analysis, and a processing of self-in-context together with exploration of school leaders' experiences with entanglements and assemblages will inform new governance arrangements and just and sustainable future-thinking and future-acting in education.

Malfatto, S. (2024). **Les effectifs étudiants dans l'enseignement supérieur en 2023-2024**. *Note flash du SIES*, (19), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-07/nf-sies-2024-19-33906.pdf
À la rentrée 2023, le nombre d'inscrits dans l'enseignement supérieur est en hausse et s'élève à 2,97 millions d'étudiants. En 2023-2024, 2,97 millions d'étudiants se sont inscrits dans l'enseignement supérieur. Après une baisse en 2022-2023, inédite depuis la rentrée 2007, les effectifs sont de nouveau en hausse cette année (+1,0 %) et retrouvent leur niveau de 2021-2022. Si la rentrée 2023 est marquée par une stabilisation des effectifs à l'université et une baisse des formations d'ingénieurs et des sections de techniciens supérieurs scolaires, le nombre d'étudiants formés dans les établissements d'enseignement privés progresse de 2,8 %. Ce secteur accueille 26,6 % des étudiants, soit 0,5 point de plus qu'en 2022-2023

Martins, P., & Ferreira, J. (2024). ***Effects of Individual Incentive Reforms in the Public Sector: The Case of Teachers*** (GLO Discussion Paper Series N° 1441). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1441.htm
We evaluate a political reform in Portugal that introduced individual teacher performancerelated pay and tournaments in public schools. We find that the focus on individual performance decreased student achievement, as measured in national exams, and increased grade inflation. The results follow from a difference-in-differences analysis of matched student-school panels and two complementary control groups: public schools in regions that were exposed to lighter reforms; and private schools, whose teachers had their incentives unchanged. Students in public schools with a higher proportion of teachers exposed to the tournament also perform worse. Overall, our results

highlight the potential social costs from disruption of cooperation amongst public sector workers due to competition for promotions.

Masamitsu, T. (2024). **Unpacking Legal Advancements for Asian American Students: A Political Discourse Analysis of Illinois's House Bill 376**. *Educational Policy*, *38*(6), 1259-1281. https://doi.org/10.1177/08959048231198820
In 2021, Illinois became the first state in the United States to require that K-12 students learn about Asian American history. Illinois achieved this when lawmakers passed House Bill 376 (H.B. 376), colloquially known as the Teaching Equitable Asian American Community History (TEAACH) Act. H.B. 376 received praise for being the first legislation of its kind, and its passage inspired similar bills in New Jersey, Connecticut, and Rhode Island. Given the bill's influence, it is imperative to consider its language and utility. This critical policy analysis specifically investigates lawmakers' employment of the term "Asian American." The analysis ultimately argues that H.B. 376 is a necessary first step in breaking centuries of silence and dislocation for Asian Americans; however, the bill advances a social definition—or sociopolitical understanding—of "Asian American" that is potentially harmful.

Mathivat, N., Rey, J., & Kloetzer, L. (2024). **Entre inclusion et sélection : l'orientation des élèves primo-arrivants allophones dans les conseils de classe d'accueil en Suisse**. *Éducation et Sociétés*, *52*(2), 41-61. https://doi.org/10.3917/es.052.0041

Mayo, S. (2024). **Les crédits budgétaires pour la recherche de la Mires en 2024**. *Note flash du SIES*, (18), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2024-07/nf-sies-2024-18-33774.pdf
En 2024, la mission interministérielle recherche et enseignement supérieur (Mires) regroupe 17,2 Md€ de crédits budgétaires pour la recherche, en progression de 3,9 % par rapport à 2023. Parmi les crédits budgétaires, 16,0 Md€ sont répartis par objectifs socioéconomiques. La moitié de ces crédits répartis sont orientés vers la recherche fondamentale. Près de la moitié des crédits budgétaires recherche répartis sont orientés vers les sciences du vivant, les sciences naturelles et l'espace.

McCluskey, M. S. (2024). **Scaling Toward Utopia or Dystopia: Challenges to Preserving Organizational Values Through Growth**. *Journal of Cases in Educational Leadership*, *27*(3), 70-85. https://doi.org/10.1177/15554589241238902
In their nascent stages, charter schools formed under competing ideologies. In academic circles, charter schools were envisioned as pedagogical laboratories that would allow for educator- and community-driven school improvement. In other circles, charter schools emerged as a free-market reform driven by accountability, choice, and growth. Amid the neoliberal accountability era, the latter ideology has emerged as a stronger driving force across the educational landscape, particularly amid the proliferation of Charter Management Organizations (CMOs). Based on real events, a charter school founder struggles to hold onto organizational values while scaling from a small charter school to a large CMO.

McNaughtan & Lujan. (2024). **"A Moral, Ethical, and Fiduciary Obligation to Serve": Perceptions of the Role of Presidents at Hispanic-Serving Community Colleges**. *Community College Journal of Research and Practice*, *48*(8), 491-505. https://doi.org/10.1080/10668926.2023.2189179

This study utilizes interviews with five Hispanic presidents at Hispanic-serving community colleges in the United States to understand how presidents define and perceive their role in ensuring Hispanic servingness, that is, guaranteeing that the Hispanic population is being fully served, at Hispanic-Serving Institutes (HSIs). We employ Garcia and colleagues' multidimensional framework of servingness. Past research on HSI leaders has not employed perceptions of presidents on their role to ensure servingness. Four common themes emerged from the data, indicating presidents are concerned about increasing representation, developing training, planning for the future, and exemplifying servingness.

McNeill, S. M., & Candelaria, C. A. (2024). **Paying for School Finance Reforms: How States Raise Revenues to Fund Increases in Elementary-Secondary Education Expenditures**. *American Educational Research Journal*, *61*(5), 953-990. https://doi.org/10.3102/00028312241264320
This study investigates how individual states raise revenue to pay for elementary-secondary education spending following school finance reforms (SFRs). We identify states that increased and sustained education expenditures after reform, search for legislative statutes that appropriated more education spending, and assess how policymakers funded the SFRs. Our results show that state legislatures increase investments in education by increasing tax revenue streams, such as sales and excise taxes, and by taking over property tax collections. Considering these results, we discuss that increased state investment in education should be accompanied by a policy mechanism to distribute state aid equitably to districts. Moreover, policymakers should consider local voters' preferences when implementing SFR policies, as tax increases may reduce local fiscal effort for education.

Merlo, C., Millet, A., Hernando-Gil, I., & Fischer, X. (2023). **French dual and practical training approaches**. *Gradus*, *10*(2). https://doi.org/10.47833/2023.2.ART.006
French regulations for dual training represent a very structured and strong framework for high education institutions that implement dual programs. They define the roles of each stakeholder, High Education Institution (HEI), companies, learners, as well as the financial and educational rules that govern the construction, the implementation and the exploitation of a dual program. This paper describes main French regulations; how they have been managed by an engineering school to implement bachelor and master programs, and how dual partners are integrated into lectures and evaluation processes through some examples.

Ministère de l'Économie, des F. et de la S. industrielle et numérique D. générale du T. (2024). ***Étude comparative internationale : Gouvernance, financement et adaptabilité de la formation professionnelle et de l'apprentissage***. Consulté à l'adresse https://www.tresor.economie.gouv.fr/Articles/2024/07/29/etude-comparative-internationale-sur-l-apprentissage-et-la-formation-professionnelle
Cette étude comparative met en lumière les différences et les similitudes des systèmes de financement de l'apprentissage et de la formation professionnelle en Allemagne, au Danemark, aux Pays-Bas et en Suisse. Des différences de fonctionnement des systèmes de formations sont mis en valeur, en termes : 1. de structures de gouvernance, 2. de financements et 3. d'adaptation aux besoins du marché du travail.

Ministère de l'enseignement supérieur, de la recherche et de l'innovation. (2024). ***L'état de l'enseignement supérieur, de la recherche et de l'innovation en France 2024***. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/l-etat-de-l-enseignement-superieur-de-la-recherche-et-de-l-innovation-en-france-2024-96495
Chaque année, cette publication présente un état des lieux chiffré du système français, de ses évolutions, des moyens qu'il met en œuvre et de ses résultats. Une mise en perspective européenne et internationale est proposée pour les indicateurs les plus structurants. La publication aborde une cinquantaine de thèmes accompagnés d'une synthèse, de graphiques et de tableaux. L'essentiel des données est issu de sources du service statistique ministériel en charge de l'enseignement supérieur, de la recherche et de l'innovation (la sous-direction des systèmes d'information et des études statistiques - SIES).

Mixon Jr., F. G., & Torgler, B. (2024). **Too cool for school: Participatory shirking and U.S. House passage of proxy voting**. *The American Journal of Economics and Sociology*, *83*(4), 793-807. https://doi.org/10.1111/ajes.12594
A large portion of the American electorate holds contempt for elected representatives who skip floor votes. As a result, political challengers, and the national political media in the U.S., rarely miss a chance to inform the electorate of the shirking behavior of its representatives. New research suggests that, in 2020, the leadership of the U.S. House of Representatives may have developed protection, albeit temporary, to legislators who engage in shirking behavior. That protection came via passage of House Resolution 965, which authorized "remote voting by proxy" in the U.S. House of Representatives due to the COVID-19 pandemic. This study extends the literature on proxy voting by empirically examining the factors that influenced the tendency of members of the U.S. House of Representatives to either shirk (i.e., skip) the vote on proxy voting (i.e., HR 965) or to vote in favor of the resolution (i.e., HR 965) allowing for the proxy vote. Econometric results suggest that Representatives' gender, age, legislative tenure, and past penchant for participatory shirking worked to determine parliamentary participation, and the direction of one's vote, on HR 965.

Molloy, J. K., Trautman, A., Springer, S., Riquino, M. R., Colson, M., Reese, S. E., … Nguyen, V. (2024). **Restorative Justice in Education: A Content Analysis of US State Legislation From 2010 to 2020**. *Educational Policy*, *38*(6), 1312-1345. https://doi.org/10.1177/08959048231198813
This study sought to understand how state-level policies inform and promote the implementation of restorative justice in education (RJE). A content analysis of 60 laws revealed that definitions, structures, and supports varied greatly, causing us to question whether policies support a systematic implementation of RJE and how policies can prevent the misuse of RJE as an alternative system of punishment. We recommend that laws clearly define the paradigm shift underlying RJE, and provide sustained support to promote a realignment of policies and practices with attention to incorporating measures of accountability to larger values surrounding equity and justice.

Mombo, T. W., Lecefel, P., & Perret, C. (2024). **Évaluer les actions d'un réseau d'acteurs : le cas du Campus des Métiers et des Qualifications « Industrie Technologique Innovante et Performante » (CMQ-ITIP)**. *Études & Pédagogies*, (154). https://doi.org/10.20870/eep.2024.8112

Les Campus des Métiers et des Qualifications (CMQ) sont un Label attribué par l'État français pour identifier et fédérer un réseau d'acteurs variés de filières de formation et de secteurs d'activité (industrielle ou tertiaire) considérés à forts enjeux économiques au niveau national ou régional. Dans cette perspective, les CMQ proposent une large gamme d'actions pour soutenir le développement d'une filière porteuse d'avenir, maintenir des compétences dans un territoire et améliorer l'excellence de la formation. Mais, on sait encore peu de choses sur l'évaluation de leurs actions. Cet article propose une synthèse du plan d'évaluation d'un CMQ à coloration « Industrie Technologique Innovante et Performante » (CMQ-ITIP). Cette évaluation est menée par l'Institut de Recherche sur l'Éducation (IREDU) à la demande de l'équipe gouvernante du CMQ-ITIP. Elle consiste à faire une analyse descriptive du fonctionnement du CMQ-ITIP à partir des données quantitatives. Cette évaluation privilégie une démarche plurielle, formant ainsi une triangulation : équipe opérationnelle ; équipe gouvernante ; chercheurs-experts.

Moore, T. (2024). **Pedagogy, Podcasts, and Politics: What Role Does Podcasting Have in Planning Education?** *Journal of Planning Education and Research*, *44*(3), 1134-1147. https://doi.org/10.1177/0739456X221106327
This paper systematically reviews the use of podcasts in planning education. Podcasting is part of a broader expansion and diversification of digital technology in education, responding to its use in teaching approaches and research dissemination. The ability to gather and share information across time and space, alongside emphases on dialogue, participation, and voice, also means that podcasts may hold emancipatory potential. This systematic review highlights how podcasts may support active learning among students and create dialogues between students and communities under-represented in mainstream debate, and the extent to which they may enhance strategies of blended and active learning in planning curricula.

Moretti, L. (2023). **Expérimentation d'une stratégie éducative développant un territoire apprenant sur le territoire insulaire Corse : impacts sur le profil écocitoyen des élèves**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 122-143. https://doi.org/10.26443/mje/rsem.v58i1.10177
Cet article présente les fondements, la méthodologie et les résultats d'une recherche-action visant la modélisation, l'expérimentation et l'évaluation d'une stratégie éducative basée sur la construction d'un territoire apprenant. Fondée sur la valorisation des liens élèves-territoire, elle met à l'épreuve l'hypothèse considérant la composante patrimoniale du territoire comme un levier de développement éducatif pour une éducation à une écocitoyenneté de qualité, entendue comme une écocitoyenneté émancipée : responsable, désireuse et capable d'engagements. La méthodologie consiste en une analyse comparative de trois lots d'élèves représentatifs de trois degrés croissants de participation au territoire apprenant. Les résultats obtenus permettent de mettre en avant des impacts positifs et statistiquement significatifs sur les profils écocitoyens des élèves actifs, auteurs et constructeurs du territoire apprenant.

Mottet, C., Ayada, S., Azzouz, R., Leguy, I., Szymczak, A., & Desbiolles, P. (2024). ***Suivi des parcours préparatoires au professorat des écoles*** (Rapport à madame la ministre de l'Éducation nationale et de la Jeunesse N° 22-23 214C; p. 76). Consulté à l'adresse IGÉSR website: https://www.enseignementsup-recherche.gouv.fr/fr/suivi-des-parcours-preparatoires-au-professorat-des-ecoles-96795

Dans le contexte de réflexion sur la qualité de la formation initiale des professeurs des écoles et l'attractivité de la profession, l'inspection générale a examiné les modalités de fonctionnement et de pilotage de 23 parcours préparatoires au professorat des écoles (PPPE), dont 21 ont été ouverts à la rentrée 2022.

Mu, G. M., Wang, Y., Zhu, N., & Zhou, D. (2024). **Resilience to neoliberal structural constraints: lessons from Chinese inclusive education teachers**. *International Journal of Inclusive Education*, *28*(9), 1755-1770. https://doi.org/10.1080/13603116.2022.2030419
Teaching is challenging and has long been vexed by teacher stress, burnout, and attrition. Framing through a positive perspective, this paper investigates teacher resilience to a form of structural challenge, that is, neoliberalism. The paper quantitatively models the resilience process of a sample of 2219 Chinese inclusive education teachers who develop professional competence and manage burnout despite the structural constraints brought about by neoliberalism. The analysis highlights the role of teacher agency in the resilience process. The paper calls for proactive policy and research response to the neoliberal tendency that deprofessionalises teachers.

Mualam, N., Israel, E., & Max, D. (2024). **Moving to Online Planning during the COVID-19 Pandemic: An Assessment of Zoom and the Impact of ICT on Planning Boards' Discussions**. *Journal of Planning Education and Research*, *44*(3), 1650-1669. https://doi.org/10.1177/0739456X221105811
This paper examines the shift to remote participation in planning board hearings during the outbreak of COVID-19. Using the results of an exploratory survey among 182 planners, public officials, and stakeholders, we explore perceptions about this transition, compare online and face-to-face engagements, and discuss the benefits and pitfalls of video-conference meetings. The findings indicate that video conferencing in planning merits future use, yet it also highlights key limitations of virtual meetings. Regardless of the findings here, the long-term effects of video conferencing and online decision-making remain to be seen.

Mutanga, O. (2024). **Perceptions and experiences of teachers in Zimbabwe on inclusive education and teacher training: the value of Unhu/Ubuntu philosophy**. *International Journal of Inclusive Education*, *28*(10), 2032-2051. https://doi.org/10.1080/13603116.2022.2048102
Inclusive education initiatives have been endorsed globally, especially by international development agencies. This study sought to get the views and experience of both in-service and trainee teachers about inclusive education and teacher training in the aftermath of the implementation of the 'new' Curriculum Framework for Primary and Secondary Education 2015–2022 in Zimbabwe. This new curriculum is said to be grounded in Unhu/Ubuntu philosophy. I use Unhu/Ubuntu philosophy as an evaluative and conceptual framework to examine inclusivity issues within the new curriculum. Drawing on a qualitative study involving content analysis, two key informant interviews and four focus group discussions on teacher education and inclusive education conducted in Manicaland province in the eastern part of Zimbabwe, findings highlight challenges faced in realising the Unhu/Ubuntu philosophical value of inclusivity in education. These impediments are unsurprisingly similar to those reported in other studies, both in Zimbabwe and in other countries. The paper identifies and highlights some of the reasons why inclusive education has remained elusive and makes some recommendations. It calls for teacher education premised on the indigenous Unhu/ Ubuntu philosophy. In

doing this, the paper contributes to debates on inclusive education and discussions on decoloniality of education in postcolonial states.

Nahapétian, N. (2024, septembre 2). **Jean-Paul Delahaye : « Les élèves et leurs familles ne sont pas responsables de l'échec de la réduction des inégalités »**. Consulté 4 septembre 2024, à l'adresse Alternatives Économiques website: https://www.alternatives-economiques.fr/on-porter-aux-eleves-a-leurs-familles-responsabilite-de/00112281?utm_source=emailing&utm_medium=email&utm_content=02092024&utm_campaign=quotidienne

Nasir, N. S. (2024). **A Vision for the Future of Learning**. *Educational Researcher*, *53*(5), 271-284. https://doi.org/10.3102/0013189X231222223
In this article, based on my Presidential Address for the 2022 American Educational Research Association (AERA) Annual Meeting, I offer some thoughts on the education and learning systems we need for the future. Specifically, I take up two core questions: (1) How do we organize education and learning systems for a multicultural democracy? (2) How do we build systems that transcend and transform how we have been doing "education" and that are designed to support rich and engaging learning and critical thinking skills and to fully educate young people in ways that honor their whole humanity, their developmental needs, and their families and communities? As I take up these questions, I draw on multiple pieces of research literature and craft a vision for the future of learning rooted in the hope of what is possible.

Nikolaidis, A. C., Fitz, J. A., & Warnick, B. R. (2024). **How much is too much? Refining normative evaluations of prescriptive curriculum**. *Theory and Research in Education*, *22*(2), 189-216. https://doi.org/10.1177/14778785241249745
As the disruptive effects of COVID-19 on education have prompted conversations about remedial learning and learning recovery, the expectation is increasingly that schools are more productive in less time. This raises concerns regarding potential increase in the use of prescriptive curricula. While critiques regarding the usage of such curricula abound, the lack of clarity about what it is that these curricula do and how they impact instructional processes render critiques too coarse-grained to be of value in both normative evaluations and remedial efforts. To resolve this problem, the authors provide a framework that analyzes what prescriptive curricula entail and how they impact teaching and learning. The framework postulates that prescriptiveness occurs along five dimensions and is a matter of degree along each of these. Subtle differences between how these dimensions and degrees of prescription materialize in individual curricula matter for formulating both targeted critiques about what makes such curricula objectionable and for developing adequate and feasible remedies to undo the harmful effects of prescriptive curricula.

Nofrizal, Juju, U., & Aznuriyandi. (2024). **Finding reasons to choose a campus: The impact of social media and brand strategy**. *Higher Education Quarterly*, *78*(3), 988-1015. https://doi.org/10.1111/hequ.12495
This study comprehensively identifies the determinants in students' campus selection decisions, emphasizing the crucial role of brand pride in the process. With the participation of 704 students in an online survey through the Google Forms platform and analysis using SEM-SmartPLS 4.0 Structural Equation Modelling, this study presents a solid

empirical foundation. The results confirm that social media and content marketing strategies are not just supporting tools, but play a significant role in building brand equity. In addition to being relevant for understanding the dynamics of student decisions, this research provides in-depth insights into the optimization of university brand image through social media and content marketing. Its contribution is not only limited to the academic realm, but also has practical implications that can help universities increase institutional appeal through improving their marketing strategies.

Nóvoa, A. (2024). **Renewing the social contract for education: A personal point of view on the UNESCO report**. *PROSPECTS*, *54*(2), 277-284. https://doi.org/10.1007/s11125-023-09659-4
Having contributed to the UNESCO report Reimagining our futures together: A new social contract for education as a member of the International Commission and as Chair of the research-drafting committee of this commission, the author now takes the liberty of making some personal notes on the reflections advanced therein. This brief article is divided into three sections. The first presents the main foundations of the social contract of educational modernity (nineteenth century). The second discusses how this contract has to be renewed today. The third advocates the need to value the common in education, based on five main ideas: cooperation (in pedagogy), convergence (in curriculum), collaboration (in teaching), conviviality (in schools), and capillarity (in society). Finally, the epilogue defends the urgency of placing human rights at the center of the process of renewing the social contract for education.

Nuñez, C. G., Peña, M., González, B., Ascorra, P., & Hain, A. (2024). **Rural schools have always been inclusive: the meanings rural teachers construct about inclusion in Chile**. *International Journal of Inclusive Education*, *28*(7), 992-1006. https://doi.org/10.1080/13603116.2021.1968521
We analyse the meanings that rural schoolteachers construct about inclusion, following the entry into force of the School Inclusion Law in Chile in 2015. Rural schools are more than half of the schools in Chile. This is a qualitative study involving six rural schools in the north, centre and south of the country, with a basis in action research and ethnography. The results show that inclusion has different meanings for different teachers, indicating that passage of the law has not been accompanied by a policy providing clear meanings to guide teaching practices. However, one meaning commonly shared is that inclusion, understood as the acceptance of everyone, is a duty of rural schools, a cultural feature that apparently distinguishes them from their urban counterparts.

OCDE. (2024a). ***Curriculum Flexibility and Autonomy Promoting a Thriving Learning Environment*** [Report]. Consulté à l'adresse Organisation de Coopération et de Développement Économiques - OCDE (OCDE) website: https://www.oecd-ilibrary.org/education/curriculum-flexibility-and-autonomy_eccbbac2-en
For the first time, the OECD Future of Education and Skills 2030 project conducted comprehensive curriculum analyses through the co-creation of new knowledge with a wide range of stakeholders including policy makers, academic experts, school leaders, teachers, NGOs, social partners and, most importantly, students. This report is one of six in a series presenting the first-ever comparative data on curriculum at the content level. It summarises existing literature, explores trends in curriculum adaptation, addresses challenges and strategies for effective implementation and offers policy insights drawn from real-world experiences of curriculum reforms. This report explores curriculum flexibility

and autonomy in global education systems, assessing how curricula adapt to diverse educational needs and contexts. It maps the stakeholders who influence decision-making on curriculum flexibility and discusses dilemmas faced by policymakers and practitioners between curriculum prescription and autonomy. Drawing on international examples, it illustrates how flexible curricula can enhance teaching effectiveness and inclusivity. It emphasises key strategies such as enhanced teacher training and collaborative policymaking, necessary for flexible curricula to meet educational needs. It also identifies critical factors, such as clear goals, accountability mechanisms, and societal support, which are crucial for successful curriculum implementation.

OCDE. (2024b). ***How is the school year organised in OECD countries ?*** (p. 1-4). Consulté à l'adresse OCDE website: https://www.oecd-ilibrary.org/education/how-is-the-school-year-organised-in-oecd-countries_a6385722-en
L'organisation de l'année scolaire, et notamment la durée des vacances d'été, est souvent l'objet de débats mais rarement de réformes, en raison de son caractère sensible. Les élèves du primaire et du secondaire des pays de l'OCDE reçoivent en moyenne 805 heures de cours par an dont 916 dans le premier cycle du secondaire, réparties sur 38 semaines. Ces moyennes masquent toutefois de grandes variations selon les pays. La durée des vacances scolaires est de 14 semaines par an (moins de 11 au Costa Rica et au Danemark) à 17 (Grèce, Lettonie et Lituanie). La publication révèle que la durée des cours n'est pas étroitement liée aux résultats scolaires des élèves. La qualité de l'enseignement et d'autres facteurs comme les cours particuliers et les activités éducatives extrascolaires jouent aussi un rôle essentiel.

OECD. (2024). ***Education at a Glance 2024*** (p. 498). Consulté à l'adresse OCDE website: https://www.oecd.org/en/publications/2024/09/education-at-a-glance-2024_5ea68448/full-report.html
Education at a Glance is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems across OECD, accession and partner countries. More than 100 charts and tables in this publication – as well as links to much more available on the educational database – provide key information on the output of educational institutions; the impact of learning across countries; access, participation and progression in education; the financial resources invested in education; and teachers, the learning environment and the organisation of schools.The 2024 edition focuses on equity, investigating how progress through education and the associated learning and labour market outcomes are impacted by dimensions such as gender, socio-economic status, country of birth and regional location. A specific chapter is dedicated to the Sustainable Development Goal 4 on education, providing an assessment of where OECD, accession and partner countries stand in providing equal access to quality education at all levels.

Önder, A. S. (2024). **Women in STEM graduate education: Case of the German excellence initiative**. *Higher Education Quarterly*, *78*(3), 971-987. https://doi.org/10.1111/hequ.12507
Are public policies effective in enhancing gender balance in science, technology, engineering, and mathematics (STEM) graduate education? Although the literature is rich in studies that prescribe micro-level interventions to promote gender balance in specific STEM areas or institutions, there are surprisingly few studies that quantitatively evaluate existing macro-level policies. Using Germany's Excellence Initiative as an event study, I analyse changes in cohorts of doctorate recipients in STEM fields and investigate

whether the Excellence Initiative's graduate school line of funding, which is a large-scale public policy that aimed to create and sustain STEM graduate programs, also succeeded to increase women's share among STEM doctorate recipients. Assessing difference-in-differences in natural sciences and mathematics doctorate recipients between 2000 and 2014, I find no statistically significant evidence that the Excellence Initiative led to any significant increase in women's participation in STEM studies beyond already existing trends in these fields. I find, however, significant differences between funded and non-funded STEM graduate programs in their rate of internationalization, which was another major policy target of the Excellence Initiative.

Ortega, G. (2024). **Understanding Academic and Athletic Transfer Patterns for Latina/o College Athletes**. *Journal of Hispanic Higher Education*, *23*(4), 280-296. https://doi.org/10.1177/15381927241252928
Using the Student Athlete Climate Dataset, this paper examined factors associated with Latina/o college athletes' intent to transfer for academic and athletic reasons. This study offers insight regarding how gender, NCAA Division, and geographic location can influence Latina/o college athletes' decision to transfer. In addition, the roles of faculty members and head coaches were significant in Latina/o college athletes' intent to transfer for athletic reasons.

Ortega, J., Ziegler, G., & Arribillaga, R. P. (2024). ***Unimprovable Students and Inequality in School Choice*** (QBS Working Paper Series N° 2024/05). Consulté à l'adresse Queen's University Belfast, Queen's Business School website: https://econpapers.repec.org/paper/zbwqmsrps/202405.htm
The Efficiency-Adjusted Deferred Acceptance (EADA) mechanism addresses the Pareto inefficiency of the celebrated Deferred Acceptance (DA) algorithm by assigning every student to a weakly more preferred school. However, it remains uncertain which and how many students do not see an improvement in their DA placement under EADA. We show that, despite its advantages, EADA does not benefit students assigned to their worst-ranked schools or those who remain unmatched under DA. Additionally, it limits the placement improvement of marginalized students, thereby maintaining school segregation. The placement of worst-off students under EADA can be exceptionally poor, even though significantly more egalitarian allocations are possible. Lastly, we provide a bound on the expected number of unimproved students using a random market approach valid for small markets. Our findings shed light on why EADA fails to mitigate the inequality produced by DA in empirical evaluations.

P. León, S., Barroso-Carballo, S., & García-Martínez, I. (2024). **Social inclusive education in secondary schools. A student's perspective approach**. *International Journal of Inclusive Education*, *28*(8), 1520-1534. https://doi.org/10.1080/13603116.2021.1995904
Inclusion is one of the most important and emerging areas for school improvement. The purpose of this study was to explore the perception of high school students with the aim of determining whether there is a shared and inclusive education within their schools. An explanatory model was developed, based on the responses of 365 students from the participating high school, using a scale on inclusion that had already been used in the Spanish context. The results showed a high correlation between the perception of inclusion and factors such as the perception toward the supportive teacher, the need for help and the satisfaction perceived in the classroom. We analysed which potential factors proved to be good predictors of the results associated with the perception of

educational inclusion obtained using this scale. The results showed that the students' perceptions of inclusion evolved negatively over different grades. In contrast, it was found that their perception toward the teachers was mediated by the existence of a special need and age, and was higher in those students who had experienced the Support Teacher directly or indirectly.

Paris, H., Saïd Touhami, F., Freud, N., & Ladage, C. (2024). **Entre normalisation institutionnelle, collégialité et développement professionnel**. *Journée d'étude en sciences sociales " Vers une écologisation de l'enseignement supérieur et la recherche ? "*. Présenté à Noisy-le-Grand, France. Consulté à l'adresse https://hal.science/hal-04647741

L'Institut National des Sciences Appliquées de Lyon (INSA Lyon) s'est engagé depuis 2019 dans une réforme curriculaire ayant pour ambition de former l'ensemble de ses étudiants aux enjeux socio-écologiques. Cette évolution des curriculums s'inscrit dans un contexte plus large comme en témoignent les demandes d'une partie des étudiants et du monde économique, mais également l'intégration de ces enjeux dans le référentiel de la Commission des titres d'ingénieur (CTI), organisme accréditeur des écoles d'ingénieur. Plus particulièrement, l'INSA Lyon entend consacrer un volume de 24 crédits ECTS aux enjeux sur les cinq années de formation de ses élèves, pour moitié dans des enseignements inter- ou transdisciplinaires dédiés d'une part, dans les disciplines existantes d'autre part. Une telle réforme pédagogique suppose donc que le corps enseignant s'empare lui-même de ces enjeux pour les transposer en objets de formation. Mais comment une telle évolution se réalise-t-elle en pratique ? Comment l'institution organise-t-elle l'écologisation de ses curriculums ? Comment celle-ci oriente-t-elle le pilotage de ce chantier et l'accompagnement de ses agents ? Quelles difficultés et obstacles les enseignants rencontrent-ils dans cette démarche d'adaptation ou de création de nouveaux modules de formation ? Cette communication s'appuie sur les résultats issus d'une recherche doctorale en sciences de l'éducation et de la formation conduite dans cet établissement entre 2020 et 2024. Celle-ci se structure en deux temps. D'abord nous proposons de nous intéresser spécifiquement aux dispositifs institutionnels - suivis en observation participante - mis en place pour conduire cette transformation didactique et pédagogique. Comment les instances ad hoc (comité de pilotage, groupes de travail...) cohabitent-ils avec les structures institutionnelles « ordinaires » (conseils statutaires, départements de formation...) ? Quelles sont les modalités collectives de participation des enseignants ? Quelle est la contribution de ces instances à la recontextualisation (Stavrou, 2008) des questions socio-écologiques légitimes, des savoirs et pratiques sociales de référence (Martinand, 2003) et la définition des objectifs d'apprentissage ? Dans un second temps, nous revenons sur le dispositif de formation continue des enseignants que nous avons mis en place dans une approche de recherche-intervention (Marcel, 2020). Au cours de cette expérimentation, un groupe de participants a été accompagné pour concevoir un projet interdisciplinaire sur les futurs possibles et souhaitables dans le cadre du module "Enjeux de la transition écologique" de deuxième année. A partir de ce dispositif, nous interrogeons les finalités de cet accompagnement - quelles compétences développer chez les enseignants ? - et la tension entre objectifs institutionnels et développement professionnel des enseignants.

Patil, L. (2024). **Education governance and digitization: Inherent conflicts and potential safeguards for a new social contract**. *PROSPECTS*, *54*(2), 323-329. https://doi.org/10.1007/s11125-023-09668-3

This article highlights inherent conflicts between technology industry incentives and a new social contract for education, while arguing for safeguards to mitigate the risk of technology industry engagement in education governance. Business strategies often utilize economies of scale, standardization, and internationalization to maximize profits. These strategies are diametrically opposed to education as a public endeavor and as a reflection of humanity's diverse ways of knowing and being in various local contexts. Technology industry strategies tend to emphasize the disruption of sectors and encourage entrepreneurialism and innovation with an emphasis on outputs, measurement, and impact. These strategies often recast the "good" of education from public to private returns. While appropriate engagement of non-state technology actors in education governance can offer solutions in support of global education goals and a new social contract for education, I argue that such mobilization is multi-sided, simultaneously pushing through innovative, yet untested, education agendas. The article identifies potential risks to systems of public education and reflects upon safeguards, which fall into two main categories: issues of transparency, accountability and legitimacy; and issues of technology management and governance. Proactively addressing inherent conflicts and potential safeguards, I argue, is a key step to identifying ways to strengthen motivations for corporations to forge meaningful long-term investment in a new social contract for education and for the development of education governance structures that are equitable and democratic.

Patil, R. B., Ingle, P. V., & Deshmukh, P. A. (2024). **A Methodology for Improving the Quality of the Research Article Publications in Engineering Institutions in India: A Case Study**. *Innovative Higher Education*, *49*(4), 707-733. https://doi.org/10.1007/s10755-024-09703-x
Research article publication is often considered a critical indicator of academic institutions' success and productivity. It improves the institution's reputation, attracts talented students and faculty members, and increases the institution's chances of receiving funding opportunities from different funding agencies. This paper provides a reliable and sustainable methodology for improving the quality and quantity of research article publications for engineering institutions in India. The various tools, techniques, and initiatives that promote research culture and improve its outcome in terms of research papers are also discussed. A case study of Pimpri Chinchwad College of Engineering (PCCOE), Pune, India, depicts how predictive, prescriptive, descriptive, and diagnostic data analytics approaches help to identify the barriers in the research article publications in academic institutions and provides the ways to overcome them. It also helps to set the publication targets and develop the path to perceive the targets. The outcomes and effectiveness of the case study are discussed using the papers published in Scopus, Web of Science, and Google Scholar databases. The challenges, opportunities, and recommendations are also provided for the smooth and effective implementation of the developed methodologies.

Patterson, A. S., & Brotherhood, T. (2024). **The Institutional and Social Support Survey (ISS-10): Quantifying international faculty language support**. *Higher Education Quarterly*, *78*(3), 1081-1098. https://doi.org/10.1111/hequ.12516
The purpose of this study was to develop and test the internal and external reliability of a novel research instrument which measures language support for international faculty members and its effects on integration. While previous research has focused on the contributions of international faculty and efforts to attract them, growing concerns about negative experiences and low rates of retention have led scholars to focus on institutional

linguistic support. Specifically in emerging host countries, interest exists for the role of support for learning the local language. In this context, this study substantiates an instrument, the Institutional and Social Support Survey (ISS-10) which quantifies social support and language support provided by host universities. The instrument was first refined using Rasch rating scale analysis and exploratory factor analysis (EFA). Subsequent linear mixed effects (LME) regression on a second administration of the instrument revealed that the ISS-10 significantly predicts the integration of international faculty as quantified by the IPL-12, an often-used measure of migrant integration. The ISS-10 may, therefore, be of interest to scholars researching international faculty integration where local language proficiency is a concern.

Pedaste, M., Leijen, Ä., Kivirand, T., Nelis, P., & Malva, L. (2024). **School leaders' vision is the strongest predictor of their attitudes towards inclusive education practice**. *International Journal of Inclusive Education*, *28*(8), 1503-1519. https://doi.org/10.1080/13603116.2021.1994661
School leaders have an important role in supporting implementation of inclusive education practices in schools. Therefore, it is necessary to understand how school leaders' attitudes towards inclusive education are formed. We used the Attitudes Toward Inclusive Education Scale that was developed to measure different facets of attitudes towards inclusive education for all students. The instrument was completed by 301 school leaders in Estonia. Three factors describing attitudes in facets of inclusive education practices, vision, and supports were distinguished. Structural Equation Modelling revealed that school leaders' practices towards implementing inclusive education approaches are driven more strongly by their vision than the support available to them, although both aspects have a significant effect on their attitudes towards these practices. However, participation in in-service courses focusing on inclusive education and working as a school leader in a special school had negative association with school leaders' attitudes towards inclusive education practices.

Personnaz, E., & Sawadogo, A. F. W. (2024). **L'alternance, un plus pour les jeunes des QPV, à condition d'y accéder**. *Céreq Bref*, (455), 1-4. Consulté à l'adresse https://www.cereq.fr/sites/default/files/2024-08/Bref_455_web_0.pdf
Les jeunes originaires des quartiers prioritaires de la politique de la ville quittent le système éducatif moins diplômé·es que les autres, et en ayant moins souvent suivi une formation en alternance, notamment au niveau du secondaire. Pourtant, cette voie de formation leur permet, au moins autant que les autres, d'améliorer leurs chances d'accès à l'emploi, et plus encore à l'emploi stable. Ce résultat issu des données de l'enquête Génération pourrait inciter les pouvoirs publics à accroître leurs efforts en faveur de l'accès des jeunes des QPV à l'alternance.

Pissens, C., Housni, S., Temperman, G., & Lièvre, B. D. (2023). **La formation continue en technopédagogie : quelle évaluation de la pertinence ? Étude de cas d'une offre de formation en technopédagogie**. *e-JIREF*, *9*(2), 47-68. https://doi.org/10.48782/e-jiref-9-2-47
Dans le domaine de la formation professionnelle, la pertinence de l'offre proposée est un enjeu primordial. Cet article évalue l'adéquation de l'offre de formation continue en technopédagogie de l'Université de Mons (au travers du programme NUMEFA) avec les besoins concrets des professionnels de l'éducation. Une enquête par questionnaire a été menée pour analyser ces besoins et évaluer dans quelle mesure le programme répond

à ces attentes. Les résultats attestent que l'offre de formation étudiée est pertinente dans une certaine mesure, reflétant les besoins identifiés en matière de technopédagogie. De plus, les résultats montrent un ordre de priorité en ce qui concerne les besoins réels, certaines compétences étant jugées plus prioritaires que d'autres. Toutefois, des limites sont mises en évidence. Notamment, notre enquête évalue si les compétences reprises dans le référentiel sont pertinentes, sans prendre en compte celles qui pourraient ne pas être incluses. En conclusion, cette étude guide les futurs développements de programmes de formation continue en technopédagogie, visant à mieux répondre aux attentes et aux besoins évolutifs des professionnels de l'éducation.

Plane, S., & Brissaud, C. (2024). **À quoi servent les évaluations institutionnelles ?** *Repères. Recherches en didactique du français langue maternelle*, (69), 7-35. https://doi.org/10.4000/1204s
Après avoir évoqué les liens entre didactique du français et évaluation laissée à l'initiative des enseignants, cet article examine le rôle que l'on fait jouer aux évaluations institutionnelles, en particulier en francophonie. Les trois fonctions, certificative, sélective et informative de ces évaluations décidées par l'institution, fonctions parfois intriquées, sont rappelées. Elles sont ensuite détaillées en montrant, nombreux exemples à l'appui, comment on peut s'interroger sur leur évolution, parfois mouvementée, et sur ce qu'elles dévoilent du système éducatif et de son rapport au politique.

Pokharel, A. (2024). **Planning Theory Education: A Forty-Year Review**. *Journal of Planning Education and Research*, *44*(3), 1160-1171. https://doi.org/10.1177/0739456X221118598
This article analyzes the results of a survey of planning theory course outlines conducted in 2020 parallel to four similar surveys that together provide a forty-year review of a central component of planning education. The article begins by briefly reviewing the major trends in planning theory over the past forty years. It then examines the course topics and required readings, authors, and texts for sixty-two master's-level courses offered during the 2019–2020 academic years. The article concludes by evaluating the survey findings and the picture they paint of contemporary planning theory education.

Pollock, M., Yonezawa, S., Sweet, M., Renner, N., Mai, M., & Vasquez, A. "Beto". (2024). **Leveraging a University to Create Local Equity-Oriented K–12 Learning Opportunities: A Conversation Starter**. *Educational Researcher*, *53*(5), 308-318. https://doi.org/10.3102/0013189X241227887
This article shares our university center's efforts to act as a boundary spanner supporting colleagues across our university to contribute collectively to more equitable educational opportunities for local K–12 students and their teachers. We focus here on the ongoing critical reflection and collaboration needed to tap such university resources to support K–12 students typically underresourced and underserved in K–12 systems. We consider examples and challenges of our work through five equity-oriented principles. We seek to highlight the role of research-practice teams on campuses that help (or could help) university partners contribute to local K–12 schools, programs, and systems with equity in mind. Finally, we hope to convince other higher education institutions to leverage their resources more to grow K–12 education opportunities locally where needs are greatest.

Pombet, T., Serina-Karsky, F., & Mutuale, A. (2024). ***De la communauté éducative inclusive: Penser et construire des institutions inclusives***. Consulté à l'adresse

https://www.editions-harmattan.fr/catalogue/livre/de-la-communaute-educative-inclusive/76016
Comment penser et construire des institutions inclusives en éducation ? C'est en suivant le fil conducteur de cette question essentielle pour les secteurs scolaires, universitaires, hospitaliers, ou médico-sociaux, que cet ouvrage met en discussion des résultats de recherches en sciences de l'éducation et de la formation. Cet ouvrage s'adresse aux chercheurs, étudiants, formateurs, professionnels et citoyens intéressés par la dynamique d'inclusion en éducation, et aborde de manière accessible quelques tensions théoriques et pratiques majeures : le rôle des acteurs et des institutions, la fonction d'une communauté en éducation, l'importance de la relation éducative, la nécessité politique d'impliquer chaque acteur pour développer le pouvoir d'agir et viser l'émancipation individuelle et collective…Vingt-sept auteurs, chercheurs et jeunes chercheurs, formateurs et professionnels proposent ici vingt-cinq contributions inédites qui permettent de dialoguer avec les réflexions en cours au sein du projet facultaire « Communauté Éducative Inclusive » de la Faculté d'Éducation et de Formation de l'Institut Catholique de Paris.

Quilabert, E., Verger, A., Moschetti, M. C., Ferrer-Esteban, G., & Pagès, M. (2024). **The obstacle race to educational improvement: governance, policies, and practices in disadvantaged schools**. *British Journal of Sociology of Education*, *45*(6), 934-956. https://doi.org/10.1080/01425692.2024.2376596
Contemporary educational reforms emphasise school autonomy, performance-based management, and accountability as necessary policies for attaining improvement goals. Despite their widespread adoption, the configuration and enactment of these policies are discretionary and contingent, deeply influenced by the interaction of local contexts, organisational features, and teachers' beliefs about policy and pedagogy. Apart from these challenges, schools serving disadvantaged students, often targeted for educational improvement, also struggle with significant organisational constraints and policy overload. This study explores how disadvantaged urban schools make sense of their policy environment and engage with the school improvement mandate through different logics and practices. The analytical framework stresses the policy filtering and adaptation processes that school actors undergo when tasked with multiple implementation demands, and how these interact with school contexts to produce diverse responses. This research is conducted in Catalonia, Spain, and adopts a sequential mixed-methods strategy, relying on interviews with principals and teachers, as well as survey and administrative data. The findings are organised in four ideal types of school responses to the improvement mandate, showing the diverging ways schools engage with policy. Disadvantaged schools exhibit diverse improvement approaches despite sharing structural characteristics, explained by the interaction of contextual factors and organisational characteristics. Each ideal type prioritises different aspects, such as performance, innovation, or inclusive practices. The heterogeneity of school responses highlights the necessity for targeted, context-sensitive support to ensure equitable educational practices.

Rakotovao, E. A., Ratsimbazafy, I., & Fidelis, J. (2023). **School and Professional Orientation: a Crucial Education in Madagascar**. *Globus Analytical Journal*. https://doi.org/10.46360/globus.edu.220232009
The transition to mass higher education and educational policies have impacted school and university pathways without shortening the period between studies and

employment. Professional integration pathways are diverse and can vary greatly within the same cohorts and levels of training, often resulting in longer and more precarious job entry experiences. This highlights the need for guidance counselors, educators, and parents to actively support students' career choices, while the State should ensure job offers align with academic training to address challenges in professional integration.

Ramazzotti, A. (2024). ***The Influence of Sectoral Minimum Wages on School Enrollment and Educational Choices: Evidence From Italy in the 1960s-1980s*** [CSEF Working Paper]. Consulté à l'adresse Centre for Studies in Economics and Finance (CSEF), University of Naples, Italy website: https://econpapers.repec.org/paper/sefcsefwp/717.htm
Do minimum wages influence post-compulsory school enrollment and educational choices? This paper studies the effect of sectorally-bargained minimum wages using a quasi-natural historical experiment from Italy around 1969, when labour unions obtained steep wage raises for manufacturing workers. Italy's weakly-selective educational system—whereby students choose specialist educational curricula at age fourteen—allows to separately identify the impact on enrollment from that on educational choices. Absent microdata for the period under study, I present original estimates of education and labour-market variables at the province level with annual frequency between 1962 and 1982. Exploiting exogenous spatial variation in the intensity of the minimum wage hike between provinces with an instrumental variable approach and flexible Difference-in-Differences, I find a temporary increase in early school leaving and a permanent substitution away from vocational schools preparing for manufacturing jobs. The length of the adjustment might have caused a significant long-term loss for Italy's human capital stock.

Rees-Jones, A., Shorrer, R., & Tergiman, C. (2024). **Correlation Neglect in Student-to-School Matching**. *American Economic Journal: Microeconomics*, *16*(3), 1-42. https://doi.org/10.1257/mic.20200407
We present results from three experiments containing incentivized school choice scenarios. In these scenarios, we vary whether schools' assessments of students are based on a common priority (inducing correlation in admissions decisions) or are based on independent assessments (eliminating correlation in admissions decisions). The quality of students' application strategies declines in the presence of correlated admissions: application strategies become substantially more aggressive and fail to include attractive « safety » options. We provide a battery of tests suggesting that this phenomenon is at least partially driven by correlation neglect, and we discuss implications for the design and deployment of student-to-school matching mechanisms.

Reimers, F. M. (2024). **Education purposes for a sustainable future**. *PROSPECTS*, *54*(2), 285-292. https://doi.org/10.1007/s11125-023-09674-5
This essay explains that periodic examination of the goals of education is essential for educational institutions to ensure they are adequately preparing students to address the challenges of the present and build a better future. It argues that education is an ethical enterprise, and that clear and shared goals provide education institutions with direction and coherence. Rapid societal changes challenge educational institutions to revisit whether their goals are supporting teaching students so they can develop the necessary knowledge, skills and dispositions to address them. The article discusses three accelerating existential challenges—challenges to human rights, democratic decline, and climate change—and argues that they require schools, universities, and systems to

educate students to understand and be able and committed to address them. These three challenges also influence educational institutions, and the development of institutional strategies can help create synergies among functions and processes in schools and universities to help students develop the knowledge, skills, and dispositions that can help understand and mitigate climate change and declines in human rights and democracy.

Rivera Zea, T. (2024). **Indigenous knowledge and the education system: Plants and food production in the development of inclusive and diverse pedagogies**. *PROSPECTS*, *54*(2), 293-299. https://doi.org/10.1007/s11125-024-09699-4
The domestication of plants to make them suitable for consumption is a cultural event in many Indigenous cultures. The cultivation and production of food forms an important part of the worldview of Indigenous peoples. Its inclusion in formal education therefore addresses several cultural issues, fostering understanding of Indigenous life systems, on the one hand, and, on the other, strengthening their perceived legitimacy as valid, necessary processes that are in dialogue with other knowledge imparted within the school system. At the same time, the inclusion of Indigenous perspectives is necessary for a new social contract for education, advancing a paradigm in which Indigenous peoples and organizations participate directly in the creation of educational content, as opposed to what has been happening: states defining and establishing school programme design and content.

Robert, A. D. (2023). **Educational sciences in France. History and current events**. *Studi Sulla Formazione*, *26*(2), 101-106. https://doi.org/10.36253/ssf-14980
French educational sciences stem from a long history that began in the late 19th century when Republican education policy needed scientific support. At that time they use the expression "Science of Education" (Science de l'éducation: singular in French). It soon became clear that this reference to an unique science of education was not appropriate and the discipline disappeared from universities for a long time until they were recreated as educational sciences (Sciences de l'éducation: plural in French) in 1967. The article examines the content of these educational sciences, now challenged by neuroeducation, regarded as a new "true and unique" scientific approach to education. This essay questions the place of pedagogy in "educational sciences", on the one hand, and the heterogeneity and epistemological value of this new discipline, its numerous and diverse contributions to the knowledge of educational phenomena, on the other. An agreement with UNESCO's conception of pluralistic and multi-stakeholder educational research is also expressed here.

Rong, L., Deng, F., Zhong, Z., & Spours, K. (2024). **Impact Analysis of Chinese Government Leadership in the Construction of a Public Service System of Preschool Education**. *Education and Urban Society*, *56*(7), 881-905. https://doi.org/10.1177/00131245241226671
Investment in preschool education is increasingly seen as a policy priority in middle and high-income countries due to the early benefits it provides children in their educational journeys. This article discusses the impact of recent increased investment in preschool education in China which has served as a correction to relative historical neglect. In this study a parental satisfaction survey evaluated the cost-sharing, equity of enrollment and quality of preschool education in a local urban governmental-led and multi-participant public service system of preschool education. In the context of the continued challenges of bridging gaps between policy and practice, results show that Government investment

is beginning to have positive effects in terms of cost-sharing of preschool education with benefits to family incomes and significantly increasing the quality of preschool education. Parents of children in public provincial kindergartens provided higher satisfaction ratings for students' development than parents of those in private provincial kindergartens. The article concludes by discussing the differing, but related roles of the Government and private providers in Chinese preschool education including the development of what is termed a "High-Quality Collaborative Education Ecosystem."

Roy-Malo, O. (2023). ***«Faire école» ensemble et autrement : regard sur les petites écoles rurales au Québec*** (Phdthesis, Université Paris Cité ; Université Laval (Québec, Canada)). Consulté à l'adresse https://theses.hal.science/tel-04684469
Cette thèse porte un regard anthropologique sur la situation des petites écoles rurales au Québec, soit des établissements scolaires de cycles primaires accueillant moins de 100 élèves. Plus particulièrement, elle examine des stratégies de mobilisation autour de l'institution scolaire à travers la mise en œuvre d'initiatives pédagogiques distinctes au sein de ces petites écoles. Celles-ci composent, bien souvent, avec les conséquences de transformations des milieux ruraux marquées par une baisse démographique. Cela se traduit, entre autres, par un petit nombre d'élèves, la formation de classes multiniveaux, le partage de l'équipe-école entre divers établissements, et parfois en la fermeture de l'établissement scolaire. C'est dans ce contexte que divers groupes d'acteurs travaillent à l'implantation de projets pédagogiques qui seraient en meilleure adéquation avec les réalités du milieu, qui pourraient (re)dynamiser le terrain scolaire et même servir de levier de vitalisation sociale. Cette recherche se campe dans une anthropologie de l'école qui interroge à la fois les approches pédagogiques qui y sont formulées et l'école en tant que service public encadré par l'État. Il s'agit aussi de se questionner sur les possibilités et occasions de réappropriation de cette institution par différents groupes d'acteurs (enfants, parents, acteurs scolaires, acteurs du milieu municipal, du milieu local, du développement régional, etc.). S'appuyant sur un terrain ethnographique qui examine plus attentivement deux de ces initiatives, cette thèse s'attarde à décrire, dans un premier temps, leurs propositions pédagogiques ainsi que leur incarnation dans le quotidien scolaire. Dans un deuxième temps, elle s'intéresse aux motivations et aspirations que formulent les acteurs en s'impliquant dans ces initiatives. La notion d'espoir social, mobilisée depuis une perspective d'économie politique, offre un angle intéressant pour comprendre ces mobilisations autour de l'institution scolaire en les enchâssant aux contextes politiques, sociaux et économiques qui leur ont donné naissance, et ce, dans une approche diachronique. Enfin, cette thèse propose de réfléchir aux particularités des petites écoles en milieu rural, à leur possible reconnaissance à titre de modèle scolaire et à leur inscription dans le phénomène de renouveau rural tel qu'observé au Québec.

Rudakov, V., Roshchin, S., Rozhkova, K., & Travkin, P. (2024). **The massification of higher education and labour market outcomes of university graduates in Russia**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 125-156). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-15.xml
This chapter explores the effect of the massification of higher education in Russia on the early-career labour market outcomes of recent university graduates. Using a unique administrative dataset, it estimates the return to fields of study and various signals of individual productivity, including university selectivity, academic performance and

experience of combining study and work. Although obtaining higher education is still associated with significant labour market returns, the massification of higher education has led to dramatic educational inequality in Russia. Significant labour market disparities arise due to differences in the quality of higher education. All productivity signals imply high labour market returns, especially university selectivity and combining study and work. Academic performance is more relevant for those graduating from lower-quality programmes. Moreover, academic performance and university selectivity seem to be more valued among high earners. The chapter concludes with a discussion of possible policy measures in response to the current educational inequality.

Rujimora, J., Campbell, L. O., & DeMara, R. F. (2024). **Exploring the Student-to-Faculty Ratio and Degree Attainment in Florida**. *Journal of Hispanic Higher Education*, *23*(4), 215-227. https://doi.org/10.1177/15381927231172583
Although several factors influence Hispanic Latina/o/x degree attainment, less is known regarding student-to-faculty ratio at Hispanic-Serving Institutions (HSI) in Florida. We examined publicly available data for HSI (n = 14) and non-HSI (n = 88) degree attainment among Hispanic Latina/o/x students in Florida. Pearson correlations and regression analyses indicated statistically significant correlations between student-to-faculty ratio and Hispanic Latino/a/x students who earned bachelor's degrees. Implications for hiring and promotion are discussed.

Runacres, J., Herron, D., Buckless, K., & Worrall, S. (2024). **Student carer experiences of higher education and support: a scoping review**. *International Journal of Inclusive Education*, *28*(7), 1275-1292. https://doi.org/10.1080/13603116.2021.1983880
Student carers are students who provide unpaid support to an individual who could not manage without their care. A scoping review was undertaken to determine the themes and concepts which underpin student carers' experiences within higher education, examine student carers' experiences of support and identify any gaps in the literature. A comprehensive literature search was conducted between February and May 2020. The search yielded 2,484 items, of which 14 articles were included in the review. Data from each article were extracted, charted and analysed using thematic analysis. The articles revealed that caring responsibilities could have a negative impact on student carers' physical and mental health, university performance and financial status. Both formal and informal sources of support were referenced. Further, it was noted that universities had rigid rules and policies which did not suit the flexible needs of student carers. A paucity of research examined the impact studying had on student's ability to provide care. Finally, issues relating to research design were observed, and a lack of demographic information or detail on the caring duties performed was found. A more robust evidence base is required to facilitate the development of interventions to support student carers in education.

Ryu, W., Schudde, L., & Pack-Cosme, K. (2024). **Dually Noted: Examining the Implications of Dual Enrollment Course Structure for Students' Course and College Enrollment Outcomes**. *American Educational Research Journal*, *61*(4), 803-841. https://doi.org/10.3102/00028312241257453
Dual enrollment (DE)—where students earn college credits during high school—is expanding rapidly. To facilitate DE, institutional actors across K-12 schools and colleges must build or repurpose structures across separate organizations to determine course offerings, assignments, modality, and composition. Yet the organization and implications

of those structures remain a black box. Using statewide administrative data from Texas, we describe DE coursetaking and course characteristics for traditional Texas public high school students and examine how DE course characteristics predict students' course performance and subsequent college enrollment. Our descriptive analyses illuminate striking differences between academic and career and technical education DE, both in students' backgrounds and course structures. Our regression analyses illustrate how several malleable DE course characteristics predict student outcomes.

Sahli Lozano, C., Sharma, U., & Wüthrich, S. (2024). **A comparison of Australian and Swiss secondary school teachers' attitudes, concerns, self-efficacy, and intentions to teach in inclusive classrooms: does the context matter?** *International Journal of Inclusive Education*, *28*(7), 1205-1223. https://doi.org/10.1080/13603116.2021.1988158
The study examines attitudes, concerns, self-efficacy, and intentions of secondary school teachers from Australia (n = 140) and Switzerland (n = 221) to teach in inclusive classrooms. Australian educators had more positive attitudes towards inclusion, fewer concerns and higher self-efficacy to teach inclusively when compared to their Swiss counterparts. Further, the authors found that Australian teachers had significantly more positive intentions to teach in inclusive classrooms when compared to their Swiss counterparts. Considering intentions to enact a behaviour play an important role in the actual enactment of the behaviour, (Ajzen 1991) it was important to determine if predictors of participants' intentions differed in Australia and Switzerland. Overall, Swiss teachers' intentions to teach in inclusive classrooms were more strongly influenced by the variables of attitudes, concerns and self-efficacy than those of the Australian teachers. All three variables predicted Swiss participants intention scores, while two (i.e. attitudes and self-efficacy scores) predicted Australian educators' intention scores. The researchers examine the variability of policy reforms and teacher education programmes as a potential explanation for the differences in these two countries and discuss implications of our findings for both these and other countries implementing inclusive education reforms.

Salama, C., & Picalarga, S. (2024). **Promoting policy evaluation across government: The contribution of the OECD recommendation to public policy evaluation**. *Evaluation*, *30*(3), 327-337. https://doi.org/10.1177/13563890241234699
Policy evaluation is now recognised by many governments as fundamental to ensuring that policies are informed by quality evidence. Nevertheless, the practice of policy evaluation is still difficult to systematise inside governments. Building on more than 20 years of work on this topic, the Organisation for Economic Co-operation and Development Recommendation on Public Policy Evaluation, adopted in 2022, represents the first international legal guidance on the topic. It identifies three essential pillars to ensure the impact of policy evaluation: institutionalisation, quality and use. This article explains how the Organisation for Economic Co-operation and Development Recommendation was developed, what these three pillars cover, and reflect on how the Organisation for Economic Co-operation and Development can further help countries developing a sound evaluation system.

Scaringella, L. (2024). **Research centres and universities' intellectual capital: a quantitative empirical study of PhD holders' contributions**. *R&D Management*, *54*(4), 833-851. https://doi.org/10.1111/radm.12570

This study investigates the mechanisms of intellectual capital (IC) in knowledge-intensive research centres and universities in the Minalogic cluster of Grenoble, France. We use structural equation modelling to analyse responses from 248 PhD holders. Our results show a positive relationship among human, relational, structural, and intellectual capital outcomes. We first contribute to the early understanding of IC mechanisms in research centres and universities by conducting a quantitative empirical study, which is novel to IC. We support the relation between knowledge-based human capital and relational alliances capital and highlight the importance of employing PhD. holders. Second, unlike past studies, we offer empirical support that (a) relational alliances capital relates to structural innovation capital and (b) knowledge-based human capital relates to structural innovation capital. We suggest that research centres and universities should develop an alliance portfolio for innovations. Third, we uncover that structural innovation capital relates to IC outcomes, contributing to the assessment of the economic and social role of public research centres and universities. This study presents managerial implications for policymakers and practitioners engaged in research centres and universities by highlighting the importance of key components of IC.

Schlicht-Schmälzle, R., Hill, J., Folkvord, K. A., Tharaldsen, K. B., Wargo, J., Hartmann, U., & Révai, N. (2024). ***Bridging the research-practice gap in education: Initiatives from 3 OECD countries*** (p. 319). https://doi.org/10.1787/c0d3f781-en
Over the past two decades, the use of research in educational practice has emerged as a policy imperative in many OECD countries. However, concerns about the significant gap between research evidence and practice are persistent. This working paper delves into the role of research-practice partnerships in bridging this divide. It critically evaluates common assumptions associated with such partnerships through an overview of research, insights from recent OECD data, and importantly, through in-depth case studies. These illustrate partnerships between education researchers and school practitioners in three countries: Norway, the United States, and Germany. They examine the conditions under which these can achieve an impact on both research and practice, and illuminate challenges and open questions associated with these collaborations. The paper aims to inform policy makers and researchers alike on the potential and limitations of research-practice partnerships.

Schuster, J., & Kolleck, N. (2024). **Between capacity development and contestation: a systematic review of the involvement of inter- and non-governmental actors in inclusive education**. *International Journal of Inclusive Education*, *28*(8), 1450-1473. https://doi.org/10.1080/13603116.2021.1994033
The adoption of the UN Convention on the Rights of Persons with Disabilities has brought about extensive education policy reforms towards inclusive education in many countries around the world. At the same time, it has been observed that intergovernmental organisations and non-state actors have been extensively involved in establishing these reforms. To better understand the roles of these actors in this field, we conducted a systematic literature review combined with network visualisation techniques. Specifically, we applied the policy cycle framework to analyse peer-reviewed articles published between 2006 and 2020 on the implementation of inclusive education and the roles of intergovernmental and non-state actors therein. The systematisation of findings from the studies included in our review indicates that inter- and non-governmental organisations are the dominant actor groups, which become involved through the provision of capacity development support and implementation in practice. At the same time,

researchers and experts are becoming increasingly involved at different stages of the policy cycle, from policy formulation, to capacity development, to implementation in practice. Overall, our results provide a comprehensive picture of intergovernmental and non-state actor involvement in inclusive education and can contribute to a better understanding of implementation processes in the field of inclusive education.

Seeber, E. R., Spillane, J. P., Yin, X., Haverly, C., & Quan, W. (2024). **Leading Systemwide Improvement in Elementary Science Education: Managing Dilemmas of Education System Building**. *American Educational Research Journal*, *61*(5), 1074-1112. https://doi.org/10.3102/00028312241269165
Reforming instruction is challenging. In this comparative case study of 12 school districts, we investigated the dilemmas that emerged for system leaders as they engaged in system building for elementary science and the approaches leaders took in managing them. We found that system leaders' efforts to manage their environments contributed to the preferential treatment of literacy and mathematics relative to science. Leaders managed this dilemma using three strategies: (a) integration of science with other subjects, (b) specialization of teachers, and (c) adopting curriculum materials. This study contributes to literature on dilemma management by showing that dilemmas in education system building are school-subject sensitive, emerge in relation to system building for other subjects, and are embedded in school and education systems' structural/organizational arrangements.

Sharma, G., & Sayed, Y. (2024). **Global governance and a new social contract for education: Addressing power asymmetries**. *PROSPECTS*, *54*(2), 351-360. https://doi.org/10.1007/s11125-024-09696-7
UNESCO's 2021 Report Reimagining our futures together: A new social contract for education calls for principled dialogue and laudable commitment to education as a common good. At its heart is the call for a new social contract for education. This article interrogates the governance implications of such a principled social contract in the contemporary global education policy context, marked by power asymmetries between various actors, including state actors, non-state actors, and international agencies. It identifies several governance challenges in realizing this new social contract in the current dominant global discourse and in the international educational cooperation architecture. In light of these analyses, this article argues for an alternative framing of the governance of such a social contract, based on the principles of recognition, redistribution, and representation. The elements of such an approach, while reflected in the report, are not consolidated. This framing is one way through which the called-for new social contact can gain significant policy traction for social justice and the right to quality education for all.

Silver, D. R., & Stanistreet, P. (2024). **Leaderhood: A duty of care**. *PROSPECTS*, *54*(2), 371-376. https://doi.org/10.1007/s11125-023-09650-z
This article advances and illustrates the concept of "leaderhood" and argues for its role in the rediscovery and renewal of the inclusive, future-oriented spirit of the enterprise of education. Leaderhood, with its links to such concepts as "citizenhood", "elderhood", and "parenthood", is intended to convey a deep sense both of relatedness and of open-ended, future-focused concern. While leadership concerns an occupation or activity, leaderhood is more a state of being, recognizable not only in formal leadership situations but in every part of life, emerging not from policy and regulation but from a sense of

fellowship and an awareness of our responsibilities to others and our community. Highlighting the importance of leaderhood in rediscovering the spirit of the educational enterprise and resisting managerialism and "strongman" leadership, we illustrate four principles governance of leaderhood should embody: clarity of function (particularly where governance ends and leading begins); a commitment to openness, transparency, truth, and accountability in aims and decision-making; democratic dialogue among a wide range of stakeholders based on inclusion and co-production; and an inter-sectoral, whole-system perspective, comprehending the entire meta-system, rather than being tied to one or another part of it. The article contrasts leadership, which holds on to the past and stifles difference, with leaderhood, which is attentive to the common good and engages fully with its responsibility to the future. Embedding leaderhood in collective action, we argue, is a key lesson for governance in developing a social contract for education that is open, fair, inclusive, and democratic.

Skourdoumbis, A. (2024). **Conceptualising the 'education hustle' as a case of Bourdieuian doxa and illusio**. *British Journal of Sociology of Education*, *45*(6), 974-990. https://doi.org/10.1080/01425692.2024.2381102
This article conceptualises the notion of the 'education hustle' as a case of Bourdieuian doxa and illusio. It is argued that the plethora of education reforms engaged in across the globe encompassing privatisation, corporatisation, marketisation, strong accountability, and the governance structures of the New Public Management (NPM), especially within the Anglo-American capitalist world is tantamount to an 'education hustle' where the ideas and values of a neo-liberal politico-economic framework of globalisation founded on the 'American Model' have been imposed (hustled) into fields such as education. This is about advancing an Anglo-American politico-economic primacy in an increasingly multi-polar world. I argue that an emulative illusio [emphasis added] is at work which co-opts nations into maintaining their interest in this policy approach to the detriment of education.

Skuzinski, T., Weinreich, D. P., & Velandia Hernandez, C. (2024). **How Can We Better Study the Links between Regional Governance and Public Service Outcomes? Governance Topologies in Metropolitan Public Transportation Systems**. *Journal of Planning Education and Research*, *44*(3), 1448-1463. https://doi.org/10.1177/0739456X221074061
Metropolitan public transportation systems vary in their performance and governance, and evidence suggests linkages between these. However, such linkages remain largely untested due to the complexity of governance and the absence of reliable and valid measures of it. We develop a conceptual framework for understanding metropolitan public transportation system governance using the familiar concepts of polycentricity and fragmentation. We introduce the novel concept of governance topology to parse the complexity of the many organizational arrangements and interorganizational relationships that comprise metropolitan governance. We then propose a method of measurement using a concentration index, and apply it to the Chicagoland region.

Slungaard Mumma, K. (2024). **Politics and Children's Books: Evidence From School Library Collections**. *American Educational Research Journal*, *61*(5), 883-914. https://doi.org/10.3102/00028312241248512
The recent spike in book challenges has put school libraries at the center of heated political debates. I investigate the relationship between local politics and school library collections using data on books with controversial content from a sample of 6,631 public

school libraries. Libraries in conservative areas have fewer titles with LGBTQ, race/racism, or abortion content and more Christian fiction and discontinued Dr. Seuss books. This is true even though most libraries have at least some controversial content. State laws that restrict curricular content are negatively related to access to some LGBTQ and race/racism titles. Finally, I present short-term evidence that book challenges in the 2021–22 school year are associated with decreases in the acquisition of new LGBTQ materials.

Soon, J.-J., & Lim, H.-E. (2024). ***Driver of returns to schooling: Education-related policies or family background?*** (GLO Discussion Paper Series N° 1471). Consulté à l'adresse Global Labor Organization (GLO) website: https://econpapers.repec.org/paper/zbwglodps/1471.htm
Does schooling pay off? - a seemingly straightforward question, but it is in fact a puzzle among economists. Answers would differ based on how the returns to schooling are estimated. Among the top concerns is whether such estimations have any causal connotation between the amount of schooling and its returns or earnings. The endogeneity issue arises due to ability bias, where ability is typically related with years of schooling. The impact of schooling would be confounded by ability, hence the difficulty in isolating schooling's causal impact on earnings. To address the concern, we conduct a meta-analysis of 74 empirical studies from which we retrieve returns to schooling coefficients estimated using both the causal instrumental variable and non-causal naïve estimation approaches. Key findings from our meta-analysis suggest an overall impact of 0.898, meaning an additional year of schooling is associated with a 8.98% increase in earnings, on average. We also find that over the years, returns to schooling exhibit an upward trend in general. Probing deeper, our analyses provide statistical evidence that education-related policy factors are driving the results more than family background factors.

Sotirov, A. (2024). **Le droit à l'inclusion, toutes choses inégales par ailleurs**. *Éducation et Sociétés*, *52*(2), 137-154. https://doi.org/10.3917/es.052.0137

Soubie, A. (2024, juillet 30). **Déménager pour étudier : des conséquences pour les jeunes comme pour les régions**. Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/demenager-pour-etudier-des-consequences-pour-les-jeunes-comme-pour-les-regions-234522
Partir pour étudier dans une autre région, c'est un bouleversement personnel. Mais les conséquences se jouent aussi à l'échelle des territoires, plus ou moins bien dotés en formations supérieures.

Stepanović, I. (2024). **Towards a human-centered education in the age of algorithmic governance**. *PROSPECTS*, *54*(2), 459-466. https://doi.org/10.1007/s11125-023-09675-4
While AI-powered digital platforms are transforming the economy through forms of algorithmic governance that prioritize the automation of work and decision-making, it is critical to ensure that human education remains relevant in the age of machine learning. Unrestricted reliance on artificial intelligence could undermine the entire system of education by allowing machines to replace humans in a multitude of professions, including those that require ethical judgments. This could result in a rapid decline of human agency and create a new class of unemployed workers, a proliferation of unskilled digital labor, and an obsoleteness of education. To avoid this outcome, it is crucial to ensure the rational use of AI and to enable an ethical and sustainable

coexistence of humans and advanced technologies, while renewing the raison d'être for human-centered education. This paper proposes to redefine the division of labor between humans and machines and to consider the development of new professions dedicated solely to humans across all economic sectors.

Suleman, F., Videira, P., & Teixeira, P. N. (2024). **The expansion of higher education and overeducation in Portugal: insights from the last two decades**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 80-101). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-13.xml
While the Spanish higher education system has experienced a period of profound change affecting its socioeconomic system, high unemployment rates among the youth, females and university graduates remain a critical challenge. Despite this challenge, structural political reforms on the issue to assist the affected groups to enhance their employability remain scarce. This chapter employs an exploratory and descriptive approach to analyse Spanish university graduates' employability. As a whole, the data indicates that two of the most outstanding changes in recent decades have been educational growth and the improvement of the occupational structure. Nevertheless, this improvement has not been able to absorb the growth in higher education. This means that many Spanish university graduates are heading for unemployment and are in jobs that do not require a university degree. In this context, public policies should take into consideration structural issues that affect the labour market and the management of curricula.

Sun, J., Xia, J., Hua, C., Man, K., & Johnson, B. L. (2024). **Assessing the Psychometric Qualities of the Data-Informed School Leadership Survey**. *Educational Administration Quarterly*, *60*(4), 531-579. https://doi.org/10.1177/0013161X241271250
Purpose: There is little consensus in the literature regarding a) what it means for a school leader to lead with data, and b) how to measure data-informed leadership in a reliable and valid way. This study examines the psychometric properties of an operational measure intended to assess the extent to which a school leader is a 'data-informed school leader. The measurement invariance, reliabilities and construct and predictive validities of the Data-Informed School Leadership Survey (DISL Survey) are assessed using various psychometric statistical techniques. Methods: Using data collected from teachers in 155 public middle schools in a southern state, the following psychometric statistics used to address our purpose: the Many-Facet Rasch (MFR) Model, Bayesian second-order Confirmatory Factor Analysis (CFA), Bayesian Structural Equation Modeling- Multiple Indicators, Multiple Causes analysis (Bayesian SEM-MIMIC), and reliability analysis. Findings: Results: confirm an adequate fit from all MFR, Bayesian CFA, and MIMIC models and a high reliability (Cronbach $\alpha = .98$). The DISL Survey instrument exhibits sound psychometric properties. Results likewise confirm the value of using MFR modeling and Bayesian methods to examine the psychometric properties of DISL Survey as a means of improving educational leadership measures. Implications for Research and Practice: Data from this study confirm the validity and reliability of the Data-Informed School Leadership Survey (DISL Survey) as an instrument to assess the strengths and weaknesses of Data-Informed School Leadership (DISL) and as such a means for providing feedback for improving such leadership. Heretofore a measure for assessing this leadership was non-existent.

Susi-Dittmore, D. (2024). **Disability Justice and Access on the College Campus: An Uphill Battle Toward Organizational Change**. *Journal of Cases in Educational Leadership*, *27*(3), 3-12. https://doi.org/10.1177/15554589231212852
Feeling the exhaustion of multiple disability-related violations occurring in the classroom, staff from the Office of Disability Access at Heneton College have begun to feel isolated and hopeless. When the opportunity for collaborative, college-wide disability-centered training becomes available, it is met with mixed reviews and lots of opinions from across the institution. Some are supportive, many are feeling the pressure of multiple professional development and training obligations, and some question why the institution even needs this kind of training. Leaders in this case are faced with questions around shared governance, organizational change, and equity and inclusion.

Tarc, P., Mishra Tarc, A., & Di Paolantonio, M. (2024). **Upholding "the educational" in education: Schooling beyond learning and the market**. *PROSPECTS*, *54*(2), 301-306. https://doi.org/10.1007/s11125-023-09661-w
This article argues that schooling's driving purpose should be to educate. Given heightening global crises and the potential of education to respond, we agree with the spirit and focus of UNESCO's (2021) A new social contract for education intervention. Education/schooling should be motivated by progressive, critical visions to contribute to more sustainable and just human and planetary futures. Embodied-affective-cognitive technologically-mediated processes of becoming educated, however, are not a force that can smash injustice or ecologically destructive capitalism. Educationally speaking, there is no shortcut to cultivating students as "change agents" for sustainable futures. Hannah Arendt's essay "The crisis in education" (2006) is instructive in clarifying the function of schooling and in categorically distinguishing adults from children, education from politics, and education from learning. While human learning proliferates in multiple ways independent of existential/ethical mooring, education ultimately requires committed adults spending time with, and socioemotionally and intellectually supporting, children to deepen their understanding of the world and others, giving meaning and significance to their/our lives as part of larger collectives called upon to sustain and renew a common world.

Taylor, B., & Holley, K. (2024). **Models of Building a Faculty: Institutional Transformation and the Disruption of the Professoriate in Public Higher Education**. *Innovative Higher Education*, *49*(4), 623-643. https://doi.org/10.1007/s10755-024-09699-4
This article explores patterns in the US professoriate and the relationship to institutional wealth and status in public higher education, 2012–2021. We use latent profile analysis to identify different models for building a faculty and multinomial logistic regression to describe the characteristics of institutions employing these models. The results describe the human toll of the financial disruptions facing American public higher education. The findings suggest that changes to the faculty have been widespread but uneven.

Taylor, B. J., Rosinger, K., & Ford, K. S. (2024). **The Shape of the Sieve: Which Components of the Admissions Application Matter Most in Particular Institutional Contexts?** *Sociology of Education*, *97*(3), 233-251. https://doi.org/10.1177/00380407241230007
Admission to selective colleges has grown more competitive, yielding student bodies that are unrepresentative of the U.S. population. Admission officers report using sorting (e.g., GPA, standardized tests) and concertedly cultivated (e.g., extracurricular activities) and ascriptive status (e.g., whether an applicant identifies as a member of a racially

minoritized group) criteria to make decisions. Using latent class analysis, we identified three groupings of institutions based on the admission criteria they claim to value. Public institutions largely practiced a "coarse sieve" approach that relied on sorting criteria. Some private institutions practiced "fine sieve" admissions by emphasizing concertedly cultivated and ascriptive status criteria. A few privates employed the "double sieve" that combined sorting and concertedly cultivated criteria. Results illuminate the shape of the admissions sieve, identifying institutional contexts that inform the admissions practices selective colleges claim to use.

Terrail, J.-P. (2024). ***La crise de l'école et les moyens d'en sortir***. Consulté à l'adresse https://ladispute.fr/catalogue/la-crise-de-lecole-et-les-moyens-den-sortir/
À chaque nouvelle enquête sur le niveau scolaire en France, les médias s'émeuvent, les experts s'expriment, les politiques s'engagent. Le temps passe, les problèmes restent. Car problème il y a, crise même. Masquée par l'élargissement des rangs des diplômés, la baisse du niveau scolaire depuis les années 1980 s'accompagne d'une nette accentuation des inégalités sociales. Face à cette réalité inquiétante, les propositions qui occupent le devant de la scène politique par la grâce des médias et des orientations ministérielles sont de deux ordres. Les unes, prônant le retour à l'école d'antan ou l'école concurrentielle la plus débridée, ignorent superbement les inégalités sociales. Les autres les déplorent, mais s'en tiennent à la consolation des perdants. Face à leurs impasses respectives, il est temps d'envisager une véritable démocratisation de masse de l'accès aux savoirs. A cet égard, les forces politiques de gauche ont un ont un rôle à jouer.

Tetu, E. A., Schultz, K., & Mommandi, W. (2024). **Conflict, Competition, and Collaboration in Co-Located Schools: School Leaders Navigating Structural Distrust**. *Educational Administration Quarterly*, *60*(4), 493-530. https://doi.org/10.1177/0013161X241277852
Purpose:This study focuses on school leaders' daily practices, decisions, and understandings to illuminate the role that distrust plays in school co-location in Denver. In order to inform decisions about the policy's implementation, we examine the relationships between structural dimensions of co-location policy and the ways that school leaders characterize and shape interactions between teachers and students in co-located schools. Research Methods: Drawing from a larger qualitative study, we conducted in-depth, semi-structured interviews with leaders of co-located schools in Denver to explore school leaders' perspectives and experiences related to school co-location. We analyzed 11 school leaders' experiences on 7 focal "shared campuses"–buildings housing more than one K-12 school–to identify their understandings of, experiences with, and responses to school co-location. Findings: Although leaders on all focal campuses attempted to keep school communities separate within co-located buildings, most still reported that conflict arose between staff and students from different schools. In some cases, leaders facilitated collaboration between schools, bringing some of the intended benefits of school co-location to fruition. More often they cited competition, which was incentivized by the district's policy of school choice, as a barrier to such efforts. Our data suggest that structural distrust embedded in the policies and processes surrounding school co-location shaped both these everyday interactions among school communities and the opportunities that school leaders saw (or didn't see) for positive outcomes. Implications: Remedies available to those in authority–including policymakers and school leaders–require that they explicitly acknowledge distrust and change the power imbalances present among stakeholders in co-located schools.

Tibbitts, F. (2024). **Revitalizing the mission of higher education through a human rights-based approach**. *PROSPECTS*, *54*(2), 401-409. https://doi.org/10.1007/s11125-023-09654-9
This article proposes that in a new social contract for education, reimagined universities should be institutions that are human rights-centered. A human rights mission incorporates conventional university policies oriented toward diversity, equity, and inclusion (DEI) but goes beyond this traditional framework by drawing attention to root causes of systemic violations of human rights (including violence within the university itself) and inclusive processes of internal reform, oriented towards social justice involving especially the voices of the most marginalized. This article begins with a presentation of the application of the human rights framework to university settings, including binding legal standards, soft policies, and a holistic framework known as the human rights-based approach. A human rights-centered university is one that will undertake change with an orientation toward deep transformation that will enable the university to fulfill its core aims to foster values such as respect, empathy, equality, and solidarity and promote active citizenship to address the pressing needs of society.

Toukan, E., & Tawil, S. (2024). **A new social contract for education: Rebuilding trust in education as a common good**. *PROSPECTS*, *54*(2), 259-275. https://doi.org/10.1007/s11125-024-09702-y
Renewing the social contract for education is the central call of the Reimagining Our Futures Together: A New Social Contract for Education report from the International Commission on the Futures of Education. The International Commission outlines two foundational principles for such renewal: an expanded vision of the right to education throughout life, and education as a public endeavour and a common good, reflecting humanity's wide diversity of ways of knowing, living, and being. These principles provide a common thread for the think pieces in this issue, which attempt to unpack the idea of a new social contract from a variety of positions. The pieces are discussed around six themes: reorienting educational purpose; governing diverging motivations; recasting leadership and participation; envisioning new possibilities for higher education; enriching the knowledge commons; and unleashing imagination beyond the status quo. This introductory article argues that rebuilding and strengthening trust is the watchword of any effort to renew a social contract for just and equitable futures of education.

Triby, E. (2024). **L'expertise d'usage en question : politique du rapport entre expérience et expertise**. *Journée d'études Agora Pro Nouvelles formes d'expertise dans une société en transition Université de Rennes 2 CREAD 29 mai 2024*. Présenté à Rennes, France. Consulté à l'adresse https://hal.science/hal-04673218
Aborder la question de l'expertise par le politique, c'est en développer une approche à la fois plus problématique et plus macrosociale que les acteurs ont l'habitude de proposer. Cette intervention faisant suite à de longues discussions ente chercheurs et professionnels désireux de promouvoir la notion d'expertise d'usage, comme activité et comme concept, il paraissait important, en reprenant le fil de ces discussions, de mettre au jour les tensions que traverse l'expertise dans une « société en transition », i.e. en recherche d'alternatives à l'ordre économique et social encore dominant et pourtant épuisé face aux exigences de la transition en cours.

Turri, T. I., Bernales, C. C., & Matus, K. M. (2024). **Les significations renouvelées de l'inclusion dans l'enseignement supérieur au Chili : le Programme d'Accès à**

l'Enseignement Supérieur (PACE). *Éducation et Sociétés*, *52*(2), 63-80. https://doi.org/10.3917/es.052.0063

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2024). ***Transformer l'éducation vers l'ODD 4 : rapport d'enquête sur les mesures prises par les pays pour transformer l'éducation : données principales***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000390204_fre/PDF/390204fre.pdf.multi

Lors du Sommet sur la transformation de l'éducation des Nations Unies (2022), 143 pays se sont engagés à transformer leurs systèmes éducatifs. L'UNESCO a invité ses États membres à participer à l'Enquête sur les actions menées et à rendre compte de la manière dont ils ont converti leurs engagements en actions. Ce rapport souligne la nécessité : 1. d'une approche holistique, globale, tout au long de la vie, tenant compte du développement et du bien-être des apprenants et de la société ; 2. de placer l'inclusion, l'équité et l'égalité des genres au cœur des politiques et des interventions ; 3. d'augmenter les financements ; 4. d'améliorer l'efficacité et l'équité ; 5. d'investir dans la profession enseignante.

Upadhayay, N. B., & Kakar, Q. (2024). **Access to schools and learning outcomes of children with disabilities in Pakistan: findings from a household survey in four administrative units**. *International Journal of Inclusive Education*, *28*(9), 1635-1663. https://doi.org/10.1080/13603116.2021.2008535

In Pakistan, children with disabilities face a two-fold disadvantage with respect to education - First, lack of access due to the country's heavily constrained education sector, and second, if they do access schools then the quality of education imparted is questionable. In this paper, we investigate the access to education and learning performance of children with disabilities in four administrative units of Pakistan-Islamabad, Khyber Pakhtunkhwa, Khyber Pakhtunkhwa Merged Region and Punjab. We use household data from the Annual Status of Education Report (ASER) of 2018, which included questions on disability status of children aged 3 to 16 years, their enrolment in school, and their performance of reading and arithmetic. Broadly, our findings indicate that children with mild disability are more likely to enrol in schools compared to children without disabilities. On the other hand, children with severe disability are less likely to access schools, when compared to their counterparts with no disabilities. In terms of type of school (government, private, religious) access, there are regional differences. In terms of learning outcomes of children with disabilities, we see a small gap between children with and without disability. This paper underscores policyconsiderations for children with disabilities based on the severity of disability faced.

Vaughan, A. L., Martell, J. L., Dixon, B. T., & French, E. A. (2024). **First-Year College Achievement and Graduation Rates for Hispanic and Hispanic First-Generation Students**. *Journal of Hispanic Higher Education*, *23*(4), 265-279. https://doi.org/10.1177/15381927241241249

To increase persistence, many universities provide first-year seminars (FYS) for entering students. Although there have been consistent positive outcomes for FYS participants, many times, the research is based on short-term outcomes, or less rigorous analysis. This study assessed short- and long-term outcomes for Hispanic (n = 456) and Hispanic first-generation students (n = 350) who participated in a research-based academic FYS. FYS participants had significantly higher outcomes in first-term GPA, 1-year persistence and graduation rates.

Véliz, D., & Marshall, P. (2024). **Internationalization and disciplinary differences: Tensions in the academic career in Chilean universities**. *Higher Education Quarterly*, *78*(3), 957-970. https://doi.org/10.1111/hequ.12501
This article broadens the knowledge about the experience of academics in relation to how the internationalization of research has changed in a southern country and tensions that have risen depending on the different disciplines. This work resulted from interviews and documentary data collected mainly through semi-structured interviews with 57 administrators (including University rectors, provosts, vice-rectors and deans from multiple disciplines) who had been involved in developing the research strategies. Findings suggest that trends between disciplines differ notoriously. Publishing in foreign countries is more likely to happen to academics from hard sciences. Social sciences and humanities' research activities are often performed in books and book chapters. This translates into an initial disadvantage for social sciences in terms of internationalization since the result of their work is often less visible abroad than scientific indexed papers. This difference might be problematic if used as an indicator of academic productivity and recognition without considering disciplinary differences, especially in countries where research capacities and internationalization are still under development.

Waisath, W., McCormack, M., Stek, P., & Heymann, J. (2024). **Dismantling barriers and advancing disability-inclusive education: an examination of national laws and policies across 193 countries**. *International Journal of Inclusive Education*, *28*(10), 2088-2103. https://doi.org/10.1080/13603116.2022.2058623
Disability-inclusive laws and policies – while not sufficient on their own to advance substantive equality – are an essential step that all countries can take to advance non-discrimination and equity in education for children and youth with disabilities. This is the first study to comprehensively review national law and policy guarantees in 193 countries to assess the extent to which countries have harmonized national laws and policies with international commitments to inclusive education articulated in the Convention on the Rights of Persons with Disabilities and the Sustainable Development Goals. While strong guarantees exist across diverse countries, we find that notable gaps remain. Forty-six percent of countries do not broadly prohibit disability-based discrimination through the completion of secondary education. Legislation in 35% of countries does not guarantee persons with disabilities access to integrated education in mainstream education environments along with necessary individualized accommodations through the completion of secondary school. Thirty-one percent of countries that make primary education compulsory do not pair compulsory education with guarantees to integration in mainstream education environments and individualized supports for students with disabilities. These findings can inform reforms in countries without national guarantees and bolster support for implementation in countries where strong legal guarantees to inclusive education already exist.

Walton, E., & Engelbrecht, P. (2024). **Inclusive education in South Africa: path dependencies and emergences**. *International Journal of Inclusive Education*, *28*(10), 2138-2156. https://doi.org/10.1080/13603116.2022.2061608
Inclusive education is a fundamental right of all students. Despite international policy initiatives, educational exclusion is pervasive, especially in the Global South, and disproportionately affects disabled students. Barriers to inclusive education have been itemised in the literature, but in this conceptual paper that offers a novel perspective on the topic, we argue for a complexity approach to understand its evolution. Using a

qualitative deductive content analysis of South African laws, policies, reports and scholarly literature, we explore three path dependencies from colonial/apartheid times that lock the country into historical patterns of categorisation and segregated schooling. These operate alongside the emergence of new and inclusive practices by actors at a system-wide and local level, made possible by inputs into the policy ecology. South Africa represents a complex, contradictory educational environment that confounds the expectation of linear progression towards greater inclusivity. Instead of identifying barriers to inclusive education, we argue for a nuanced understanding of the imbrications of historical investments and drivers of inequality, with policy possibilities and the impetus for transformation among system actors.

Watrelot, P. (2024a, août 29). **Qui dirige vraiment l'Education nationale ?** Consulté 2 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/philippe-watrelot/dirige-vraiment-leducation-nationale/00112236
« Les sonneries des salles de classe ne se calent pas sur celles du Palais Bourbon », a déclaré Nicole Belloubet le 27 août 2024 lors d'une conférence de p

Watrelot, P. (2024b, septembre 11). **Moins de bébés, moins d'élèves… une bonne nouvelle pour l'école ?** Consulté 12 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/philippe-watrelot/de-bebes-deleves-une-bonne-nouvelle-lecole/00112339
Peut-on prédire l'avenir ? Evidemment non. Mais à Alternatives Economiques, on le sait bien, on peut faire des prévisions.

Weber, A.-C., Bogler, L., & Vollmer, S. (2024). **Formal vs. informal mathematics: Assessing numeracy with school and market items in a large sample of school-aged children in North-West Nigeria**. *Economics of Education Review*, *102*, 102564. https://doi.org/10.1016/j.econedurev.2024.102564
While school-aged children in resource-poor settings often perform poorly on standardized tests in mathematics, they can frequently be seen engaging in market activities, conducting monetary transactions. This suggests that children in these settings actually have much more advanced skills in basic mathematics than what is assessed at school. For this study, we designed a learning assessment that captures a broader skill set, including tasks presented as formal and informal mathematics. We provide evidence of a considerable skill gap between formal mathematics and informal mathematics in a large sample of school-aged children in North-West Nigeria. We explore several potential explanations for this skill gap. Market engagement is positively associated with the ability to solve the informal tasks but not formal tasks.

Welsh, R. O. (2024). **Administering Discipline: An Examination of the Factors Shaping School Discipline Practices**. *Education and Urban Society*, *56*(7), 847-880. https://doi.org/10.1177/00131245231208170
School discipline is a significant educational policy and equity issue in K-12 education due to well-documented racial inequality in exclusionary discipline and the deleterious effects of exclusionary discipline on academic and adult outcomes. Drawing on interviews with district and school administrators and teachers in an "urban-emergent" district, this exploratory qualitative case study identifies and explicates the key factors that shape disciplinary practices within schools. Two major factors emerge as critical to

school discipline practices in K-12 schools: (a) teacher preparation and (b) modeling of effective school discipline practices (how school leaders support teachers and how mentors support school leaders in the disciplinary process). Four key themes regarding teacher preparation emerge (a) relationship building, (b) classroom management, (c) cultural responsiveness and proficiency, and (d) experiential learning. The race and gender of educators permeate these factors. Implications for education policy and practice are discussed.

Whaley, R. (2024). **Professional Learning in the International Baccalaureate Diploma Programme**. *Journal of Research in International Education*, *23*(2), 172-190. https://doi.org/10.1177/14752409241269389
The four International Baccalaureate (IB) programmes provide an inquiry- and concept-driven approach to teaching and learning in primary and secondary schools around the world. This educational philosophy is often different to teachers' previous training and experience, yet little research has been done into how continuing professional development addresses the challenge of understanding and implementing the IB programmes. This phenomenological study explored the professional learning experiences of seven experienced IB Diploma Programme teachers working in different international schools. The findings provide a rich narrative of the teachers' lived experience to show that, while official IB workshops are helpful in developing understanding of certain aspects of the Diploma Programme, ongoing, job-embedded learning is also required for deep understanding and effective implementation of the IB educational philosophy. This study shows how the theory of social constructivism provides a foundation for exploring a range of formal and informal learning options for teachers and schools to develop individual and collective understanding and implementation of the IB educational philosophy.

Woulfin, S. L., & Spitzer, N. (2024). **The Evolution of Coaching as a Policy Instrument: How a District Engages in Organizational Learning**. *Educational Policy*, *38*(6), 1386-1417. https://doi.org/10.1177/08959048231201788
Many U.S. school districts now rely on instructional coaching to promote reform. Yet facets of coaching policy remain vague, and there is considerable variation in the structures and practices of coaching. We use longitudinal, qualitative data to analyze changes in instructional coaching, as a capacity building policy instrument, in one mid-sized urban-emergent school district from 2014 to 2019. Applying concepts of organizational learning theory, this paper documents how district leaders designed and implemented three distinct forms of coaching. We argue coaching shifted from a tool for teacher support, to a resource for school improvement, and lastly to a lever for boosting coherence. Further, we demonstrate how particular problems and leaders triggered different degrees of organizational learning on–and changes to–coaching. In sum, the paper explains how a district alters the definitions and structures of instructional coaching. By illuminating how educational leaders tinker with capacity building instruments, this paper contributes to the instructional reform literature and advances the field's understanding of the evolution of capacity-building instruments.

Yanagiura, T., & Tateishi, S. (2024). **Local economic impact of small, non-research private universities: evidence from Japan**. *Economics of Education Review*, *102*, 102576. https://doi.org/10.1016/j.econedurev.2024.102576

This study examines the local economic impact of small, non-research private universities in Japan, where expanding higher education access has historically relied on these institutions. Our prefecture-year fixed effects model from 1955 to 2015 reveals that a 10 % increase in the number of these institutions led to a 0.4 % increase in the prefecture's GDP per capita. However, this relationship was more pronounced during the 1960s, a period of rapid economic expansion, and diminished in subsequent years as the country's economic growth slowed. Our research also shows that these universities have not contributed to the local stock of human capital or promoted local innovation. Instead, they temporarily stimulated local capital investment. Our research suggests that universities with limited research capacity are unlikely to contribute to local economic growth after the country's economy has moved out of the expansion stage.

Yang, P. (2024). **Growing pains: higher education expansion and graduate employment in China**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 183-205). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-18.xml

Higher education expansion has fundamentally changed the access to, quality and costs of tertiary education, yet its dynamic impacts on graduate employment and social mobility have received little scholarly attention. This chapter utilizes rich information from China's national surveys of higher education graduates from 2003 to 2019 to explore the changing effects of higher education credentials on job sorting. It illustrates how the expansion has led to labour market structural changes and weakened ties between higher education credentials and quality jobs. Regression results indicate that the tertiary expansion has contributed to cohort crowding and impaired the signalling role of higher education credentials over the past 20 years, as recent graduates are more likely to be sorted into positions in the informal and non-urban sector. The chapter argues for a more critical reflection on the merit of the accelerated massification of higher education in developing economies regarding its potential impacts on intergenerational inequality.

Yazıcı, M. S., & Baş, Ş. (2024). **Expectations, Concerns and Suggestions regarding the University Life of University Students Diagnosed with Autism Spectrum Disorder**. *College Teaching*, *72*(3), 192-204. https://doi.org/10.1080/87567555.2022.2151967

There are currently only a small number of students diagnosed with autism spectrum disorder (ASD) attending university. However, this is now increasing on an annual basis. The characteristics of autism can result in such students experiencing social, communication and behavioral issues, indicating a need to establish appropriate support as soon as they enter university. As this process of adjustment also has an impact on their peers, it is beneficial to establish the opinions of other students while planning support for university students with ASD (SWA). This study therefore examines the expectations, concerns and suggestions regarding SWA. The research was carried out in the Faculty of Education at a state university. This study took place over a period of two weeks and examined all teacher candidates following all grades of all departments in the faculty who were actively attending classes. A number of teacher candidates (N: 1015) volunteered to participate in the research, which was undertaken using the screening pattern. This included data being collected by a questionnaire, followed by a thematic analysis. The findings identified various expectations, concerns and suggestions regarding SWA, along with the impact of interdependent culture.

Yu, M. (2024). **Reimagining education and community mobilization in China's migrant communities: towards an 'Asia as method' framework**. *International Journal of Qualitative Studies in Education*, *37*(7), 2023-2036. https://doi.org/10.1080/09518398.2023.2258109
This article engages in theoretical reflection on how to transcend the imposition of Eurocentric theories onto Southern and Eastern examples. Specifically, I reflect on the examination of educational issues faced by marginalized migrant communities within Chinese contexts and explore the application of an "Asia as Method" conceptual framework to reimagine education opportunities for migrant children and community mobilization as it pertains to a politics of recognition and redistribution. The politics of location and identity shaped by Chinese society's historical and contemporary power structures highlight both the needs and potential of theoretical conceptualizations from within. The goal is not simply to replace the West/North with the East/South nor is it to generate a wholly new theoretical concept to be applicable to all contexts; instead, the task undertaken in this work is to foster historically grounded relational explanations in order for communities in previously-decentered contexts to become one another's multifaceted reference points.

Pratiques enseignantes

Abdelmalek, N. (2023). ***A pedagogical resources recommender system for teachers*** (Phdthesis, Université de Technologie de Compiègne). Consulté à l'adresse https://theses.hal.science/tel-04678292
The landscape of education is ever evolving and in recent years, it has been particularly impacted by the pandemic and associated technological developments. In this context, teachers struggle with diverse challenges that impact their professional development and their educational practices. These challenges may concern their own expertise of their courses, the motivation of their learners, and their awareness of the educational environment. They are generally linked to multiple contexts such as the social and cultural contexts of teachers as well as learners, the environmental context, and the educational context. These challenges vary in intensity according to different situations, for example an inexperiencedteacher teaching a specialised course to a difficult audience. The sociocultural settings of teachers can significantly impact on how he or she meets these challenges. The use of pedagogical resources plays a key role in facilitating teaching and learning. Teachers can use or produce such A resource for learners, but they can also use them to answer their own questions. A pedagogical resource can be considered as any teaching material that helps teachers to deliver effective teaching to their learners. In this thesis, we aim to help teachersmeet their challenges by recommending pedagogical resources that consider of their complex and multifaceted context. We focus on the methods of representing and integrating the multiple contexts of teachers. The followed methodology involves ontological modelling thatenables semantic reasoning and has led to the development of the Teacher Sentimental and Collaboration Contexts ontology (TSCCO). This ontology encapsulates the multiple contexts that characterises teachers and aims to facilitate data integration. Realising the recommendations, we have developed the Context-Aware Pedagogical Resource Recommender System (CAPRRS). CAPRRS combines collaborative and content-based filtering techniques with a hybrid contextual filtering approach, guided by the multiple contexts. It uses a combination of two feature selection techniques (variance-based and mutual information) to identify relevant features. Collaborative filtering takes advantage

of recorded interaction traces, while content-based filtering considers data describing pedagogical resources, offering more personalised recommendations. The main findings highlight the importance of feature selection and the effectiveness of CAPRRS in providing context-aware recommendations of pedagogical resources. These results contribute to a deeper understanding of the relationships that may exists between teacher preferences, contextual features, and recommender approaches. They contribute to the research domain of both education and recommender systems.

Ailincai, R., Fageol, P.-E., Ferrière, S., & Salone, J. (2024). ***Nouvelles frontières autour des contextes de formation et d'enseignement***. Consulté à l'adresse https://presses.univ-antilles.fr/collections/apprentissage-education-et-socialisation/nouvelles-frontieres-autour-contextes-de
La prise en compte de la notion de contexte dans le triptyque formation-enseignement-apprentissage constitue l'un des enjeux majeurs du XXIe siècle. Enseignants, chercheurs et étudiants trouveront dans cet ouvrage des réflexions sur comment appuyer les apprentissages sur des situations interculturelles au cours des interactions didactiques.Les notions de contexte, de contextualisation et d'effet de contextes apparaissent aujourd'hui suffisamment partagées pour être déclinées à travers les situations de conceptions d'enseignement, d'interactions didactiques et d'apprentissages.Si les enseignements basés sur ces concepts sont testés à différents niveaux, de nombreuses déclinaisons restent à étudier notamment sur l'acquisition de gestes professionnels et de compétences techniques ou langagières. Comment appuyer les apprentissages sur des situations interculturelles et gérer l'interculturalité au cours des interactions didactiques ? Comment mettre en œuvre une collaboration entre élèves de cultures différentes ? Comment comprendre sa propre culture à travers la découverte des autres, de la diversité et de l'altérité ? Quelles relations entre les technologies éducatives et l'interculturalité ou des inégalités liées au numérique dans l'accès aux savoirs ? Voici quelques questions auxquelles l'ouvrage « Nouvelles frontières autour des contextes de formation et d'enseignement » se propose de répondre.

Alexandre, M., Sylvain, L., & Raymond, D. (2024). **Référentialisation des compétences enseignantes : analyse des savoirs de l'agir professionnel en vue de la reconnaissance et la validation des acquis de l'expérience et des compétences**. *Revue hybride de l'éducation*, *8*(3), 1-25. https://doi.org/10.1522/rhe.v8i3.1493
Cet article rend compte d'un processus de référentialisation des savoirs de l'agir professionnel en situation. L'analyse du sens de l'action permet de saisir les situations critiques qui orientent le développement des compétences (Mayen et Métral, 2008). Fondé sur la conceptualisation de l'activité professionnelle, l'examen du Référentiel de compétences professionnelles. Profession enseignante (Gouvernement du Québec, 2020) a permis de traduire les processus internes requis en réponse aux situations de la pratique éducative ainsi que les traits essentiels des compétences. Les résultats révèlent l'interdépendance de quatre schèmes organisateurs de l'activité enseignante : l'apprentissage, l'environnement, la collectivité (collaboration) et le développement professionnel continu.

Amamou, S., Desbiens, J.-F., Vandercleyen, F., & Araújo-Oliveira, A. (2024). **Cultiver un sentiment d'efficacité personnelle équilibré chez les stagiaires : l'accompagnement adapté**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 52-56. https://doi.org/10.7202/1111364ar

Le sentiment d'efficacité personnelle (SEP) est reconnu comme un facteur clé dans l'engagement, la satisfaction professionnelle et la prévention du décrochage des enseignant·e·s. Dans cette optique, cultiver un SEP équilibré chez les personnes stagiaires (PS) constitue une approche prometteuse pour améliorer leur rétention dans le métier et lutter contre le taux de décrochage alarmant des personnes enseignantes novices. Cet article propose des stratégies destinées aux formateur.trice.s visant à développer un SEP réaliste et en adéquation avec les compétences effectives de la PS. À cet égard, chacune des sources de développement du SEP est associée à des stratégies et à des pratiques d'accompagnement spécifiques qui les mobilisent. De plus, l'exposition des PS à des doutes « sains » sur leur efficacité est présentée comme un moyen de cultiver un SEP équilibré, les aidant ainsi à affronter plus efficacement les situations difficiles dans leur future carrière.

Amitay, G., & Sidi, M. (2024). **Immanent pedagogy with young women in extreme social exclusion**. *International Journal of Inclusive Education*, *28*(9), 1789-1804. https://doi.org/10.1080/13603116.2022.2036827
Immanent pedagogy reveals the structure of knowledge and also studies the structure of discipline. Immanent pedagogy is possible when we succeed in becoming and in becoming-other as a process of encountering and conjoining with others and with diverse ideas. Minority is one practice of becoming-other. It involves the ability to conceive the viewpoint of a real or imagined social standpoint, thus, minority is a political act that seeks to undermine the action of an oppressive power and to resist its vigorous authority. In this article we describe the creation of a learning space with young women in social exclusion through the practices of immanent pedagogy, becoming-other and minority. Through these practices we identified major preconditions for implementing immanent pedagogy with this excluded population. The article proposes a conceptual theoretical framework to illuminate the practical implementations that are essential for future educational work with populations in distress who experience social exclusion.

Anglin, K., Liu, Q., & Wong, V. C. (2024). **A primer on the validity typology and threats to validity in education research**. *Asia Pacific Education Review*, *25*(3), 557-574. https://doi.org/10.1007/s12564-024-09955-4
Given decision-makers often prioritize causal research that identifies the impact of treatments on the people they serve, a key question in education research is, "Does it work?". Today, however, researchers are paying increasing attention to successive questions that are equally important from a practical standpoint—not only does it work, but for whom and under what circumstances? Invalid conclusions to any of these questions can result in the adoption of ineffective educational practices. This article discusses the enduring legacy of Shadish, Cook, and Campbell's validity typology, and its associated threats to validity, for improving the validity of inferences in education research. The validity typology provides a system for classifying and improving inferences related to four validity types, including ensuring a causal relationship between a treatment and outcome (internal validity) that is precisely estimated (statistical validity), well understood (construct validity), and generalizes to the necessary circumstances (external validity). Here, we provide an overview of these four validity types and discuss proactive approaches to addressing them. We conclude by discussing how the validity typology framework may help researchers understand and address contemporary critiques of quantitative causal research.

Arapi, E. (2023). **Pédagogie Montessori : l'autonomie de l'élève vue par les enseignant·e·s**. *Revue des sciences de l'éducation*, *49*(2). https://doi.org/10.7202/1113031ar
La pédagogie alternative remet en question les approches traditionnelles en matière d'enseignement et d'apprentissage. Parmi les concepts qu'on y trouve, une place importante est accordée à l'autonomie de l'élève. L'approche Montessori figure parmi ces courants de pédagogie alternative et, pour cette approche, l'autonomie constitue un pilier fondamental de l'enseignement. Cet article explore la conception et la mise en oeuvre de l'autonomie de l'élève dans le cadre de la pédagogie Montessori. Une étude de cas propose ici une présentation des représentations et des pratiques d'enseignant·e·s montessorien·ne·s au Québec.

Arena, L., Ballatore, M., & Oriol, N. (2024). **Perceptions d'un dispositif pédagogique innovant par le prisme des étudiants : Le cas d'une approche par projet inter-Masters**. *Management & Avenir*, *141*(3), 71-91. https://doi.org/10.3917/mav.141.0071

Baco, C., Bocquillon, M., Derobertmasure, A., & Demeuse, M. (2024). **Les formateurs de terrain et la pratique réflexive : un rapport pluriel, complexe**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 23-27. https://doi.org/10.7202/1111358ar
Les maitres de stage (enseignants associés au Québec) ont un rapport complexe à la réflexivité, car ils sont amenés à porter un regard réflexif sur leurs pratiques d'enseignant, mais aussi de formateur. Au contact quotidien avec le stagiaire, leur rôle dans l'accompagnement de la réflexivité des futurs enseignants est important. Pourtant, ils sont peu outillés et peu formés en Belgique francophone et des études récentes soulignent leur sentiment de compétence relativement faible. Face à cela, l'objet de ce texte est d'offrir des éléments théoriques permettant de clarifier la complexité du rapport des maitres de stage à la réflexivité ainsi que de présenter un outil utilisable par les maitres de stage pour soutenir la réflexivité des futurs enseignants. Afin de mieux percevoir le rapport qu'entretiennent les maitres de stage avec la réflexivité, la perception des acteurs de terrain de leur propre sentiment de maitrise à propos de différents aspects de la pratique réflexive est présentée.

Ballantyne, C., Wilson, C., Toye, M. K., & Gillespie-Smith, K. (2024). **Knowledge and barriers to inclusion of ASC pupils in Scottish mainstream schools: a mixed methods approach**. *International Journal of Inclusive Education*, *28*(9), 1838-1857. https://doi.org/10.1080/13603116.2022.2036829
Inclusion of autistic pupils into mainstream schools is common practice and staff should have adequate knowledge on teaching and managing classroom behaviour. However, autism knowledge among teaching staff may be inconsistent. A mixed-methods design examined differences between school staff in autism knowledge, perceived barriers to inclusion and required support. 138 early years staff, school teachers and pupil support assistants took part. Knowledge and experience were assessed using Knowledge about Childhood Autism among Health Workers questionnaire (KCAHW; [Bakare, M. O., P. O. Ebigbo, A. O. Agomoh, and N. C. Menkiti. 2008. Knowledge about childhood autism among health workers (KCAHW) questionnaire: description, reliability and internal consistency. Clinical Practice and Epidemiology in Mental Health 4 (1): 17]). Qualitative measures addressed perceived barriers to inclusion and recommended supports. Significant differences in the knowledge of autism scores were shown.. Similar themes

were identified across all staff, with five themes reflecting barriers to inclusion (Knowledge, Support, Training, Management of ASC features and Parent involvement) and four themes relating to required support (Individualising educational experience, Changes to learning spaces, Opportunities to learn about ASC and Communication). Government inclusion policy should take a whole school approach and consider staffs' actual and perceived barriers to inclusion of autistic children.

Bates, G., & Shea, J. (2024). **Retrieval Practice "in the Wild": Teachers' Reported Use of Retrieval Practice in the Classroom**. *Mind, Brain, and Education*, *18*(3), 249-257. https://doi.org/10.1111/mbe.12420
Retrieval practice has been shown to be an effective and efficient way to enhance learning and which has led researchers to call for retrieval practice to be part of teachers' regular repertoire of activities within a classroom. Recent policy changes in England have seen retrieval practice being encouraged and emphasized as a strategy that teachers should use in their practice. However, much of the research to support this has been conducted under controlled studies both in laboratory and classroom settings. Therefore, in the present study, we report on how teachers in England are implementing retrieval practice "in the wild"—in their classrooms outside of a controlled study. Findings indicate that teachers are using retrieval practice regularly in the classroom, even if it is not part of a mandatory school policy, with quizzes and short answer questions being the most reported format used. Additionally, teachers are motivated to use retrieval practice beyond the direct benefit of the testing effect.

Beaudoin, C., Rousseau, N., & Laforme, C. (2023). **Étude exploratoire sur l'expérience scolaire en classe flexible : le point de vue des jeunes de la formation générale des adultes**. *Nouveaux cahiers de la recherche en éducation*, *25*(3), 158-178. https://doi.org/10.7202/1111949ar
Cette étude exploratoire trace un portrait de l'expérience scolaire de 41 jeunes de 16 à 24 ans de la formation générale des adultes (FGA) qui fréquentent la classe flexible. Selon une approche qualitative, les données ont été recueillies à l'aide de l'entrevue individuelle semi-dirigée et du questionnaire électronique. Les thèmes centraux découlant de l'analyse des données qualitatives incluent la préférence de la classe flexible par rapport à la classe traditionnelle, le soutien à l'apprentissage, la régulation des comportements, le plaisir d'aller à l'école et le développement d'une relation enseignant-élève positive. Ces résultats indiquent l'importance de tirer avantage de certains paramètres physiques de la classe flexible et des pratiques enseignantes qui l'accompagnent.

Beaupré, P., & Caron, J. (2024). ***Des récits pédagogiques illustrés pour l'enseignement à une diversité d'élèves: Une approche innovante visant le développement de compétences professionnelles***. Consulté à l'adresse https://www.editionsjfd.com/en/shop/des-recits-pedagogiques-illustres-pour-lenseignement-a-une-diversite-deleves-11804
Le personnel ayant à répondre aux grands besoins éducatifs de certains jeunes qui vivent des situations complexes, souvent méconnues ou difficiles à comprendre, peut se sentir démuni et isolé. Ces jeunes ont particulièrement besoin de personnes-ressources provenant de plusieurs milieux (éducation, communautaire, santé et services sociaux, emploi). Les compétences professionnelles requises pour intervenir auprès de jeunes en situation complexe, notamment celles relatives à la collaboration, se développent plus

aisément lorsqu'elles sont contextualisées. C'est ce qui a poussé une équipe composée de Pauline Beaupré, Josianne Caron, Sylvain Letscher, Edith Jolicoeur, Julie Beaulieu (de l'Université du Québec à Rimouski) et Camille Gauthier-Boudreault (de l'Université du Québec à Trois-Rivières) à utiliser les récits authentiques et les images pour enrichir la formation à l'enseignement auprès d'une diversité d'élèves. De cette collaboration est né le codéveloppement de neuf récits pédagogiques issus d'entrevues avec des jeunes et illustrés par Luca Jalbert de Cabro*Productions. S'adressant à toute personne qui participe à l'éducation de jeunes vivant des situations complexes et qui les accompagne, les récits pédagogiques illustrés abordent différents parcours de vie et des transitions. Sans cacher des écueils à l'inclusion scolaire et sociale, ils mettent en relief des pistes d'action pour soutenir, en collaboration, les jeunes et leur entourage.

Beck Wells, M. (2024). **Supporting Higher Education Students with Attention Deficit Hyperactivity Disorder through Universal Design for Learning**. *College Teaching*, *72*(3), 227-230. https://doi.org/10.1080/87567555.2022.2160959
Students with diverse learning needs are becoming more prevalent in higher education institutions. There has been a substantial rise in the number of adult learners with ADHD (American College Health Association, 2021). To ensure the support and achievement of neurodiverse learners, especially higher education students with ADHD, higher education faculty should implement strategies within their courses to support all learners. One framework frequently utilized in K-12 settings is Universal Design for Learning (UDL). UDL provides access to content by focusing strategies on engagement, various means of displaying content, and supporting learners in demonstrating their learning in a way that best supports their learning needs (CAST, 2018). Specific UDL strategies that would have a positive impact on learners with ADHD are discussed.

Berenbon, R. F., D'Agostino, J. V., & Rodgers, E. M. (2024). **The Modifying Effects of Response Style on the Criterion-Related Validity of a Curriculum-Based Measure**. *Journal of Psychoeducational Assessment*, *42*(7), 833-847. https://doi.org/10.1177/07342829241262476
Curriculum-based measures (CBMs) such as Word Identification Fluency promote student achievement, but because they are timed and administered frequently, they are prone to variation in student response styles. To study the impact of WIF response styles, we created and examined the validity of a novel response style measure and examined the degree to which it moderated the validity of WIF growth slopes as a predictor of student outcomes. Students who moved quickly through the WIF (speeders) exhibited greater growth compared to non-speeders with similar WIF slopes on a criterion measure, and WIF growth explained the most variance in growth on the criterion measure among speeders. Response style was rather consistent within students and across students within teachers, suggesting that teachers' instructions and testing practices may influence how students approach the tests. Implications of the findings for effective CBM testing are discussed.

Bertin-Renoux, A. (2024). **Embodied and Enactive Creativity: Moving Beyond the Mind–Body Dichotomy in School Education**. *The Journal of Creative Behavior*. https://doi.org/10.1002/jocb.651
This study explores the ways in which embodied creativity is conceived and implemented in french schools through the study of a corpus of professional articles published since the 1960s in a journal dedicated to physical education. The analysis focuses on pedagogical

experiments to foster bodily creativity carried out in primary schools, as part of a wide-ranging educational reform during the 1970s. Those practices mark a radical break with the grammar of schooling whose worldwide spread is linked to the colonial expansion of western Europe. They revealed many similarities with indigenous pedagogies through the willingness to go beyond the mind–body dichotomy, to value a sensitive and intuitive body, to anchor knowledge in lived experience and to move from a top-down relationship between teacher and pupil to a more horizontal one. The 1980s marked a return to more traditional methods, but these pedagogical experiments nurtured a conception of embodied and enactive creativity that sought to go beyond a western vision of the body, of action and of the relationship with the world in school education. The convergences with non-western pedagogies underline the interest of these approaches to explore and foster embodied and enactive creativity.

Blat, M., Boilevin, J.-M., & Marzin-Janvier, P. (2024). **Organisation de l'activité de conduite des apprentissages en situation d'enseignement-apprentissage des sciences fondé sur l'investigation**. *Éducation & didactique*, *18*(2), 117-146. Consulté à l'adresse https://shs.cairn.info/revue-education-et-didactique-2024-2-page-117?lang=fr&tab=resume

Boardman, A. G., & Hovland, J. B. (2024). **Student perceptions of project-based learning in inclusive high school language arts**. *International Journal of Inclusive Education*, *28*(10), 2235-2250. https://doi.org/10.1080/13603116.2022.2091170
Project-based learning (PBL) in inclusive classrooms has the potential to provide meaningful and collaborative learning experiences that develop students' academic and social-emotional learning skills. This qualitative study focuses on the voices of secondary students with disabilities (SWDs) by examining their perceptions of PBL in English language arts when compared to their peers without disabilities. We analysed interviews from 36 students in five 9th-grade, inclusive English language arts classrooms. Students in both groups expressed positive views about learning in PBL classrooms. Key themes included opportunities to feel creative, to expand their ideas about the world, to increase important literacy skills, to collaborate with peers and to make choices in their learning. SWDs differed from their peers without disabilities in their desire for scaffolded learning and teachers who are responsive to their individual needs. Additionally, SWDs shared a broader range of perspectives within each theme. Implications for PBL instruction in inclusive classrooms and special education teacher knowledge are discussed.

Bodine Al-Sharif, M. A., Earnshaw, Y., & Corcoran, S. (2024). **The 'woeful' state of administrative support for online programmes: A critical discourse analysis**. *Higher Education Quarterly*, *78*(3), 918-933. https://doi.org/10.1111/hequ.12497
This study used critical discourse analysis to explore how higher education administrators in the United States talk about how they assess and support online programmes. Specifically, we hoped to analyse administrators' perceptions of their responsibilities over online programmes, faculty and students, to attain where they may need more training. Therefore, we explored the perspectives of 11 administrators at both the mid-level administrative and campus senior administrative levels who oversee online programmes in U.S. higher education. Our findings suggest that mid-level administrators hold pivotal roles in communicating needs, administrators are not viewing their online faculty holistically, current online programmes assessment is insufficient and concern for student

engagement is often neglected. Implications for research and practice include additional investigation of the online faculty experience and the development of administrative training specifically focused on the needs of online programming and online faculty support.

Boelen, V. (2023). **Une didactique transversale écoformatrice centrée sur le sujet : pour une éducation à la diversité, à la fois biotique et épistémologique**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 100-121. https://doi.org/10.26443/mje/rsem.v58i1.10174
The environmental crisis calls for diversity education that extends beyond humanity and involves all living beings around the question of living together on Earth. The purpose of this article is to develop an educational proposal based on ecological living together that opens the reflection on welcoming epistemological diversity to develop a finer understanding of our relation to the world. A general didactic of Bildung centered on the Subject in his relationship to the world is proposed. This place-based learning approach mobilizes a dimension of our humanity – spirituality – often dismissed though central to us all. Spirituality would then become part of diversity education that considers diversity amongst all living beings, as well epistemology diversity by integrating indigenous epistemologies.

Boily, É., Ouellet, C., & Thériault, P. (2024). **Rôle des enseignantes et des orthopédagogues en contexte d'implantation du modèle de réponse à l'intervention en lecture au premier cycle du primaire : une étude multicas**. *Formation et profession*, *32*(1), 1. https://doi.org/10.18162/fp.2024.822

Boisvert, M.-E., & Lavigne, A. (2023). **Apprendre à tenir compte des voix des élèves autistes dans la formation initiale pour soutenir l'éducation inclusive**. *L'éducation en débats : analyse comparée*, *13*(1), 69-85. https://doi.org/10.51186/journals/ed.2023.13-1.e1207
Recent international statements on the rights of children as well as paradigm shifts for inclusive education are leading to reflection on the consideration of students' perspectives at school. This article aims to question the place of student voices in the initial training of future teachers. Examples from two ethnographic research carried out with autistic secondary and preschool pupils allow us to reflect on the discursive space given to students in class and the real consideration of what they express. The analysis makes it possible to identify ways to incorporate students' voices into initial training and show their importance in teaching practice. The heterogeneity of students' means of expression, as well as viewpoints, lead to caution regarding uniform interventions. The results illustrate the need to go beyond a logic of comparison to the norm, and instead draw positive portraits of students who show their abilities. The results also contribute to question the representations that future teacher in training have of students' difficulties.

Boolmann, U. (2024). **Artificial intelligence and education: A teacher-centred approach to safety and health**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3977* [Report]. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/d7d3a760-64e7-11ef-a8ba-01aa75ed71a1 website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3977

This report examines the opportunities and risks associated with the integration of new digital technologies for the health, safety and wellbeing of teachers in schools. This is viewed both from the perspective of occupational safety and health (OSH) and a pedagogical perspective. A comprehensive overview of the possible risks and opportunities for teachers from the integration of technologies, in particular based on artificial intelligence (AI), is provided based on a systematic analysis. Suggestions are also given of potential measures for improving the health, safety and wellbeing of teachers in the digital age.

Boto Siméone, N. R. (2024). **L'art de la concertation cérébrale : intégrer les pôles cérébraux dans la pédagogie contemporaine**. *Journal of Neuroscience, Psychology, and Economics*. https://doi.org/10.5281/zenodo.13358890
Dans ce travail, nous avançons que l'absence de concertation entre les deux pôles d'un même axe tend à installer en nous une posture qui manque de nuance. D'entrée de jeu, nous avançons également que, pour restaurer nuance et effort, les injonctions génériques, celles que l'on se donne comme celles qu'on reçoit (faire plus attention, se lancer pour voir, y mettre l'effort, persévérer) ne produisent pas les effets escomptés. Or, quand ni la vie, ni l'intégrité de la personne ne sont menacées pour quitter toute surdominance qui pose problème, il importe d'emprunter la route lente, cette route qui prend le temps de penser la situation qui pose défi malgré et en dépit de la pression constante de la route rapide qui cherche à s'en dégager au plus vite. Cette route lente redonne du mouvement à notre savoir penser notre présence à nous (soi) et au monde (l'autre en soi)

Boyle, C., Costello, S., Anderson, J., Collett, K., Page, A., & Allen, K.-A. (2024). **Further development of the Teacher Attitudes to Inclusion Scale: principal components and Rasch analysis**. *International Journal of Inclusive Education*, *28*(10), 2122-2137. https://doi.org/10.1080/13603116.2022.2063425
Providing an effective and high-quality education for all children and young people remains a significant challenge throughout the world. Disputes and contradictions contribute to the prevailing debate as to the justification and merits of inclusive education. One of the reoccurring themes within the literature on inclusive education is the relationship between the successful application of teachers' knowledge, skills, and abilities utilised to include inclusive strategies in their classrooms, and their attitude towards inclusion. A teacher with more positive attitudes will be more accepting of students, build more successful relationships with them, aid in a child's sense of belonging, student academic success and social integration. To address this issue, the Teacher Attitudes to Inclusion Scale (TAIS) was developed by the first author to measure the attitudes of qualified (in-service) teachers towards inclusive education. Using an Exploratory Principal Components Analysis and Reliability, a revised version of the TAIS, the TAIS-R provides a sychometrically validated measure of two constructs – a global attitude and a personal attitude towards inclusive education that provides an accurate evaluation tool for research and practice.

Brown, E. D., Holochwost, S. J., Palmer Wolf, D., Allen, A. A., Garnett, M. L., Velazquez-Martin, B., … Malatesta, J. L. (2024). **Music Education and Neurophysiological Regulation in Early Childhood: Should Teachers Guide or Get Out of the Way?** *Mind, Brain, and Education*, *18*(3), 360-372. https://doi.org/10.1111/mbe.12370

Access to high-quality early music education programs may mitigate the effects of poverty on the hypothalamic–pituitary–adrenal (HPA) axis, but fundamental questions remain about the role of early educators in conveying these benefits. In the current study, we measured the basal or resting cortisol levels of 76 children (Mage = 4.17 years; 42% female) over the course of the school day while they attended a Head Start preschool that included early music education classes. The results of a series of hierarchical linear models (HLMs) indicated that child-directed music and movement activities during these classes were associated with lower levels of cortisol (relative to teacher-directed activities; B = −0.019, p = .013), as were higher quality teacher–child interactions (B = −0.018, p = .013); both associations were moderated by child age. We discuss the implications of these results for future educational neuroscience research that seeks to inform early education programs for young children placed at risk by poverty.

Buard, K., Puustinen, M., & Courtinat-Camps, A. (2024). **Gifted Students' Special Educational Programs in France: An Analysis of Students' Needs as Perceived by Headmasters - A Secondary Publication**. *Journal of Contemporary Educational Research*, *8*(4), 316-327. https://doi.org/10.26689/jcer.v8i4.6835
Some French public middle schools offer gifted students the opportunity to pursue their education in general classes, while benefiting from specific facilities within the framework of a dedicated educational program. In this study, we sought to identify and analyze the needs of these students as perceived by the headmaster of each middle school involved. The results highlight two main student needs, common to all these programs (uneasiness and difficulties in peer relationships) as well as needs specifically mentioned by some headmasters (non-adaptive behavior).

Burroughs, H. (2024). ***The effects of teaching practices on motivation to learn LX English in France, Finland, & New Brunswick (Canada) : A comparative study*** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse https://theses.hal.science/tel-04608005
The majority of studies investigating motivation to learn a second/foreign language (LX) (Dewaele, 2017) concentrate on the way in which motivation develops in function of individual characteristics, and environmental factors, but rarely take into consideration the impact of teaching practices on student motivation (Ushioda, 2016). The objective of this study is therefore to examine the influence of educational strategies on motivation to learn LX English amongst middle-school pupils (ages 11 to 14). To achieve this objective, teaching practices in three distinct contexts will be examined in this mixed-methods comparative study: France, Finland, and New Brunswick (N.B.), Canada. Each region has different teaching philosophies that likely affect student motivation in a variety of ways. In this mixed-methods comparative study, quantitative analyses reveal that students (N = 473) in Finland were the most motivated to learn LX English, followed by students in N.B., and then students in France, however a statistically significant difference was only found between Finland and France. With regards to quantitative analyses, LX English educators (N = 13) took part in semi-structured interviews to gain insight into their teaching practices. Common themes amongst educators in France included elements related to imposed pedagogy and finding their own learning materials online. In Finland, recurring themes related to pedagogical freedom, the use of online learning materials, and the use of course textbooks, which are written by practicing LX English educators. In N.B., common themes related to also having pedagogical freedom, but a lack of LX English training, provided learning materials, and an effective curriculum were highlighted as inhibiting their teaching practices. Using a convergent parallel design, the

results suggest that pedagogical freedom, emphasizing communication over correctness, student exchange programs, emotional intelligence in teachers, and providing teachers with ready-made activities that accurately target and represent student needs and interest foster student motivation. The implication of these results is that teaching strategies impact student motivation to learn an LX and when chosen correctly, may be more influential than sociocultural contexts outside the classroom.

Calone, A., & Lafontaine, D. (2023). ***L'impact des différents types de feedbacks en contexte de classe***. Consulté à l'adresse Cnesco-Cnam website: https://hal.science/hal-04646895

Capdevielle, V., Courtinat-Camps, A., Léonardis, M. de, Lespine, L., Savournin, F., Chevallier-Rodrigues, É., & Brossais, E. (2024). **Mise en œuvre du paradigme inclusif dans deux lycées professionnels français : organisation institutionnelle et pratiques professionnelles**. *Éducation et Sociétés*, *52*(2), 23-40. https://doi.org/10.3917/es.052.0023

Capitanescu Benetti, A., Leroux, M., & Kahn, S. (2024). **La différenciation en classe pour mieux apprendre - Tensions structurelles et savoirs professionnels (Dossier)**. *Éducation et formation*, (e-323), 9-194. Consulté à l'adresse http://revueeducationformation.be/index.php?revue=43&page=3
Les réflexions et études présentées dans ce numéro explorent les dimensions variées de la différenciation, depuis la petite enfance jusqu'à l'enseignement secondaire. Des salles de classe aux cours de récréation, de la théorie à la pratique, chaque contribution détaille les tensions, les stratégies, et les succès liés à l'individualisation de l'enseignement. Il se fait l'écho d'approches diversifiées, et pose des questions essentielles sur la capacité à cultiver l'unicité tout en tissant le lien social fondamental à toute expérience éducative.

Chen, X. (2024). **How is teaching quality related to achievement emotions in secondary low- and high-achieving students: A cross-sectional study in Chinese mathematics classrooms**. *British Journal of Educational Psychology*, *94*(3), 862-880. https://doi.org/10.1111/bjep.12691
Background Past studies clarified the relationship between dimensions of teaching and achievement emotions. However, more information is needed about the underlying process behind this relationship among students with different mathematical abilities. Aims This study examined the association between students' perceived teaching quality and achievement emotions in Chinese mathematics classrooms, focusing on students with different mathematics achievements. Samples There are 1045 secondary school students (49.1% girls; Mage = 13.90, SD = .84) from Chinese mathematics classrooms in the present study. Methods A multi-group structural equation model was adopted to test the relationship between teaching quality and achievement emotions between low- and high-achieving students. Results Control-value appraisals mediated in teacher support and achievement emotions in both student groups. At the same time, control-value appraisals failed to mediate cognitive activation and achievement emotions in low-achieving students, while the mediating effect of control-value appraisals was identified in high-achieving students. Besides, classroom management was related to achievement emotions via academic value only in low-achieving students. In contrast, it was related to achievement emotions via control-value appraisals in high-achieving students. Conclusions The results clarified the mediation roles of control-value appraisals

in teaching quality and achievement emotions in students with low- and high-achieving achievements. Similarities and differences were also identified between the two student groups. Teacher support was beneficial to students' positive emotions while classroom management helped to lessen students' negative emotions. High-achieving students benefited more from activating teaching compared with low-achieving students.

Chua, K. H., & Bong, W. K. (2024). **Providing inclusive education through virtual classrooms: a study of the experiences of secondary science teachers in Malaysia during the pandemic**. *International Journal of Inclusive Education*, *28*(9), 1886-1903. https://doi.org/10.1080/13603116.2022.2042403
During the COVID-19 pandemic, remote teaching was required to ensure that educators could continue teaching and that students could still attend classes. However, since the necessity for remote teaching occured, many teachers were not used to teaching virtually while ensuring that their students were given equal opportunities and environments to obtain a quality education. The aim of this study is therefore to explore the experiences of secondary school teachers in Malaysia in providing a more inclusive education during the pandemic specifically in science-related subjects via virtual classrooms. An online survey was conducted among 126 science teachers. The findings indicate that the readiness of science teachers in providing inclusive education is not high. Their scores in terms of affective attitude, behaviour, cognition, competence and awareness were barely sufficient. Issues such as lack of experience teaching virtually, insufficient training and support from schools and educational authorities, and parents lacking technological competence and skills to facilitate their children's virtual classrooms at home were identified. This study has implications for researchers and educational institutions that intend to promote inclusive education in the context of remote teaching and learning.

Copur-Gencturk, Y., Li, J., & Atabas, S. (2024). **Improving Teaching at Scale: Can AI Be Incorporated Into Professional Development to Create Interactive, Personalized Learning for Teachers?** *American Educational Research Journal*, *61*(4), 767-802. https://doi.org/10.3102/00028312241248514
Scalable and accessible professional development programs have the potential to address the opportunity gap many teachers experience. Yet many asynchronous online programs lack interaction with and timely feedback to teachers. We addressed this problem by developing a virtual, interactive program that uses intelligent tutoring systems to provide just-in-time feedback to teachers. We conducted a randomized controlled trial with teachers across the United States in which teachers were assigned to either this program or no additional training. We found that teachers who completed our program (N = 29) used mathematically richer tasks and created a more coherent, connected learning environment for students to build conceptual understandings than did teachers who were in the business-as-usual condition (N = 23).

Corfdir, A., Biémar, S., Degrove, K., Fischer, L., Henry, V., Plumat, J., … Charlier, E. (2024). **Le travail collaboratif pour développer un dispositif de formation à la réflexivité : quels effets pour les formateurs ?** *Formation et profession*, *32*(1), 2. https://doi.org/10.18162/fp.2024.807
Cotán, A., Carballo, R., & Spinola-Elias, Y. (2024). **Giving a voice to the best faculty members: benefits of digital resources for the inclusion of all students in Arts and**

Humanities. *International Journal of Inclusive Education*, *28*(7), 1240-1257. https://doi.org/10.1080/13603116.2021.1991492
This article presents the testimonies of 24 faculty members of Arts and Humanities from five Spanish universities on the use of digital technology resources and their benefits for learning and educational inclusion of students with disabilities. They were selected by their own students with disabilities for their inclusive practices. Using a qualitative methodology, two semi-structured individual interviews were conducted with each participant to analyse different areas of inclusive pedagogy: beliefs, knowledge, designs and actions. The data were progressively analysed through a system of categories and inductive codes. The results show the digital resources that faculty members put into practice, as well as the different uses they make of them. In addition, the participants highlighted a number of benefits that digital technology has for the learning of all students, including those with disabilities. Finally, these results are discussed with those of previous studies, offering recommendations for the university to move toward a more inclusive education.

Coupaud, M., Dessart, F., Paulin, F., Bruguiere, C., & Delserieys, A. (2024). **Influence of a board-game narrative framework on student's narrative writing in the context of evolution teaching**. *ERIDOB 2024 14th Conference of European Researchers in Didactics of Biology*. Présenté à Lyon, France. Consulté à l'adresse https://hal.science/hal-04652999
This research studies the narratives of lower secondary school students after playing a board-game about evolution integrated into educational resources for lower secondary school. The board-game 'Darwinium' was designed by a team of researchers and teachers and places middle school students in the fictional situation of researchers observing the evolution of fictional animal populations placed in an experimental dome. The game mechanics and the story it tells is considered a "narrative framework" (Author, 2021). In other words, it sets the initial situation, a set of theoretical and methodological standards on which the players/students can base the reconstruction of future events. During a game play, players have to report on the evolution of their fictional animal population in verbal narrative form and graphic form. This project is based on previous work that has highlighted the difficulties in apprehending the theory of evolution of living things and the ideas of chance that are linked to it (Author, 2018; Fiedler, Sbeglia, Nehm & Harms, 2019). A previous study (ESERA, 2023) revealed that after playing the game Darwinium, some students express an understanding of certain important ideas related to evolution in accordance with scientific knowledge. The game seems to enable students to consider the question of randomness in the evolutionary process, even though for some this idea of randomness coexists with their finalist conception of evolution. There was also an absence of the idea of contingency in the explanations of evolution.

Cunningham, P., Matusovich, H. M., Ellestad, R. M., & Carrico, C. (2024). **"Acing" the Feedback: The A2CE Framework for Generating Impactful Interactions with Students about Their Approaches to Learning**. *College Teaching*, *72*(3), 181-191. https://doi.org/10.1080/87567555.2022.2140098
To help students become better learners, educators need to be able to provide feedback to students on their learning processes. However, this can be challenging for educators due to the customized nature of such feedback. To that end, we have created and evaluated the Acknowledge, Affirm, Challenge, and Encourage (A2CE) framework as a practical and scalable way to provide formative feedback for

engineering students. The A2CE framework was: 1) developed through a research project focused on developing metacognitive skills in engineering students, and 2) evaluated for functionality in a workshop setting where we taught educators how to use the A2CE framework. Within the workshop, we collected participants' feedback on the framework in the form of open-ended surveys. Analysis of responses revealed that workshop participants believed the A2CE framework was useful as a method for having caring conversations with students about their learning, while giving constructive feedback that students can use to improve their learning in and out of the classroom; prior to the workshop, participants indicated a need for more support in having meaningful conversations with their students about learning processes. We conclude that the A2CE framework is an accessible tool educators can leverage to help students improve as learners.

Damianidou, E. (2024). **Curriculum and the power to ex(in)clude disabled students**. *International Journal of Inclusive Education*, *28*(8), 1435-1449. https://doi.org/10.1080/13603116.2021.1994034
The aim of this study was to explore how the curriculum, as a tool for boundary maintenance and social control, may impact upon inclusion, given that the end-user of the curriculum is the teacher, who subjectively interprets and implements curriculum indicators and directions according to their perceptions. To this end, a qualitative study was conducted with interviews with 21 secondary education teachers, who discussed their interpretations of the curriculum and its impact upon inclusion, considering their role as the end-users of the curriculum and learning agents. The main findings were that exclusion in Cypriot schools may occur in two ways that are underpinned by the curriculum: firstly, disabled students are excluded because of being offered limited and less appropriate for their needs learning opportunities compared to non-disabled students. Secondly, the restrictions imposed by the curriculum do not encourage the development of critical thinking and inclusive attitude among students. Even though it was found that many teachers may succumb to the pressure and thereby decrease the opportunity for the inclusion of disabled children, some participants seem to resist the pressure, thus having the potential to become change agents, who try to distribute social justice and establish inclusion, despite curriculum restrictions.

Damus, O. (2024). **Regenerative and restorative pedagogy: The foundation of a new contract for cognitive justice**. *PROSPECTS*, *54*(2), 441-449. https://doi.org/10.1007/s11125-024-09683-y
Regenerative and restorative pedagogy refers to a set of methods and knowledge aimed at regenerating ourselves, regenerating others, and repairing the past and present with a view to human, ecological, and planetary sustainability. It aims to reduce the processes of destructing the self, other humans, and non-humans. The main role of this alternative and transgressive pedagogy is to counter the neoliberal approach of hegemonic education, which contributes to destroying knowledge (epistemicide), identities (identicide), cultures (ethnocide), ethnic groups (genocide), natural environments (ecocide), and animals (zoocide). To achieve these goals, regenerative and restorative education aims to be transdisciplinary; in other words, to transcend the boundaries between disciplines. Regeneration and reparation in education require the creation of citizens capable of understanding that the whole world is one country, and that, wherever we may be, we all share a common destiny.

da Silva, I., Rogers, D., & Arnett, A. E. (2024). **"Welcome to my backyard": an intersectional approach to inclusive teaching in the asynchronous learning environment**. *Distance Education*, *45*(3), 446-451. https://doi.org/10.1080/01587919.2024.2355538
The following teaching brief advocates for the integration of lived experiences in course design as a means to facilitate equity, inclusion, and culturally responsive teaching. To address persisting inequalities and colonized structures, the authors propose an actionable insight and strategy by sharing a discussion activity in which students share photos and videos of their "backyards" as a vehicle to accentuate similarity within difference—the celebration of a diverse learning community that can only exist online. The proposed instructional activity, "Welcome to My Backyard," is informed by an understanding of how power dynamics, cultural biases, and lived experiences intersect in online education. By outlining how instructors can facilitate online discussions that drive a meta-awareness of diversity, equity, and inclusion among online learners, digital learning can be leveraged to build connections and community while encouraging critical thinking and active engagement with course materials that subvert traditional, colonial models of education.

de Clercq, M., BOURNAUD, I., HUART, J., VERPOORTEN, D., DETROZ, P., PHILIPPE, G., … DE CLERCQ, M. (2023). **L'accompagnement étudiant dans l'enseignement supérieur : quand objectifs pédagogiques et de réussite s'entremêlent : dossier**. *Formation et profession*, *31*(3), 4-77. Consulté à l'adresse https://formation-profession.org/files/numeros/39/Formation_Profession_31-03.pdf?1715119143
« L'accompagnement à la réussite », terme préféré ici à celui d'"aide à la réussite" renvoie à une notion de collaboration ou de co-construction d'un parcours ou d'un projet de formation. L'accompagnement pédagogique (objectifs de maîtrise des compétences et des connaissances disciplinaires de la formation) et la réussite (objectifs de réussite, performance, bien-être, ajustement académique et orientation vocationnelle) sont conçus comme deux facettes de l'accompagnement étudiant. Les auteurs de ce dossier estiment que l'accompagnement ne devrait plus être un ensemble d'actions isolées et externes, mais une composante intégrée dans la conception du programme de cours et des pratiques enseignantes, à adapter aux profils variés du public étudiant.

Degroote, E., Brault, M.-C., & Van Houtte, M. (2024). **Suspicion of ADHD by teachers in relation to their perception of students' cognitive capacities: do cognitively strong students escape verdict?** *International Journal of Inclusive Education*, *28*(9), 1740-1754. https://doi.org/10.1080/13603116.2022.2029962
Teachers play a crucial role in the diagnostic process of Attention-Deficit/Hyperactivity Disorder (ADHD) in students: They are often the first to identify ADHD-related behaviors in children and to signal them to parents. Research has demonstrated that the recognition and labeling of certain behaviors as evidential for ADHD by teachers vary with respect to student characteristics. This study examines if and how the association between teacher perception of students' ADHD-related behaviors and teacher suspicion of ADHD in students is moderated by teacher perception of students' cognitive capacities. Multilevel analysis was carried out on data collected in 2017 and 2018 from 939 students and 108 teachers in 15 Flemish (Belgium) and 16 Québec (Canada) schools in the context of a collaborative research project on ADHD-prevalence and identification. Results show that, when teachers perceive ADHD-related behaviors in students, they more readily suspect ADHD when students are cognitively stronger. This study suggests

that teachers are more inclined to free cognitively stronger students from the blame of ADHD-related behaviors by administering them an ADHD-label.

Demszky, D., Liu, J., Hill, H. C., Jurafsky, D., & Piech, C. (2024). **Can Automated Feedback Improve Teachers' Uptake of Student Ideas? Evidence From a Randomized Controlled Trial in a Large-Scale Online Course**. *Educational Evaluation and Policy Analysis*, *46*(3), 483-505. https://doi.org/10.3102/01623737231169270
Providing consistent, individualized feedback to teachers is essential for improving instruction but can be prohibitively resource-intensive in most educational contexts. We develop M-Powering Teachers, an automated tool based on natural language processing to give teachers feedback on their uptake of student contributions, a high-leverage dialogic teaching practice that makes students feel heard. We conduct a randomized controlled trial in an online computer science course (N = 1,136 instructors), to evaluate the effectiveness of our tool. We find that M-Powering Teachers improves instructors' uptake of student contributions by 13% and present suggestive evidence that it also improves students' satisfaction with the course and assignment completion. These results demonstrate the promise of M-Powering Teachers to complement existing efforts in teachers' professional development.

Djaker, S., Ganimian, A. J., & Sabarwal, S. (2024). **Out of sight, out of mind? The gap between students' test performance and teachers' estimations in India and Bangladesh**. *Economics of Education Review*, *102*, 102575. https://doi.org/10.1016/j.econedurev.2024.102575
This is one of the first studies of the mismatch between students' test scores and teachers' estimations of those scores in low- and middle-income countries. Prior studies in high-income countries have found strong correlations between these metrics. We leverage data on actual and estimated scores in math and language from India and Bangladesh and find that teachers misestimate their students' scores and that their estimations reveal their misconceptions about students in most need of support and variability within their class. This pattern is partly explained by teachers' propensity to overestimate the scores of low-achieving students and to overweight the importance of intelligence. Teachers seem unaware of their errors, expressing confidence in estimations and surprise about their students' performance once revealed.

Douglas, A.-A., Rittle-Johnson, B., Adler, R., Méndez-Fernández, A. P., Haymond, C., Brandon, J., & Durkin, K. (2024). **"He's Probably the Only Teacher I've Actually Learned From": Marginalized Students' Experiences With and Self-Perceptions of High School Mathematics**. *American Educational Research Journal*, *61*(5), 915-952. https://doi.org/10.3102/00028312241266242
Understanding how marginalized students experience and perceive mathematics is critical to achieving the goal of inclusive and equitable math pedagogy. We report on 67 focus groups with 251 predominantly Black high schoolers experiencing economic marginalization in the Southern United States and attended to their achievement level and race-gender identities. Students often shared concerns about their teacher's math knowledge for teaching and effectiveness in supporting academic success. Their self-perceptions of math identities varied, and students often did not value advanced math even when they expressed career interests that require advanced math. We discuss practical implications for supporting the math development of marginalized high

schoolers, including centering the needs and strengths of Black girls, and propose an expanded inclusive and equitable pedagogical framework.

Dufour, F., & Labelle, K. (2024). **Les enseignantes marraines : une réponse au besoin d'accompagnement des stagiaires de 4e année en situation d'emploi**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 43-47. https://doi.org/10.7202/1111362ar
Cet article présente la démarche d'élaboration et de mise en oeuvre d'un projet pilote d'accompagnement de stagiaires de 4e année en situation d'emploi, résultat d'une collaboration entre les milieux scolaire et universitaire. À la croisée de la formation initiale et de l'insertion professionnelle, ce dispositif d'accompagnement, nommé les enseignantes marraines, se veut une réponse à la problématique de la pénurie du personnel enseignant qualifié. Il visait entre autres à soutenir le développement professionnel des stagiaires et à offrir des conditions favorables à l'accompagnement dans un contexte de stage en situation d'emploi. La réalisation de groupes de discussion a permis d'identifier les besoins de ces stagiaires afin d'en tenir compte dans l'élaboration du projet-pilote. De plus, les enseignantes marraines ont pu être libérées au-delà des balises habituelles, ce qui a été l'une des conditions gagnantes. Le bilan de ce projet, mis en oeuvre à l'hiver 2023, atteste que l'investissement en valait le coût selon les retombées appréciées par les participants.

Dufour, F., Philion, R., Dubé, F., & Vivegnis, I. (2024). **L'accompagnement de stagiaires en situation de handicap par des enseignantes associées : besoins de formation, d'information et de soutien**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 34-37. https://doi.org/10.7202/1111360ar
Ce texte présente des résultats préliminaires d'une recherche portant sur l'accompagnement de stagiaires en enseignement en situation de handicap (SH). Au total, 53 enseignantes associées (EA) ayant déjà accompagné au moins une stagiaire en SH ont répondu à un questionnaire en ligne. Un portrait des étudiants en SH à l'université ainsi que la problématique liée au manque de balises pour orienter les mesures d'accommodement et d'accompagnement à déployer en contexte de stage sont présentés suivis de l'analyse des résultats. Le cadre de référence de Colognesi et al. (2021), définissant cinq balises pour un accompagnement de qualité, a servi à analyser les actions posées par les EA pour soutenir les stagiaires à composer avec leurs principaux défis. Il ressort que les EA misent sur l'établissement d'une relation positive et sécurisante, tout en adoptant une posture de guide laquelle s'avère, selon Colognesi et al. (2021), moins favorable à l'émancipation des stagiaires. Les EA ont aussi soulevé leurs besoins d'information, de formation et de soutien pour mieux accompagner ces stagiaires.

Dukpa, D., Carrington, S., & Mavropoulou, S. (2024). **Exploring Bhutanese teachers' knowledge and use of strategies for the inclusion of students on the autism spectrum**. *International Journal of Inclusive Education*, *28*(7), 1052-1075. https://doi.org/10.1080/13603116.2021.1973124
Despite the increasing number of students on the autism spectrum attending regular schools worldwide, research on the knowledge and use of teaching strategies to support the inclusion of students on the autism spectrum in the South Asian region remains scarce. The current study was informed by Florian and Spratt's Inclusive Pedagogy Framework and utilised an exploratory sequential mixed-method design to investigate Bhutanese

teachers' knowledge and use of pedagogical strategies for the inclusion of students on the autism spectrum. Data was collected via semi-structured interviews (n = 16), classroom observations (n = 7) and online surveys (n = 106). The analysis revealed that although teachers reported their knowledge of effective inclusive strategies, they made limited use of them in their practice, which resulted in the micro-exclusion of students on the autism spectrum despite their physical placement in regular classrooms/schools. Recommendations for enhancing Bhutanese teachers' skills and capacity to implement effective strategies for including students on the autism spectrum are provided.

Dulfer, N., Kriewaldt, J., & McKernan, A. (2024). **Using collaborative action research to enhance differentiated instruction**. *International Journal of Inclusive Education*, *28*(8), 1402-1416. https://doi.org/10.1080/13603116.2021.1992678
Differentiated instruction has been shown to meet the needs of diverse learners, and can meaningfully improve individual student learning, however many teachers find it challenging to implement. This paper reports on a targeted professional development programme which was undertaken as a collaborative action research project. Results show many participants adapted their classroom pedagogy to provide further supports for students through differentiated instruction. We argue that this study's use of a collaborative action research approach to provide teacher professional development, along with a focus on evidence using a differentiation observation instrument, were important stimuli for reflection and pedagogical experimentation. This targeted approach to professional reflection and exposure to research-based and other colleagues' teaching practices led to enhanced differentiated instruction among participants. These findings contribute to understanding the processes that lead to teacher development.

Dupré, F. (2023, juin 13). ***Cohérence des principes pour l'école inclusive: un regard didactique sur des pratiques inclusives en mathématiques au collège***. Présenté à Mathématiques et diversité à l'école - aider les élèves, accompagner les professeurs. Consulté à l'adresse https://inshea.hal.science/hal-04647902
En France, les élèves reconnus institutionnellement handicapés peuvent bénéficier de compensations pour soutenir la scolarisation en milieu ordinaire dans le cadre de ce que l'on nomme école inclusive. Les compensations les plus fréquentes sont l'attribution d'un accompagnant d'élèves en situation de handicap (AESH) ou encore l'appui par une unité localisée pour l'inclusion scolaire (ULIS). Cependant, peu d'études actuellement se sont intéressées à ces situations du point de vue de l'accessibilité didactique. À l'aide de concepts issus de la théorie de la transposition didactique et de la théorie anthropologique du didactique, nous proposons de modéliser la complexité des systèmes d'enseignement lorsque des élèves bénéficient de ces compensations en milieu ordinaire. Nous présenterons ensuite une étude de cas en classe de mathématiques au collège qui permet d'étudier une situation d'accompagnement par une AESHco et de faire émerger des conditions favorables et des obstacles du point de vue de l'accessibilité à l'étude des savoirs.

Egorova, A., Ngo, V., Liu, A. S., Mahoney, M., Moy, J., & Ottmar, E. (2024). **Mathematics Presentation Matters: How Superfluous Brackets and Higher-order Operator Position in Mathematics Can Impact Arithmetic Performance**. *Mind, Brain, and Education*, *18*(3), 258-269. https://doi.org/10.1111/mbe.12421

Perceptual learning theory suggests that perceptual grouping in mathematical expressions can direct students' attention toward specific parts of problems, thus impacting their mathematical reasoning. Using in-lab eye tracking and a sample of 85 undergraduates from a STEM-focused university, we investigated how higher-order operator position (HOO; i.e., multiplication/division operators and the presence of superfluous brackets impacted students' time to first fixation to the HOO, response time, and percent of correct responses). Students solved order-of-operations problems presented in six ways (3 HOO positions × presence of brackets). We found that HOO position and presence of superfluous brackets had separate and combined impacts on calculating arithmetic expressions. Superfluous brackets most influenced undergraduates' performance when higher-order operators were located in the center of mathematical expressions. Implications for learning and future directions are discussed about observing eye movements and gaining insights into students' processes when solving arithmetic expressions.

Fagnant, A. (2023). ***Les pratiques d'évaluation en classe : des compétences professionnelles pour soutenir l'apprentissage des élèves***. Consulté à l'adresse Cnesco-Cnam website: https://hal.science/hal-04646893

Faulkner, K. J., & Ford-Baxter, T. L. (2024). **Disciplinary Faculty Information Literacy Teaching Practices at a Large Public University**. *College Teaching*, *72*(3), 216-226. https://doi.org/10.1080/87567555.2022.2158777
Information literacy (IL) is generally accepted as an important learning competency in undergraduate education and is directly and indirectly mentioned in many national accrediting bodies' standards. While information literacy has been seen as the sole domain of librarians, research shows that disciplinary faculty believe it is important and teach it in their classes. This study reports the findings from a survey conducted at California State University, Los Angeles on faculty's information literacy teaching practices. The results show that faculty take responsibility for teaching all areas of information literacy and do so in a variety of ways.

Finch, M., Bhroin, N. N., & Krüger, S. (2024). **Unlearning, relearning, staying with the trouble: Scenarios and the future of education**. *PROSPECTS*, *54*(2), 475-482. https://doi.org/10.1007/s11125-023-09664-7
In times of turbulence, uncertainty, novelty, and ambiguity—the so-called TUNA conditions—our experience of the past may prove a poor guide to the future times in which our decisions and their consequences will unfold. Under such conditions, the manufacture of scenarios that are plausible future contexts for a given issue and are designed to enrich strategic thinking by challenging expectations can help to inform decisions and debates. Education is often subject to such debates, as it is, among other things, a way of preparing for what the future holds. This article gives an account of learnings and unlearnings from a scenarios project applying the Oxford Scenario Planning Approach to the digitalization of education in Norwegian schools. It shows how challenging issues raised in the context of distant imagined futures proved to be immediately pertinent in the developing Covid-19 pandemic. This article sets this work in the wider context of education futures and ongoing debate about suitable methodological choices for institutions and communities wishing to explore how we will teach and learn together in times to come. As a wide range of actors explore the possibility of a new social contract for education, the article proposes that future

scenarios can provide fresh perspectives on issues that are difficult or even impossible to resolve within current frames of reference, including questions of equity and justice that may be construed differently in times to come.

Fluckiger, C., Grugier, O., & Haspekian, M. (2024). **Pratiques envisagées des enseignants pour un enseignement de l'informatique à l'école primaire**. In C. Fluckiger, L. Boulc'h, S. Nogry, & C. Reffay (Éd.), *Enseigner, apprendre, former à l'informatique à l'école : regards croisés*. https://doi.org/10.53480/2024iecare03q/

Foliot, C. (2024). ***L'influence des pratiques d'enseignement de la lecture littéraire des enseignants stagiaires tutorés sur les enseignants chevronnés tuteurs : Le « reverse mentoring » au service de la formation des enseignants ?*** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse https://theses.hal.science/tel-04691825
Insuffisante, et parfois mal adaptée (Cour des comptes, 2023), la formation continue des enseignants ne permet qu'une lente diffusion des avancées de la recherche dans les pratiques. Parallèlement, les savoirs sur la lecture des textes littéraires et leur didacticité, soumis au lissage inhérent à l'écriture de tout programme officiel, peinent à être appréhendés par les enseignants (Ahr & Peretti, 2020 ; Brunel & Perreti, 2020). Par ailleurs, les dernières réformes françaises sur la formation des enseignants valorisent la formation initiale par alternance, censée permettre aux novices de mieux articuler théorie et pratique. À ce niveau, il revient aux tuteurs, dit "de terrain", la responsabilité d'accompagner professionnellement les novices, dans le cadre d'une "formation intégrative alternante" (Escalié & Magendie, 2019). Toutefois, contrairement aux novices qui bénéficient à l'université d'apports scientifiques actualisés, les tuteurs y ont peu été formés et s'en trouvent fragilisés (Jaspers et al., 2014). La nécessité de former les tuteurs (Chaliès, 2016) est donc encore d'actualité (Orland-Barak & Wang, 2021). Ces constats motivent l'exploration d'un dispositif de formation innovant, le reverse mentoring (RM). Né aux E-U en 1998 (Murphy, 2012), défini comme vecteur de développement professionnel de type gagnant-gagnant (Browne, 2021), le RM s'avère heuristique pour la formation des enseignants (Aydin, 2017). Le cadre théorique est double. Il fait appel à la didactique de la littérature et convoque la lecture littéraire et sa modélisation (Dufays, 2016), objet de transfert au sein de la relation tuteur/tutoré, mais aussi au cadre conceptuel de l'analyse de l'activité, plus précisément à l'anthropologie culturaliste (Chaliès & Bertone, 2021). Sur le plan empirique, il s'agit de mobiliser la subjectivisation d'un sujet en formation par l'apprentissage de "règles", soutenant le déploiement de capacités normatives (Chaliès, 2016). Dès lors, l'étude analyse les retombées d'un dispositif de formation par RM sur l'appropriation de la lecture littéraire par des tuteurs de lettres. Les résultats montrent que la structuration d'un enseignement de la lecture littéraire, "réglée" par trois fiches outils, a permis aux tuteurs d'engager progressivement des capacités de signification, d'analyse et de réalisation, simulée par coteaching (Gallo-Fox & Scantlebury, 2016). La recherche fait émerger des pistes de réflexion sur les conditions de réalisation d'un processus de RM. Elle interroge aussi l'articulation des deux cadres théoriques en proposant d'« irriguer » les raisonnements pratiques des tuteurs par les savoirs didactiques. Cette tentative encourage à explorer plus avant des pistes technologiques croisant didactique disciplinaire et analyse de l'activité en formation des enseignants.

Fox, R. A., Sharma, U., & Leif, E. S. (2024). **The factors that count: predicting implementation fidelity of evidence-based behavioural supports in Australian schools**. *International*

Journal of Inclusive Education, *28*(7), 1133-1149. https://doi.org/10.1080/13603116.2021.1979669
A need for the successful and sustained implementation of positive and proactive approaches to behaviour support has been widely acknowledged in Australia. School-wide positive behavioural interventions and supports (SWPBIS) is one approach that has been increasingly adopted across Australia to meet the social and behavioural needs of all students. However, successful and sustainable implementation of SWPBIS with fidelity has proven a challenging task. At present, limited exploration of SWPBIS implementation efforts have been undertaken in Australia. The current study addressed these gaps in two ways. First, the fidelity of Tier 1 SWPBIS implementation was assessed within 15 schools. Results indicated the majority of schools were implementing Tier-1 SWPBIS with fidelity. Second, a survey instrument was developed, validated, and used to assess 241 teachers' perceptions of variables that may help or hinder SWPBIS implementation across these same Victorian schools. Based on these data, a two-step hierarchical regression model was used to identify predictors of implementation fidelity. The first model found leadership, resourcing, data, teacher beliefs about behaviour, and pre-service preparation were predictive of implementation fidelity, while the second found school duration of implementation, along with resourcing and data, predicted fidelity. The implications of these findings and future research directions are discussed.

Gagné, A., Gagnon, N., & Tendon, É. (2024). **Accompagner le stage en emploi et ses temporalités : l'expertise de l'enseignement professionnel**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 48-51. https://doi.org/10.7202/1111363ar
Les stages constituent une part déterminante de la formation universitaire en enseignement. Depuis quelques années, de plus en plus de stagiaires réalisent des stages dits « en situation d'emploi ». Embauchés par les milieux scolaires, ils vivent, en théorie, une expérience de formation riche et authentique, tout en comblant un besoin de personnel. C'est ce qu'il advient le plus souvent, mais ce type de stage comporte aussi des tensions spécifiques. Depuis une vingtaine d'années, les universités offrant le baccalauréat en enseignement professionnel au Québec ont permis à de nombreuses personnes enseignantes en formation de réaliser des stages en emploi. Une vaste expertise a été développée pour accompagner ces stagiaires, laquelle pourrait servir à d'autres programmes déployant cette formule de stage. Cet article propose une réflexion autour de la dimension temporelle des stages en emploi et des tensions inhérentes à la conciliation des temps de la formation et de l'emploi.

García-Echalar, A., Poblete, S., & Rau, T. (2024). ***Teacher Value-Added and the Test Score Gender Gap*** (IZA Discussion Paper N° 17054). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17054.htm
This paper assesses the effect of teachers on the gender gap in student test scores. It combines different empirical strategies from the value-added and labor economics literature to estimate teacher value-added and its contribution to the math and reading gender gaps. We use rich administrative data from Chile, that allows us to follow teachers through different classes in different years. Our main findings indicate that teachers explain up to 18% of student test score variance and help reduce the gender gap in math by 16.9%. The reduction in the math gender gap is greater in voucher schools (16.1%), among students with more educated mothers (24%) and among those with female math teachers (32.2%). We provide evidence supporting a within-class effect

instead of sorting (between-class effect). We conduct several tests and robustness checks to assess the reliability of our findings.

Gardiès, C., & Fauré, L. (2024). **Changements dans les pratiques d'enseignement et ancrochage des élèves : une analyse des leviers menée au sein d'un LéA enseignement agricole**. *Éducation & didactique*, *18*(2), 9-22. Consulté à l'adresse https://shs.cairn.info/revue-education-et-didactique-2024-2-page-9?lang=fr&tab=resume

Genelot, S. (2023). ***Observer les pratiques évaluatives des enseignants***. Consulté à l'adresse Cnesco-Cnam website: https://hal.science/hal-04646911

Gil-HernÃ¡ndez, C. J., & Espadafor, M. C. (2024). ***An Elephant in the Classroom: Teacher Bias by Student SES or Ability Measurement Bias?*** (Econometrics Working Papers Archive N° 2024_05). Consulté à l'adresse Universita' degli Studi di Firenze, Dipartimento di Statistica, Informatica, Applicazioni « G. Parenti » website: https://econpapers.repec.org/paper/fireconom/wp2024_5f05.htm
Teachers are academic merit gatekeepers. Yet their potential role in reproducing inequality via assessments was overlooked or not correctly identified, being an elephant in the classroom. This article teases if teacher grades and track recommendations are biased by student SES or unobserved ability, leading to overestimation in prior research. Using the German NEPS panel across elementary education, we identify student ability with multiple cognitive and noncognitive composite measures and an instrumental variable design. We further assess heterogeneity along the ability distribution to test whether, according to the compensatory hypothesis, teacher bias is largest among low-performers. First, accounting for measurement error, teacher bias declines by 40%, indicating substantial overestimation in previous studies. Second, it concentrates on underperformers, suggesting high-SES parental compensatory strategies to boost teacher assessments. Thus, families and teachers might influence each other in the evaluation process. We discuss the findingsâ€™ theoretical and methodological implications for teacher bias as an educational reproduction mechanism.

Girard, A. (2022). ***Le soutien à l'engagement au travail des élèves en classes « difficiles » de lycée professionnel : recours à une méthode mixte pour l'analyse de l'expérience de l'enseignant d'EPS et des élèves au cours d'une année scolaire*** (Phdthesis, Université Clermont Auvergne). Consulté à l'adresse https://theses.hal.science/tel-04676161
Les élèves scolarisés en lycée professionnel (LP) ayant subi une orientation non choisie, notamment dans les filières industrielles, rencontrent des difficultés d'engagement dans le travail scolaire (Arrighi & Gasquet, 2010). À ce titre, la relation enseignant-élèves basée sur le soutien social de l'enseignant apparaît comme un levier à leur engagement dans le travail scolaire (Jennings & Greenberg, 2009 ; Poling et al., 2022). L'objectif de notre recherche est d'analyser cette relation soutenante entre l'enseignant et tous les élèves de la classe, à partir d'une analyse de leur activité et de leur vécu en classe, sur l'année scolaire. Il s'agit d'investiguer les questions suivantes : a) les élèves en classes difficiles de LP vivent-ils un soutien de leur enseignant au cours de l'année, les aidant à s'engager dans le travail en classe ? b) qu'est-ce qui fait soutien pour eux et leur permet de modifier leur engagement ? ; c) peut-on repérer des moments de soutien au travail qui sont partagés entre l'enseignant et les élèves d'une même classe, et quelle est la dynamique de construction de l'expérience de soutien vécue par chacun au cours de ces

moments ? Pour analyser l'activité et l'expérience de soutien en classe, nous avons mené notre recherche dans le Programme de recherche du cours d'action (Theureau, 2006, 2015) en anthropologie cognitive. À partir d'une méthode mixte (Greene et al., 1989), nous avons recueilli et articulé deux types de données, à trois périodes de l'année : des données quantitatives, recueillies à trois périodes de l'année, à partir du questionnaire CASSS (Malecki & Elliott, 1999) présenté à 304 élèves de 15 classes, issues de 4 LP ; et des données qualitatives recueillies à partir d'un entretien d'autoconfrontation conduit avec 4 enseignants (n=19) et 18 élèves (n=35). Le traitement des données a consisté à faire une analyse statistique de la perception du soutien social de l'enseignant par les élèves, et à identifier les composantes du cours d'action de l'enseignant et des élèves (Theureau, 2006). Ensuite, les données ont été articulées afin de comprendre la construction du soutien à l'engagement au travail, en classe, au cours d'une année. À l'échelle de tous les élèves étudiés, nos résultats montrent une relative stabilité de la perception d'un enseignant soutenant tout au long de l'année, pour les élèves. Cependant, à l'échelle des quartiles, le soutien de l'enseignant perçu varie au cours de l'année. L'actualisation, en situation, de connaissances mutuelles entre l'enseignant et les élèves apparaît comme la pierre angulaire des moments de soutien partagés. Une analyse locale des moments de soutien vécu par les élèves a permis d'identifier certaines actions de l'enseignant (i.g. engagement physique, prise de parole individuelle, ou encore sa présence physique) comme signifiant pour les élèves une aide à se mettre au travail. Enfin, notre étude a permis de définir, du point de vue de l'enseignant et des élèves, le soutien de l'enseignant comme un compromis entre « être exigeant » et « prendre soin ».Les résultats sont discutés en quatre points : 1) la perception du soutien de l'enseignant par les élèves au cours de l'année comme dimension importante de l'engagement des élèves de LP ; le soutien de l'enseignant sur fond d'humour et de sécurité affective, comme pierre angulaire de leur engagement ; 3) les connaissances mutuelles au cœur des moments de soutien partagés ; 4) l'intégration du questionnaire contextualisé à l'observatoire du PRCA comme méthode mixte pour accéder à l'expérience de soutien en classe. Des perspectives méthodologiques futures sont ensuite proposées pour enrichir cette recherche.

Gitschthaler, M., Kast, J., Corazza, R., & Schwab, S. (2024). **Inclusion of multilingual students—teachers' perceptions on language support models**. *International Journal of Inclusive Education*, *28*(9), 1664-1683. https://doi.org/10.1080/13603116.2021.2011439
Inclusion of multilingual students—teachers' perceptions on language support models Ensuring the best possible support for multilingual students is a challenge for educational systems the world over. In Austria, new language support models, the so-called German language support classes (GLSC) and pull-out courses (POC), have been installed in the school year 2018/19. The new models offer language support in separate classrooms and have been strongly criticised since their implementation due to their segregative and assimilative character. This study aims to examine teachers' perceptions of language support models for multilingual students in Austria. For this purpose, a large-scale quantitative survey including 1,267 in-service teachers (mean age = 43.40) from eight of nine states in Austria was conducted. Results indicate that teachers perceive a segregated language learning setting more negative for the academic, social and emotional development of students compared to an inclusive one. Furthermore, they also experience that more resources are needed to adequately implement an inclusive learning environment for multilingual students.

Godde, E. (2024a). **Évaluation de la fluence en lecture : au-delà du nombre de mots correctement lus par minute**. *Repères. Recherches en didactique du français langue maternelle*, (69), 103-125. https://doi.org/10.4000/1204w
Du CP à la 4e, les évaluations nationales utilisent le nombre de mots correctement lus en une minute (NMCLM) pour évaluer la fluence. L'utilisation de cette mesure n'est pourtant pas en adéquation avec la définition de la fluence, qui inclut précision et vitesse, mais aussi phrasé et expression adaptés au texte, dans un but de compréhension. Nous proposons ici d'aligner l'évaluation de la fluence sur sa définition : ne plus se limiter au NMCLM, mais élargir à des tests ciblant toutes les dimensions de la fluence pour la compréhension.

Godde, E. (2024b). **Évaluation de la fluence en lecture : au-delà du nombre de mots correctement lus par minute**. *Repères*, 103-125. https://doi.org/10.4000/1204w
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Goï, C. (2024, septembre 2). **Réinventer la classe pour mieux apprendre : du modèle traditionnel à la salle flexible ?** Consulté 4 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/reinventer-la-classe-pour-mieux-apprendre-du-modele-traditionnel-a-la-salle-flexible-234300
La salle de classe s'organise encore souvent sur un modèle traditionnel, propice au cours magistral. Mais former les citoyens de demain suppose de renouveler les pédagogies et de repenser les espaces.

Goldhammer, F., Kroehne, U., Hahnel, C., Naumann, J., & De Boeck, P. (2024). **Does Timed Testing Affect the Interpretation of Efficiency Scores?—A GLMM Analysis of Reading Components**. *Journal of Educational Measurement*, *61*(3), 349-377. https://doi.org/10.1111/jedm.12393
The efficiency of cognitive component skills is typically assessed with speeded performance tests. Interpreting only effective ability or effective speed as efficiency may be challenging because of the within-person dependency between both variables (speed-ability tradeoff, SAT). The present study measures efficiency as effective ability conditional on speed by controlling speed experimentally. Item-level time limits control the stimulus presentation time and the time window for responding (timed condition). The overall goal was to examine the construct validity of effective ability scores obtained from untimed and timed condition by comparing the effects of theory-based item properties on item difficulty. If such effects exist, the scores reflect how well the test-takers were able to cope with the theory-based requirements. A German subsample from PISA 2012 completed two reading component skills tasks (i.e., word recognition and semantic integration) with and without item-level time limits. Overall, the included linguistic item properties showed stronger effects on item difficulty in the timed than the untimed condition. In the semantic integration task, item properties explained the time required in the untimed condition. The results suggest that effective ability scores in the timed

condition better reflect how well test-takers were able to cope with the theoretically relevant task demands.

Gremion, F., Carron, P., Meia, J.-S., & Zappella, D. (2023). **L'expérience de facilitation à la différenciation pédagogique en formation initiale : quels apports pour l'inclusion scolaire ?** *L'éducation en débats : analyse comparée*, *13*(1), 47-68. https://doi.org/10.51186/journals/ed.2023.13-1.e1200
While the effects of structural differentiation are not bringing the hoped-for results, pedagogical differentiation could be part of the solution to dealing with diversity within the classroom. One of the challenges, indeed a major condition, of inclusive education is the ability of teachers to offer flexible teaching adapted to the needs of their students. Following a mixed lexicographic methodological approach, this text proposes an analysis of the results of debriefing interviews conducted as part of an innovative differentiated pedagogy facilitation scheme, run from 2019 to 2023, at the Haute Ecole Pédagogique-BEJUNE (Biel, Switzerland). The joint involvement of students and teachers in secondary cycle 1 was to enable them to develop the knowledge they need to act as professionals in an inclusive school. In the service of student success, they can offer diversified teaching, with a view to better practicing pedagogical differentiation and managing heterogeneity. The study highlights the overall change in posture that still needs to be achieved with pre-service students and in-service teachers to reach the inclusive ideal described in international declarations.

Guille-Biel Winder, C., Lajoie, C., Mangiante-Orsola, C., & Tempier, F. (2023). **Développer l'exercice de la vigilance didactique en formation initiale à l'enseignement des mathématiques par le biais du jeu de rôles ? Une incursion dans les pratiques de deux formatrices**. *Nouveaux cahiers de la recherche en éducation*, *25*(3), 112-133. https://doi.org/10.7202/1111947ar
La notion de vigilance didactique vise à rendre compte du rôle joué par la maîtrise de connaissances mathématiques et didactiques dans les pratiques enseignantes, et le développement de son exercice est un enjeu de formation. Un scénario basé sur un jeu de rôles, que nous avons conçu, mis en oeuvre et analysé dans nos travaux précédents, nous a semblé susceptible de participer à ce développement. Dans cette recherche, nous caractérisons les choix de mises en oeuvre de ce scénario de deux formatrices, au regard d'un développement potentiel de l'exercice de la vigilance didactique des personnes formées. Nos analyses mettent en évidence des dynamiques différentes dans des mises en lien de connaissances à mobiliser, de gestes professionnels à mettre en oeuvre et de finalités d'apprentissages pour les élèves.

Hache, C., Olympio, N., Baugnies, M., & Tortochot, É. (2023). **L'évaluation diagnostique en classe de CAP : une analyse a posteriori des apports d'une recherche participative**. *Mesure et évaluation en éducation*, *46*(3), 88-122. https://doi.org/10.7202/1113334ar
Face à des élèves qui cumulent les formes de vulnérabilités, les acteurs du lycée professionnel (LP) conçoivent des dispositifs éducatifs innovants, notamment pour l'évaluation. Aussi, cette recherche participative et pluridisciplinaire autour de l'enseignement de l'anglais en CAP s'articule autour de deux axes : 1) l'impensé d'une évaluation diagnostique comme objet frontière et 2) l'évaluation des effets de la recherche participative sur les membres du collectif (enseignants, inspecteurs, chercheurs). Une méthodologie qualitative de recueil de données et d'analyse de contenus a été mise en oeuvre. Les résultats montrent le besoin exprimé de (re)mobiliser

les acteurs (enseignants et élèves), en partie à travers des interactions entre enseignants, ainsi qu'avec les chercheurs, autour des pratiques d'évaluation. Les enseignants verbalisent leur développement professionnel grâce aux temps de coopération sur l'objet frontière. Les valuations émergent tant par la recherche que par la coconception de l'évaluation, au sein d'une communauté de pratique pluricatégorielle.

Hajji, A., Baillet, D., Libotte, D., & Barrier, T. (2024). **Le tutorat par les pairs en contexte universitaire : quels effets en termes de milieu et contrat didactique ?** *Éducation & didactique*, *18*(2), 87-103. Consulté à l'adresse https://shs.cairn.info/revue-education-et-didactique-2024-2-page-87?lang=fr&tab=resume

Haldane, J. (2024). **Virtue and the Art of Teaching Art**. *British Journal of Educational Studies*, *72*(4), 425-440. https://doi.org/10.1080/00071005.2024.2353564
Discussions of the aims and efficacy of teachers tend to focus on an extended present pre supposing a more or less common profile across subjects and recent times. Given the concern with contemporary schooling this is unsurprising, but it limits what might be learned about the character of good and bad teaching, about the particularities of certain fields, and about the ways teachers conceive themselves in relation to their subjects, students and society. This essay considers the teaching of art, by artists to art students, setting this within a long view of the institutions of art and art training. Three partial models of the art educator and their associated qualities can be abstracted from medieval, early modern, and recent periods. (1) The Exemplar: possessed of practical skills and habituated understanding and judgement. (2) The Master: having in addition to the exemplar's qualities erudition and cultivated taste. (3) The Critical-Advocate: theory-oriented, and self-consciously progressive. Good art (be it in terms of expressive, imaginative, formal, representational or other relevant aspects) has the power to transform makers and observers, and to encourage and deepen self-examination and self-understanding. Good art teaching should be alert to and directed towards these benefits.

Ham, S.-H., Liao, W., & Zhou, Y. (2024). **Towards a school culture of pedagogical fairness: revisiting the academic performance of immigrant children in East Asia**. *International Journal of Inclusive Education*, *28*(10), 2183-2200. https://doi.org/10.1080/13603116.2022.2085818
Educational scholars have argued for fair pedagogical practices in response to the learning needs of diverse students. While pedagogical fairness has been widely advocated, few studies have systematically assessed its impact on student learning, and even fewer have examined pedagogical fairness from a school organisational perspective. To narrow this gap in research, the current study develops an expansive conceptualisation of pedagogical fairness as an integral part of organisational culture, which varies by school. Our data, gathered from 7,746 immigrant-background students attending 563 schools in six East Asian societies, were analysed based on a hierarchical linear model explaining their academic performance as a function of pedagogical fairness in terms of both teacher practice and school culture. The results suggest that fair pedagogy can effectively help immigrant children succeed in school. It is particularly notable that pedagogical unfairness embedded in school culture is negatively associated with the academic performance of immigrant children, even after controlling for unfair pedagogical practices exercised by individual teachers. These findings suggest that implementing fair pedagogy is not simply the responsibility of individual teachers; it

is also the responsibility of school leaders, as they are in the position to substantially influence the school as an organisational whole.

Hen, L., Popa-Roch, M., Rohmer, O., & Doignon-Camus, N. (2023). **Le développement de la conscience phonologique. Comparaison des pratiques enseignantes en et en dehors de l'éducation prioritaire**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 61-77. https://doi.org/10.26443/mje/rsem.v58i1.10171
The first aim of this study was to observe, based on established research, the teaching practices for developing the phonological awareness of pre-reading students. The second aim was to determine whether these vary according to the students' socio-economic background. These practices were observed in real class situations with kindergarten students in priority education areas (i.e., least advantaged areas) or in standard areas. An observation grid was used to record the activity, the phonological unit, and the support modalities. The results indicate that teachers favour simple tasks, accessible units, and less effective modalities. The use ineffective modalities appears to be more pronounced in priority education areas than in standard areas.

Houssay-Holzschuch, M. (2024). **A classroom of our own: theorizing through teaching and learning at a French university**. *Geographica Helvetica*, *79*(3), 247-251. https://doi.org/10.5194/gh-79-247-2024
We work at rethinking our knowledge practices and at making geography and theory formation more just, and we tend to focus on research and not on teaching. Similarly, when investigating who is seen as producing legitimate theory and where, we rarely answer that students do. This contribution therefore offers a double-barreled argument: that we should also answer epistemological debates and better our practices by centering teaching in our scholarship for once and that we should consider the classroom a space for theory formation by students. This argument insists on the political and epistemological importance of problematizing the location of our teaching and bringing together the two traditions of feminist epistemologies and critical pedagogies.

Huang, S., Chung, S., & Falk, C. F. (2024). **Modeling Response Styles in Cross-Classified Data Using a Cross-Classified Multidimensional Nominal Response Model**. *Journal of Educational Measurement*, *61*(3), 486-510. https://doi.org/10.1111/jedm.12401
In this study, we introduced a cross-classified multidimensional nominal response model (CC-MNRM) to account for various response styles (RS) in the presence of cross-classified data. The proposed model allows slopes to vary across items and can explore impacts of observed covariates on latent constructs. We applied a recently developed variant of the Metropolis-Hastings Robbins-Monro (MH-RM) algorithm to address the computational challenge of estimating the proposed model. To demonstrate our new approach, we analyzed empirical student evaluation of teaching (SET) data collected from a large public university with three models: a CC-MNRM with RS, a CC-MNRM with no RS, and a multilevel MNRM with RS. Results indicated that the three models led to different inferences regarding the observed covariates. Additionally, in the example, ignoring/incorporating RS led to changes in student substantive scores, while the instructor substantive scores were less impacted. Misspecifying the cross-classified data structure resulted in apparent changes on instructor scores. To further evaluate the proposed modeling approach, we conducted a preliminary simulation study and observed good parameter and score recovery. We concluded this study with discussions of limitations and future research directions.

Huggins-Manley, C., Raborn, A. W., Jones, P. K., & Myers, T. (2024). **A Nonparametric Composite Group DIF Index for Focal Groups Stemming from Multicategorical Variables**. *Journal of Educational Measurement*, *61*(3), 432-457. https://doi.org/10.1111/jedm.12394
The purpose of this study is to develop a nonparametric DIF method that (a) compares focal groups directly to the composite group that will be used to develop the reported test score scale, and (b) allows practitioners to explore for DIF related to focal groups stemming from multicategorical variables that constitute a small proportion of the overall testing population. We propose the nonparametric root expected proportion squared difference (REPSD) index that evaluates the statistical significance of composite group DIF for relatively small focal groups stemming from multicategorical focal variables, with decisions of statistical significance based on quasi-exact p values obtained from Monte Carlo permutations of the DIF statistic under the null distribution. We conduct a simulation to evaluate conditions under which the index produces acceptable Type I error and power rates, as well as an application to a school district assessment. Practitioners can calculate the REPSD index in a freely available package we created in the R environment.

Hugo, B., & Barrier, T. (2023). **Pratiques et conceptions de l'évaluation formative dans l'enseignement primaire de la Fédération Wallonie Bruxelles**. *e-JIREF*, 9(2), 71-92. https://doi.org/10.48782/e-jiref-9-2-71
Cet article porte sur les pratiques et conceptions de l'évaluation formative chez les enseignants du primaire en Fédération Wallonie-Bruxelles. Au cours de ces quarante dernières années, la notion d'évaluation et, en particulier, celle d'évaluation formative a connu des développements conséquents sur le plan théorique. Elle fait, par ailleurs, l'objet de diverses prescriptions institutionnelles. Dans ce contexte, nous avons procédé à des observations de classe et des entretiens auprès de dix enseignants afin de contribuer à une meilleure compréhension de leurs approches et de leurs pratiques, peu documentées dans la littérature. Nous montrons notamment que les enseignants ont régulièrement recours à des diagnostics non instrumentés et à des formes de régulations interactives. Les discours des enseignants restent néanmoins marqués par la prégnance de l'évaluation sommative qui sert de norme implicite, et par l'idée de remédiation plus souvent mise en avant que celle de régulation proactive.

Hulin, T., M-A, N., J, M., Reffay, C., & Athias, F. (2024). ***Recherche de scénarios pédagogiques en humanités numériques avec l'intelligence artificielle. Le cas Edubas***. Consulté à l'adresse https://gis2if.org/wp-content/uploads/2024/05/ebook_compressed.pdf

Hurtz, G. M., & Mucino, R. (2024). **Expanding the Lognormal Response Time Model Using Profile Similarity Metrics to Improve the Detection of Anomalous Testing Behavior**. *Journal of Educational Measurement*, *61*(3), 458-485. https://doi.org/10.1111/jedm.12395
The Lognormal Response Time (LNRT) model measures the speed of test-takers relative to the normative time demands of items on a test. The resulting speed parameters and model residuals are often analyzed for evidence of anomalous test-taking behavior associated with fast and poorly fitting response time patterns. Extending this model, we demonstrate the connection between the existing LNRT model parameters and the "level" component of profile similarity, and we define two new parameters for the LNRT model representing profile "dispersion" and "shape." We show that while the LNRT model

measures level (speed), profile dispersion and shape are conflated in model residuals, and that distinguishing them provides meaningful and useful parameters for identifying anomalous testing behavior. Results from data in a situation where many test-takers gained preknowledge of test items revealed that profile shape, not currently measured in the LNRT model, was the most sensitive response time index to the abnormal test-taking behavior patterns. Results strongly support expanding the LNRT model to measure not only each test-taker's level of speed, but also the dispersion and shape of their response time profiles.

Jacobs, M., Gfeller, C., & Bauer, S. (2023). **Développer des compétences professionnelles à visée inclusive par l'accompagnement des étudiant-es dans la mise en œuvre d'un projet en lien avec les compétences psychosociales en classe de stage**. *L'éducation en débats : analyse comparée*, *13*(1), 7-25. https://doi.org/10.51186/journals/ed.2023.13-1.e1213
The canton of Vaud is witnessing a gradual transformation of its educational system, related to principles of school inclusion, both from the point of view of teaching and the training of future school professionals. As students are also in the practicum inside classrooms, they see the change of pedagogical practices and become privileged actors in this process. This qualitative survey was carried out with students in the practicum and novice teachers who attended a module (in 2021 or 2022) related to equitable and inclusive classroom management. The aim of the study was to understand how their practicum enhanced their professional competences in the areas of inclusive schooling. We highlight three analytical perspectives to examine this corpus of comprehensive interviews: 1) explicit teaching of life skills to promote inclusion and group cohesion, 2) the encounter of various obstacles during the teacher education and in the classroom to fulfill their teacher's role and 3) support during the practicum and when entering the profession to facilitate the implementation of inclusive professional competences.

Kamali, J., & Javahery, P. (2024). **Applying Galperin model to teacher professional development: A qualitative case study of a peer coaching program**. *International Journal of Training and Development*, *28*(3), 275-297. https://doi.org/10.1111/ijtd.12323
The present study is an attempt to apply Galperin spiral model to implement and analyze a peer coaching program. To do so, six teachers (three coaches and three protégés), who attended a 3-month peer coaching program in which protégés received help from their more experienced peers (coaches), completed narrative frames about the program and participated in individual semistructured interviews. After the transcription of the interviews, the thematic analysis was conducted on the gathered data. The results of the study revealed that although there are evidential obstacles to doing the program including inter alia, cultural schema, teacher financial well-being and discontinuity of it, the employed model could provide additional aid and critical look for implementing peer coaching programs in educational contexts. Teachers and teacher educators can benefit from the findings by applying the proposed model in peer coaching programs.

Kim, Y., Kumi-Yeboah, A., & Mohammed, Z. (2024). **Promoting culturally responsive teaching in online learning: experiences and challenges of instructors and students in higher education**. *Distance Education*, *45*(3), 385-403. https://doi.org/10.1080/01587919.2024.2345635
Despite the rapid growth of students from diverse backgrounds in online higher education, there has been a knowledge gap in how faculty implemented culturally

responsive teaching and how students experienced it in online learning environments. This qualitative study fills this gap by interviewing 30 faculty and 30 students at a public university in the United States. Resulted from a constant comparative analysis approach pointed to these themes: (a) understanding of culturally responsive teaching in online classrooms, (b) strategies to promote culturally responsive teaching (providing multicultural and multimedia materials; creating a conducive online learning classroom; helping diverse students to contribute to learning process; advocating for diversity, equity, and inclusion), (c) challenges in implementing culturally responsive teaching. Findings suggest the synergetic relationship between strategies in helping diverse students contribute to the learning process, and the need for a professional development program for STEM faculty on implementing CRT in online environments.

Kimura, R. (2024). **Researching unfamiliar terrains: potential and limitations of the critical realist grounded theory**. *International Journal of Qualitative Studies in Education*, *37*(7), 1823-1838. https://doi.org/10.1080/09518398.2023.2233926
By reflecting on the research journey in an ethno-case study, this study attempts to identify the potential and limitations of critical realist grounded theory (CRGT) that hitherto remain unsubstantiated. My research sought to uncover how a Cambodian NGO's rights-based approach fostered people's transformative learning (TL) towards claiming their rights to development and how various structures influenced the extent of their TL. CRGT enabled the elucidation of the stratified realities, particularly land grabbing that influenced people's TL, through the abduction and retroduction processes. However, using CRGT—which treats people's meaning-making as a point of departure—and progressively focusing on the structures through the same processes led to the lack of empirical data on the structures. Therefore, I suggest some measures to overcome this issue.

King, C. R. P., & McCall, M. (2024). **How the fine arts create the finest students: A design thinking study**. *Higher Education Quarterly*, *78*(3), 1162-1174. https://doi.org/10.1111/hequ.12521
This study addresses the problem of insufficient emphasis on art courses in helping students develop 21st-century skills. As globalization continues, industries increasingly interconnect, creating a necessity for 21st-century skills. Universities are responsible for equipping the next generation of scholars with the soft skills needed to succeed, such as creativity, adaptability, innovation and collaboration. However, universities disservice students and their future employers by isolating departments and overlooking collaboration opportunities. Rather than this narrow-minded approach to education, academia must challenge the status quo and reflect on the needs of an increasingly globalized world. This research study used a qualitative single case study methodology based on constructivist learning theory and design thinking to analyse the effect of art education courses taken by non-art majors on students' development of 21st-century skills. The literature examines why a lack of emphasis on the arts exists and what skills students gain through arts exposure.

Koubeissy, R., & Malo, A. (2023). **Un stage d'intervention pédagogique sous l'angle des approches inclusives : évolution des pratiques et des perceptions des stagiaires**. *L'éducation en débats : analyse comparée*, *13*(1), 26-46. https://doi.org/10.51186/journals/ed.2023.13-1.e1208

This article is based on a research project carried out with student teachers as part of initial training teacher program in Quebec. It aims to explore the evolution of inclusive practices of two student teachers and their perceptions about these practices throughout their internship program. To do this, we used the five areas of observable inclusive practices (Finkelstein, et al., 2021). The data collection is based on the analysis of three works requested from the student teachers as part of their internship: two written productions and the analysis of a video extract of a teaching activity they practiced. The data analysis is organized in three phases: before, during and after the internship experience. It highlights the expansion of the areas of inclusive practices throughout the internship. Student teachers' perceptions about inclusive practices have also evolved, but differently. The perception of one emerged in a perspective of engaging and involving all students and the perception of the other is oriented towards practices for students with particular needs.

Lafontaine, D., & Toczek-Capelle, M.-C. (2023). ***L'évaluation en classe au service de l'apprentissage des élèves : rapport de synthèse***. Consulté à l'adresse Cnesco-Cnam website: https://hal.science/hal-04646875

Lanoix, A. (2023). **L'acte de narration : archéologie d'une méthode de recherche**. *Revue des sciences de l'éducation*, *49*(2). https://doi.org/10.7202/1113033ar
Depuis plusieurs années, nombre de recherches ont été menées au Québec et ailleurs dans le monde avec l'objectif de caractériser le contenu et la structure des représentations historiques des élèves. Plusieurs de ces recherches reposent sur la méthode dite de l'« acte de narration » qui demande aux répondant·e·s, presque toujours des élèves, de s'exprimer librement sur l'histoire de leur pays. Bien qu'elle compte des avantages indéniables, cette méthode comporte aussi des limites qui méritent d'être nommées et mesurées. L'article propose un tour d'horizon et une réflexion sur les limites de ce type de recherche à travers des exemples tirés des 20 dernières années.

Lanoville, C., & Hovington, S. (2024). **Le processus de transposition curriculaire en formation professionnelle et technique : expériences d'enseignants sur l'étape d'appropriation-interprétation**. *Formation et profession*, *32*(1), 3. https://doi.org/10.18162/fp.2024.821

Larbi-Cherif, A., Glazer, J. L., & Ison, A. (2024). **Continuous Improvement in Urban Districts: Bringing Environments Back In**. *American Journal of Education*, *130*(3), 363-394. https://doi.org/10.1086/729598
Purpose: Increasingly, school systems are forming improvement networks and using continuous improvement (CI) to realize more ambitious and equitable instruction. Yet networks reside in environments that place formidable demands on school leaders and house multiple, and sometimes contradictory, beliefs about educational goals and practices. Leveraging a framework derived from institutional logics, we investigate how three elementary school principals drew on competing theories, frames, and narratives to interpret and enact CI routines as part of a school turnaround network. Research Methods/Approach: Drawing on data from individual and focus-group interviews from a 3-year research project, we conducted a comparative case-study analysis to understand how three school leaders led CI efforts intended to improve mathematics instruction and student learning. Our qualitative findings emerge from multiple cycles of

interview coding to describe how school leaders drew on different theories, frames, and narratives to enact CI. Findings: Despite access to common tools and routines, each principal identified markedly different types of educational problems and enacted substantively different solutions. The variable approaches corresponded to divergent "field-level logics" defined by fundamentally different beliefs about teaching and learning, as well as alternative ways of managing the demands of accountability, academic rigor, and community needs. Implications: A shared instructional infrastructure and networked improvement approach can help align CI efforts in large districts, but for district-based improvement networks to support coherent and sustainable advances to teaching and learning, leaders must cultivate a shared approach to managing the myriad demands of contemporary educational environments that often feature multiple and competing institutional logics.

Lavy, V., & Megalokonomou, R. (2024a). ***Alternative Measures of Teachers' Value Added and Impact on Short and Long-Term Outcomes: Evidence from Random Assignment*** (IZA Discussion Paper N° 17121). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17121.htm
A recent critique of using teachers' test score value-added (TVA) is that teacher quality is multifaceted; some teachers are effective in raising test scores, others are effective in improving long-term outcomes This paper exploits an institutional setting where high school teachers are randomly assigned to classes to compute multiple long-run TVA measures based on university schooling outcomes and high school behavior. We find substantial correlations between test scores and long-run TVA but zero correlations between these two TVA measures and behavior TVA. We find that short-term test-score TVA and long-run TVA are highly correlated and equally good predictors of long-term outcomes.

Lavy, V., & Megalokonomou, R. (2024b). ***Alternative Measures of Teachers' Value Added and Impact on Short and Long-Term Outcomes: Evidence from Random Assignment*** (CESifo Working Paper Series N° 11216). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11216.htm
A recent critique of using teachers' test score value-added (TVA) is that teacher quality is multifaceted; some teachers are effective in raising test scores, others are effective in improving long-term outcomes This paper exploits an institutional setting where high school teachers are randomly assigned to classes to compute multiple long-run TVA measures based on university schooling outcomes and high school behavior. We find substantial correlations between test scores and long-run TVA but zero correlations between these two TVA measures and behavior TVA. We find that short-term test-score TVA and long-run TVA are highly correlated and equally good predictors of long-term outcomes.

Lecomte, C. (2022). **Accords et désaccords : la création d'un collectif inter-degrés en éducation prioritaire**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(2), 75-93. https://doi.org/10.3917/lsdle.552.0075

Legavre, A. (2023). **La place du programme dans les pédagogies alternatives : trois conceptions du savoir scolaire chez les enseignants**. *Revue des sciences de l'éducation*, *49*(2). https://doi.org/10.7202/1113032ar

Les pédagogies alternatives héritent d'une réputation ambivalente quant à la place qu'elles réservent à la réussite scolaire. L'article analyse trois conceptions du savoir scolaire chez les enseignants qui s'inscrivent dans de telles pédagogies : le savoir en douceur ; le savoir pour questionner ; le savoir selon l'envie. Ces conceptions dépendent du positionnement de chaque enseignant par rapport à deux éléments : 1) la valeur accordée au savoir scolaire comparativement aux autres types de contenus ; 2) la représentation de l'enfant et du degré de contrainte jugé opportun pour son acquisition du savoir scolaire.

Li, S., Huang, X., Lin, L., & Chen, F. (2024). **Exploring influential factors in peer upvoting within social annotation**. *British Journal of Educational Technology*, *55*(5), 2212-2225. https://doi.org/10.1111/bjet.13455
Upvotes serve important purposes in online social annotation environments. However, limited studies have explored the influential factors affecting peer upvoting in online collaborative learning. In this study, we analysed the factors influencing students' upvotes received from their peers as 91 participants utilized Perusall, an online social annotation system, for collaborative reading. The participants were asked to collaboratively annotate 29 reading materials in a semester. We collected student reading behaviours and analysed their annotations with a text-mining tool of Linguistic Inquiry and Word Count (LIWC). Moreover, conditional inference tree was used to determine the relative importance of explanatory factors to the upvotes students received. The results showed that the high-upvote group made significantly more annotations, posted more responses to others' annotations and displayed fewer negative emotions in annotations than those who did not receive upvotes. The two groups of students had no significant differences in the upvotes given to others, as well as cognitive activities and positive emotions involved in annotations. Moreover, the number of annotations was the determining factor in predicting the upvotes that one could receive in social annotation activities. This study has significant practical implications regarding providing interventions in social annotation-based collaborative reading.Practitioner notesWhat is already known about this topic Social annotations enhance students' reading experience, facilitate knowledge sharing and collaboration, promote high-quality learning interactions and ultimately lead to improved performance. In social annotation environments, receiving upvotes from peers is not only a type of feedback but also a form of motivation, social interaction and social validation. No study has explored the influential factors in peer upvoting within social annotation-based learning. What this paper adds This study was the first to examine social annotations through the lens of the community of inquiry framework. We investigated the relationships between students' cognitive and social presence in their annotations and the upvotes they received in an online social annotation environment. Our study revealed the strategies for obtaining upvotes from peers in social annotation-based learning environments. Implications for practice and/or policy The high-upvote group made significantly more annotations, posted more responses to others' annotations and displayed fewer negative emotions in annotations compared to the low-upvote group. The two groups of students did not show significant differences in the upvotes they gave to others or in the cognitive activities and positive emotions involved in annotations. The number of annotations was the primary factor predicting the number of upvotes received in the collaborative reading. This study could inform the design of future online social annotation systems to better support collaborative learning and peer interaction.

Liao, X., Bolt, D. M., & Kim, J.-S. (2024). **Curvilinearity in the Reference Composite and Practical Implications for Measurement**. *Journal of Educational Measurement*, *61*(3), 511-541. https://doi.org/10.1111/jedm.12402
Item difficulty and dimensionality often correlate, implying that unidimensional IRT approximations to multidimensional data (i.e., reference composites) can take a curvilinear form in the multidimensional space. Although this issue has been previously discussed in the context of vertical scaling applications, we illustrate how such a phenomenon can also easily occur within individual tests. Measures of reading proficiency, for example, often use different task types within a single assessment, a feature that may not only lead to multidimensionality, but also an association between item difficulty and dimensionality. Using a latent regression strategy, we demonstrate through simulations and empirical analysis how associations between dimensionality and difficulty yield a nonlinear reference composite where the weights of the underlying dimensions change across the scale continuum according to the difficulties of the items associated with the dimensions. We further show how this form of curvilinearity produces systematic forms of misspecification in traditional unidimensional IRT models (e.g., 2PL) and can be better accommodated by models such as monotone-polynomial or asymmetric IRT models. Simulations and a real-data example from the Early Childhood Longitudinal Study—Kindergarten are provided for demonstration. Some implications for measurement modeling and for understanding the effects of 2PL misspecification on measurement metrics are discussed.

Lillard, A. S., & Taggart, J. (2024). **Reimagining Assessment in a Large Lecture: An Alternative Approach Inspired by Thomas Jefferson and Maria Montessori**. *College Teaching*, *72*(3), 168-180. https://doi.org/10.1080/87567555.2022.2140097
In large lecture courses, it can be challenging to imagine assessing student learning in ways other than multiple-choice exams and traditional point-based grading. Inspired by major pedagogical principles shared by Maria Montessori and Thomas Jefferson and supported by current understandings of effective teaching, assessment was reimagined in a large introductory-level child psychology course to allow for free choice and active engagement. Instead of exams, students created a short scientific essay each week on what most interested them; essays were assessed using a short rubric and sampling techniques. Instead of traditional point-based grading, specifications grading was used. These changes, dubbed the JeffMonte method, were associated with better student performance, were received positively by students, and increased instructor satisfaction.

Lopez, R. (2023). ***Construction de l'identité professionnelle des regents Calandreta pratiquant les TFPI et l'immersion en occitan*** (Phdthesis, Université Paul Valéry - Montpellier III). Consulté à l'adresse https://theses.hal.science/tel-04680425
Cette recherche s'appuie sur une enquête menée auprès de regents, enseignants des Calandretas, écoles bilingues immersives occitanes. Il s'agit de voir comment se joue et s'articule la construction de leur identité professionnelle avec le recours à la pédagogie institutionnelle (PI) et le choix d'enseigner en occitan. Suite à une enquête par questionnaire (n=81), des entretiens semi-directifs ont été conduits avec sept des répondants. L'analyse des verbatim a été réalisée en deux temps : la construction de portraits singuliers approfondis, complétée par une analyse transversale des verbatim. Le choix d'une approche compréhensive nous permet d'avoir accès aux effets possibles de cette double entrée. Nous tentons ainsi de comprendre comment ces regents se forment et se transforment, tout au long de leur parcours professionnel en appréhendant

dans quelle mesure et avec quelles transactions, le recours à la PI mais également leur rapport à la langue influe sur leur construction identitaire.Notre recherche montre que les regents se réapproprient leur identité héritée en la sublimant dans la sphère professionnelle. La revendication de la langue se présente comme une des facettes assumées de leur soi, ouvert sur le monde et enclin à l'accueil de la différence. Comme les PE du public, les regents ont dû dépasser des épreuves-défis pour consolider leur identité professionnelle débutante et s'acculturer à la complexité du métier. C'est notamment le cas pour l'épreuve de la relation aux parents d'élèves, particulièrement investis en Calandreta. Pour accompagner les regents dans leur parcours professionnel, Calandreta a fait un choix fort en pérennisant, avec APRENE, une formation initiale riche et exigeante, dans une double immersion en occitan et en PI. Cette année reste ainsi un point de repère et d'appui qu'ils réactivent régulièrement.Il apparait aussi que la combinaison PI/langue immersive génère un climat favorable à la co-construction d'un milieu de langage propice à la fonction d'accueil dans les classes. Au niveau macro, il ressort que si Calandreta a besoin de la PI comme facilitateur d'accès et de socialisation secondaire de la langue, la PI trouve réciproquement en Calandreta un terrain de diffusion et d'expérimentation précieux.

López-López, M. C., León-Guerrero, M. J., & Hinojosa-Pareja, E. F. (2024). **Construction and validation of Leading Inclusive Education in Compulsory Education Questionnaire (LIE-Q-Teaching Team)**. *International Journal of Inclusive Education*, *28*(10), 2052-2071. https://doi.org/10.1080/13603116.2022.2053215
The objective of this work is to create, and validate, a questionnaire aimed at assessing those actions undertaken by school management teams to promote inclusion in compulsory education sector in Spain. It is based on the perspective of teaching teams (members of management teams and teachers). To determine the psychometric properties of the questionnaire a descriptive, exploratory factorial and confirmatory factorial analysis was performed. In the pilot phase of the instrument, 243 members of teaching teams participated. The results obtained confirm that it is a valid and reliable scale with a bifactorial structure. The first of these factors includes actions carried out by the management teams to energise inclusive culture in their schools and thus turn them into inclusive communities. The other set of actions includes interventions with the aim of improving the training of students and creating professional learning communities.

Lund, C. M. (2024). **Prioritizing Equitable Mathematics Teaching Practices: A Case for Culturally Responsive Instructional Supervision**. *Journal of Cases in Educational Leadership*, *27*(3), 13-26. https://doi.org/10.1177/15554589231223734
Scholars suggest that culturally responsive instructional supervision (CRIS) is an important component of equitable teaching practices in schools. This fictional case study details the experiences of a fifth-grade team who, along with their principal and their instructional coach, perform a discourse analysis of their own mathematics lessons to diagnose the equity gaps in their teaching and make necessary adjustments. The case narrative highlights the need for equitable teaching practices in the mathematics classroom and the potential needs of school leaders as they work to create more equitable learning environments in their schools through the use of CRIS.

Madison, M. J., Wind, S. A., Maas, L., Yamaguchi, K., & Haab, S. (2024). **A One-Parameter Diagnostic Classification Model with Familiar Measurement Properties**. *Journal of Educational Measurement*, *61*(3), 408-431. https://doi.org/10.1111/jedm.12390

Diagnostic classification models (DCMs) are psychometric models designed to classify examinees according to their proficiency or nonproficiency of specified latent characteristics. These models are well suited for providing diagnostic and actionable feedback to support intermediate and formative assessment efforts. Several DCMs have been developed and applied in different settings. This study examines a DCM with functional form similar to the 1-parameter logistic item response theory model. Using data from a large-scale mathematics education research study, we demonstrate and prove that the proposed DCM has measurement properties akin to the Rasch and one-parameter logistic item response theory models, including sum score sufficiency, item-free and person-free measurement, and invariant item and person ordering. We introduce some potential applications for this model, and discuss the implications and limitations of these developments, as well as directions for future research.

Magno, C., & Becker, A. (2024). **Postcritical school leadership encounters**. *PROSPECTS*, *54*(2), 377-382. https://doi.org/10.1007/s11125-023-09648-7
Establishing quality education as a human right, public undertaking, and common good representative of humanity and the planet through imagining a "new social contract for education" is an ambitious endeavor and crucial to (post)humanity's myriad ways of knowing, living, and being. This article introduces postcritical educational leadership as an indispensable element in shaping the future of education by informing and implementing new social contracts within schools, the wider education system, and other potential spaces of response-ability and intra-action (Barad in Meeting the universe halfway: quantum physics and the entanglement of matter and meaning, Duke University Press, Durham, 2007; Derrida Today 3(2):240–268, 2010). Within complex, rapidly changing, and self-generating systems, modes, models, and mechanisms of governance become re-territorialized, constantly forming new assemblages consisting of new structures, actors, and context-dependent educational landscapes. Dynamic and heterogeneous assemblages make a static understanding of governance not only superfluous; they make it impossible. We need to loosen power, stability, and neoliberal structures to generate new forms of participative leadership—particularly at the school level—characterized by cooperation, solidarity, trust, and justice. We therefore reframe educational leadership as becoming among all actors within multifaceted, rhizomatic (education) system(s) (Deleuze and Guattari in A thousand plateaus: Capitalism and schizophrenia, Minnesota University Press, Minneapolis, 1987). We argue for a multi-perspectival view of leadership that includes a focus on how school leaders perceive their own becoming (e.g., their needs, positionalities, emotions) and how this becoming intra-acts with increasing social, cultural, political, and ecological complexity. Deeper engagement through introspection, self-analysis, and a processing of self-in-context together with exploration of school leaders' experiences with entanglements and assemblages will inform new governance arrangements and just and sustainable future-thinking and future-acting in education.

Mahlaoui, S., & Muñoz, G. (2024). **Un système de médiations pour analyser la conception de scénarios pédagogiques**. *Éducation Permanente*, *239*(2), 132-141. https://doi.org/10.3917/edpe.239.0132

Malo, A., & Monfette, O. (2023). **Entre principes théoriques et usages des outils d'évaluation des compétences professionnelles en stage Prise en compte du point de**

vue de stagiaires et de formateurs. *e-JIREF*, *9*(3), 96-118. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/216
La parution de la deuxième édition du référentiel québécois des compétences professionnelles en enseignement invite notamment à faire le point sur les pratiques évaluatives en place depuis 20 ans, et à se questionner sur l'écart qu'il peut exister entre les intentions poursuivies et les moyens retenus lors de la conception d'outils d'évaluation des compétences des stagiaires et leur usage. Pour ce faire, les réponses à une consultation réalisée auprès de stagiaires et de formateurs ont été analysées de manière quantitative et qualitative à la lumière de trois dimensions de l'évaluation des compétences professionnelles. Les résultats quantitatifs permettent de constater que les utilisateurs sont globalement satisfaits des outils d'évaluation des compétences professionnelles en stage en enseignement. L'analyse qualitative des réponses aux questions ouvertes permet de documenter les aspects moins appréciés par les utilisateurs. Par exemple, ce sont les stagiaires qui sont les plus critiques au sujet des outils et des usages, et ce, surtout concernant la dimension formative de l'évaluation des compétences professionnelles. La discussion met en lumière le fait que les forces et les faiblesses théoriques et pratiques des outils ne sont pas sur les mêmes dimensions. En conclusion, la consultation des utilisateurs au sujet des outils d'évaluation en stage et la description de leur point de vue ont permis d'identifier des pistes concrètes d'amélioration pratique et invite à approfondir la compréhension de leurs légitimités locale, institutionnelle et conceptuelle, afin de tendre vers une évaluation équitable des compétences professionnelles en contexte de stage.

Marchand, P., & Bisson, C. (2023). **Postures et gestes d'une personne superviseure dans le cadre d'une supervision de stage : clinique-mobile en adaptation scolaire et sociale : étude de cas en mathématiques**. *Nouveaux cahiers de la recherche en éducation*, *25*(3), 64-88. https://doi.org/10.7202/1111945ar
Dans le cadre de la formation en adaptation scolaire et sociale de l'Université de Sherbrooke, les personnes étudiantes sont amenées à intervenir auprès d'élèves en difficulté. L'implantation d'un suivi orthopédagogique pris en charge par la personne stagiaire (P. S.) dans le cadre de son stage de 4e année nous interpelle en ce qui a trait aux postures et gestes de la personne superviseure (P. Sup.). Ce nouveau volet du stage met en scène des modalités différentes de supervision que celles usuellement mises de l'avant dans ce stage. Une étude de cas auprès d'une P. Sup. accompagnant une P. S. hebdomadairement dans ses interventions mathématiques auprès d'élèves du primaire est présentée afin de mieux cerner ses postures et ses gestes.

Marlot, C., Boivin-Delpieu, G., & Küll, C. (2024). **Le rôle de l'épistémologie pratique du professeur dans la mobilisation de certaines normes auto prescrites, en classe de sciences au premier degré**. *Éducation & didactique*, *18*(2), 43-67. Consulté à l'adresse https://shs.cairn.info/revue-education-et-didactique-2024-2-page-43?lang=fr&tab=resume
Martell, C. C., Martinelle, R., & Chalmers, J. P. (2024). **Becoming and Remaining (Un)Critical: A Longitudinal Study of Beginning History Teachers**. *American Educational Research Journal*, *61*(4), 687-723. https://doi.org/10.3102/00028312241262280
In this study, researchers used a longitudinal multisite qualitative cross-case study to examine the beliefs and practices of five beginning teachers related to critical historical inquiry. They collected interview, observation, and classroom artifact data over a 5-year period, from teacher preparation through the teachers' 4th year in the classroom. Using

critical theory as the frame, the researchers found that the beginning history teachers tended to move along two pedagogical continuums: one related to the criticality of content and the other related to didactic- or inquiry- based instruction. Teachers were more successful in engaging in critical historical inquiry practices if they had well-developed conceptual and practice tools and had opportunities to teach within school contexts that supported the use of critical historical inquiry.

Martinet, B. (2024). ***Accompagner la conception de dispositifs pédagogiques dans des contextes mêlant présence et distance*** (Phdthesis, Université de Lorraine). Consulté à l'adresse https://theses.hal.science/tel-04648581

Le système de formation de l'enseignement supérieur, fait face depuis plusieurs années à un cadre socio-économique en pleine mutation. De nombreux auteurs identifient trois types d'enjeux (Deschryver et al., 2011; Descrhyver, 2008 ; Docq et al., 2010 ; Gobeil-Proulx, 2019 ; Lafleur et Samson, 2020 ; Peltier, 2016 ; Peraya et Peltier, 2020b). Des enjeux pédagogiques et notamment un nombre croissant d'étudiants au profil de plus en plus hétérogène (ministère de l'enseignement supérieur, 2021), qu'il faut parvenir à intégrer et notamment en augmentant la part du distanciel. Des enjeux économiques, pour que notre système puisse garantir la qualification des individus face à une concurrence internationale accrue (Peraya & Peltier, 2020) notamment grâce à la formation tout au long de la vie. Des enjeux sociétaux, pour faire de la France une « société apprenante » (Béjean, 2015) en facilitant l'accès à la formation pour tous, y compris pour les publics empêchés (Charlier, 2023 ; Décret n° 2017-619, 2017 ; Henri, 2019)). Depuis plusieurs années une adaptation de notre système de formation est souhaitée par notre institution, pour faire face à ces enjeux (Bertrand, 2014). Selon l'institution et plusieurs chercheurs (Céci, 2022 ; Coen, 2011 ; Lebrun, 2007), l'une des clefs repose sur l'apparition de nouvelles formes d'apprentissage et d'enseignement (Dulbecco, 2018 ; Lebrun, 2007), issues entre autres d'une pédagogie renouvelée - soutenue par les nouvelles technologies. Ce renouveau pédagogique est susceptible de favoriser la réussite éducative, notamment en accroissant l'accessibilité aux formations. Cette accessibilité résulte à la fois de l'intégration d'unités de temps et de lieux variées, - qui permet d'envisager des cursus de formation plus flexible (Lebis et al., 2021), qui favorise le respect de rythmes d'apprentissage individualisé et facilite l'accès aux connaissances et à leur production (Bertrand, 2014)-, mais également par l'augmentation et l'enrichissement du processus d'enseignement apprentissage (Bédart et al., 2017 ; Docq et al., 2010) à travers des approches collaboratives et individualisées et centrées sur les apprentissages plutôt que sur le contenu (Paquelin & Lachapelle-Bégin, 2022). Le contexte sanitaire qu'a affronté récemment notre pays a cependant révélé de nombreuses insuffisances. Parmi celles-ci, la difficulté des enseignants à concevoir des dispositifs pédago-numériques (El Mawas et al., 2016), capables d'exploiter pleinement le potentiel de ces modalités spatiales et temporelles (Peraya & Peltier, 2020). C'est ainsi, une ingénierie artisanale ou de crise qui s'est imposée s'opérant - majoritairement - à travers une transposition du présentiel au distanciel, plutôt que par une transition pédagogique (Villiot-Leclercq, 2020). Pour relever ce défi, notre recherche s'intéresse à la question de la conception des dispositifs hybrides. Le terme hybridation polysémique (Peltier & Séguin, 2021) demande à être précisé, c'est une des contributions de ce travail. Nous proposons aussi un modèle d'ingénierie pédagogique spécifique à l'hybridation, une méthode et des outils. Ceux-là répondent au besoin de formation et d'accompagnement, qui résultent de l'état de l'art. Le modèle de conception est à la fois à destination des enseignants et des équipes pédagogiques, mais aussi à destination des concepteurs pédagogiques. Il

constitue d'une part, un cadre de référence pour l'hybridation et d'autre part, un modèle d'ingénierie et de réingénierie pour la conception de dispositifs hybrides de formation. La méthode est une instanciation du modèle de conception. Celle-ci vise à satisfaire la préoccupation des enseignants, qui reste centrée jusqu' à lors sur le design de scénarios pédagogiques hybrides. La méthode de conduite de la recherche Traceable Human Experiment Design Research (THEDRE) (Mandran & Dupuy-Chessa, 2017) s'est révélée être la plus appropriée pour mener ce travail de recherche (Mandran et al., 2022).

Matz, R. L., Mills, M., Derry, H. A., Hayward, B. T., & Hayward, C. (2024). **Viewing tailored nudges is correlated with improved mastery-based assessment scores**. *British Journal of Educational Technology*, *55*(5), 1841-1859. https://doi.org/10.1111/bjet.13451
Mastery-based assignments typically provide students with multiple opportunities to improve their performance, but getting students to take advantage of these opportunities is difficult. We report on the implementation of a two-part series of nudges designed to improve students' engagement with and performance on mastery-based assignments in high-enrollment, introductory undergraduate courses. Students received one or two email-based nudges for each assignment, providing both decision information and decision assistance. Delivered via email by a digital coaching system that provides tailored support to students, we evaluated the effectiveness of viewing versus not viewing these personalized nudges across introductory courses in mathematics, computer science and engineering over five terms at our large, research-intensive university. We used multilevel modelling with a sample of 30,693 assignment scores nested within 79 assignments and 5349 undergraduate students to explore the relationship between students' viewing the nudges and their scores while controlling for performance in other courses and students' baseline proclivities to read email from the coaching system. We find that viewing versus not viewing nudges is significantly related to improved outcomes. Viewing the first of the two-part nudge series is associated with a 3% increase in scores on average. Importantly, we found a significant interaction with prior academic performance such that students with the lowest average academic performance across all courses are predicted to benefit the most—up to 9%—from nudging. Positive impacts are observed in most courses where nudges were implemented and are found to be most impactful for later versus earlier assignments within a term. We discuss the implications of these results for supporting students' decision-making within mastery-based assignment schemes and suggest future research for tailored nudges to support student success. Practitioner notes What is already known about this topic Nudges are known to be broadly effective, but heterogeneity is observed especially in education where the research base is relatively limited. Mastery-based grading is an alternative approach to grading that, among other features, emphasizes learning through an explicit feedback cycle of struggle and revision without penalty. What this paper adds This study assesses the effectiveness of personalized nudges in the context of mastery-based grading in undergraduate STEM courses. We examined the efficacy of viewing versus not viewing nudges in the real learning settings of three STEM courses enrolling more than 5000 students. We found the nudges to be effective overall, correlated with improvements of approximately 3% in students' assignment scores and most impactful for students with the lowest average academic performance. Implications for practice and/or policy Nudging by email or text message has a low overhead cost and yet may provide materially significant gains in students'

assessment scores. Nudges can be effectively targeted to specific subsets of students and tailored based on students' prior and concurrent learning analytics data.

Maxwell, B. (2024). **Impartiality, human rights advocacy, and teaching about politically sensitive issues: Squaring the circle**. *Theory and Research in Education*, *22*(2), 217-235. https://doi.org/10.1177/14778785241257176
This article first describes and then proposes a practical solution to the professional dilemma between the duty of impartiality and the duty of human rights advocacy that many teachers experience when teaching and talking about politically sensitive issues with students. The article begins by presenting an analysis of the source and signification of the tension between impartiality and human rights advocacy based on evidence from research on teachers' perspectives, the conceptual literature on teaching and learning about controversial issues, and the legal and ethical framework of education. Then, drawing on scholarship on respect for students' right to freedom of religion, the article advances and defends set of basic pedagogical guidelines for teaching and talking about politically sensitive issues that permit teachers to maintain a professional stance of impartiality without abrogating their responsibility to act as human rights advocates. Key to squaring the circle between impartiality and human rights advocacy, the article argues, is for teachers to strive to remain descriptive in their treatment of politically sensitive issues and insist on high standards of reasoning and evidence while at the same time respecting students' right to an opinion, no matter how mistaken that opinion may seem.

Mayeko, T. (2022). **L'autorité enseignante à l'épreuve de l'espace et du matériel : le cas singulier de l'EPS**. *Les Sciences de l'éducation - Pour l'Ère nouvelle*, *55*(2), 111-130. https://doi.org/10.3917/lsdle.552.0111

Mayeko, T. (2024). **Mettre au travail les élèves en classe relais**. *Éducation & didactique*, *18*(2), 105-115. Consulté à l'adresse https://shs.cairn.info/revue-education-et-didactique-2024-2-page-105?lang=fr&tab=resume

McDevitt, S. E. (2024). **Inclusion in practice: humanizing pedagogy for immigrant children with and without disabilities**. *International Journal of Inclusive Education*, *28*(7), 1036-1051. https://doi.org/10.1080/13603116.2021.1973123
Contemporary early childhood classrooms in the United States are becoming even more diverse with increasing cultural, linguistic, and developmental complexity. Given the movement toward implementing universal early education and care and the changes in educational policy toward inclusive education, early childhood classrooms have become important sites for inclusion of diverse young children with and without disabilities. However, it is not uncommon to witness exclusionary practices that marginalize young children, especially those with immigrant backgrounds. Situated in a prekindergarten classroom in New York City, this study aims to counter common narratives in exclusionary practices that dehumanizes young children on the margins and to build evidence of inclusive practice from teachers' lived experiences in the classroom. Grounded in Freire's notion of humanization and framed by Salazar's tenets of humanizing pedagogy, this study highlights one immigrant teacher's perspective and her inclusive practice of humanization for immigrant students with and without disabilities. Through qualitative research methods, this study presents an emic view of incidences in her classroom that illuminate the meaning of inclusion and the critical role of the teacher

as a mediator, facilitator, and visionary worker. Implications for future research and teacher education are discussed.

McKnight, L., Charles, C., & Variyan, G. (2024). **Researcher reflexivity in studying elite schooling: Old school ties that bind**. *International Journal of Qualitative Studies in Education*, *37*(7), 1942-1955. https://doi.org/10.1080/09518398.2023.2258091
This article discusses the methodological challenges of researching elite boys' schooling, in a study involving interviewing alumni who attended these schools from the 1970s to the 2020s. In particular, through a feminist poststructuralist methodological framing, it considers the necessity for researcher reflexivity in engaging in research in such politically charged and publicly debated spaces. Through strategic interventions that require reflecting on researchers' own investments and entanglements in these spaces, resulting orientations to participants can be better understood. This suggests ways other researchers can engage in sustained and multiple opportunities for dialogue that potentially democratises, or at least reveals asymmetries in, research relationships.

Memisevic, H., Dizdarevic, A., Mujezinovic, A., & Djordjevic, M. (2024). **Factors affecting teachers' attitudes towards inclusion of students with autism spectrum disorder in Bosnia and Herzegovina**. *International Journal of Inclusive Education*, *28*(8), 1307-1323. https://doi.org/10.1080/13603116.2021.1991489
Teachers' attitudes towards the education of children with autism spectrum disorder (ASD) play a significant part in successfulness of the inclusive education. The goal of the present study was to examine the attitudes of teachers from Bosnia and Herzegovina (BIH) towards the inclusion of students with ASD in general education classes. The sample for this study comprised 105 elementary school teachers (75 females, 30 males) from different parts of BIH. We examined the attitudes in relation to teachers' age, gender, education level, experience in work with children with ASD, self-efficacy, and additional training on ASD. The findings of this study indicate mainly positive attitudes of teachers towards the inclusion of students with ASD. However, at the same time, results reveal a sense of non-competence of teachers in providing educational and behavioural support to students with ASD. Teachers who had ASD training and who felt competent to work with children with ASD had significantly more favourable attitudes than teachers without such training and without a sense of teaching competence. Gender, age, and education level had no significant effect on the teachers' attitudes. Results of this study clearly indicate the need for additional teacher training regarding the education of children with ASD.

Mercier-Brunel, Y. (2024). **Le test national de compréhension d'un texte littéraire écrit à l'entrée en sixième peut-il constituer un outil pour l'apprentissage ?** *Repères. Recherches en didactique du français langue maternelle*, (69), 147-164. https://doi.org/10.4000/1204y
Si les tests nationaux ont pris une place désormais importante dans le paysage éducatif mondial, la France a mis en place des évaluations nationales à plusieurs niveaux d'enseignement. Les objectifs annoncés sont globalement : le pilotage du système éducatif à partir de données fiables et le soutien aux enseignants pour identifier les difficultés de leurs élèves. Notre article propose d'analyser, à partir de travaux scientifiques sur l'évaluation de l'apprentissage, les exercices de compréhension d'un texte littéraire écrit du test national standardisé de 2022 proposé en début d'année en classe de 6e, afin d'étudier si, comme les auteurs du test l'annoncent, ces exercices sont

en mesure d'apporter des informations utiles aux enseignants pour concevoir des actions pédagogiques précises.

Moons, F., Holvoet, A., Klingbeil, K., & Vandervieren, E. (2024). **Comparing reusable, atomic feedback with classic feedback on a linear equations task using text mining and qualitative techniques**. *British Journal of Educational Technology*, *55*(5), 2257-2277. https://doi.org/10.1111/bjet.13447
In this crossover experiment, we investigated the impact of a statement bank, enabling the reuse of previously written feedback (SA condition), on 45 math teachers' feedback for 60 completed linear equation tests, compared to traditional pen-and-paper feedback (PP condition). In the SA condition, teachers were encouraged to use atomic feedback, a set of formulation requirements that makes feedback items significantly more reusable. A previous study found that significantly more feedback was written in the SA condition but did not investigate the content of the feedback. To address this gap, we employed a novel approach of combining text mining with qualitative methods. Results indicate similar wording and sentiments in both conditions. However, SA feedback was more elaborate yet general, focusing on major and minor strengths and deficits, while PP feedback was shorter but more concrete, emphasising main issues. Despite low feedback quality in both conditions, the statement bank led to less effective diagnostic activities, implying that teachers' careless use of statement banks, although convenient, might lead to lower-quality feedback. Practitioner notes What is already known about this topic High-quality feedback should strike a balance between the volume and focus on the main issues, as more feedback does not necessarily equate to better feedback. Feedback should analyse a student's solution whenever possible: interpreting mistakes and communicating that interpretation as feedback. Text mining identifies meaningful patterns and new insights in text using computer algorithms. When teachers can reuse already given feedback using a software tool (statement bank), they tend to write more feedback instead of saving time. What this paper adds Feedback is compared when teachers could use a tool to reuse already given feedback (referred to as 'statement banks') versus a scenario without such a tool. Both approaches observed similar word frequencies, sentiments and amounts of erroneous, descriptive and corrective feedback. However, feedback with a statement bank tended to be more elaborate yet less specific to individual student solutions. In contrast, feedback without the tool was shorter but more concrete, focusing on main issues. Overall, the tool for reusing feedback directed teachers towards less effective diagnostic activities. The paper introduces a novel methodological approach by combining text mining with qualitative techniques in educational research. While text mining provides an overall understanding of differences and similarities in feedback approaches, qualitative methods are essential for in-depth analysis of content characteristics and feedback quality. Implications for practice and/or policy Statement banks can support teachers by giving more feedback, but in order to improve feedback quality, further measures are necessary (eg, improving pedagogical content knowledge). Teachers may not confuse handiness with quality: statement banks can help, but when used carelessly, teachers tend to describe and correct students' work instead of analysing underlying (mis-)conceptions using it. Continued attention to feedback quality remains necessary when using such tools.

Moriña, A., & Orozco, I. (2024). **Inclusive faculty members who teach student teachers: an analysis from the learning ecologies framework**. *International Journal of Inclusive Education*, *28*(9), 1684-1700. https://doi.org/10.1080/13603116.2021.2015629

This qualitative study draws from learning ecologies as a framework of analysis in order to explore the activities, resources and relationships practised by 25 Spanish faculty members who teach in the area of Education. Their students nominated them as inclusive faculty. Individual, semi-structured, in-depth interviews were conducted. The results show that the activities, resources and relationships are multiple, diverse and learner-centred. This paper concludes that teaching student teachers involve being consistent and acting as a role model, by being coherent and an inclusive faculty in the university classes. These faculty voices provide recommendations on how universities should teach with a view to promote lifelong learning in which all students feel welcome.

Mu, G. M., Wang, Y., Zhu, N., & Zhou, D. (2024). **Resilience to neoliberal structural constraints: lessons from Chinese inclusive education teachers**. *International Journal of Inclusive Education*, *28*(9), 1755-1770. https://doi.org/10.1080/13603116.2022.2030419
Teaching is challenging and has long been vexed by teacher stress, burnout, and attrition. Framing through a positive perspective, this paper investigates teacher resilience to a form of structural challenge, that is, neoliberalism. The paper quantitatively models the resilience process of a sample of 2219 Chinese inclusive education teachers who develop professional competence and manage burnout despite the structural constraints brought about by neoliberalism. The analysis highlights the role of teacher agency in the resilience process. The paper calls for proactive policy and research response to the neoliberal tendency that deprofessionalises teachers.

Mualam, N., & Lerner, O. (2024). **Teaching Generation Y: Which Instructional Tools Do Students Prefer in a Traditional Classroom Setting?** *Journal of Planning Education and Research*, *44*(3), 1048-1062. https://doi.org/10.1177/0739456X211066550
The paper evaluates different teaching aids used in an introductory in-class course that focuses on planning theories. We examine the perceptions of students regarding specific teaching tools and how helpful they were in making the course more approachable and providing a better learning experience. The analysis covers 133 student responses over a period of four consecutive years. Findings show that certain instructional tools are regarded as more helpful in making the course material more intelligible. This suggests educators in planning theory courses should review and continuously monitor the didactic tools they use in class.

Muljana, P. S., & Shell, A. (2024). **Utilizing the Learner Variability Navigator to support inclusive instructional design**. *Distance Education*, *45*(3), 462-472. https://doi.org/10.1080/01587919.2024.2348724
As our learners become more diverse, online learning environments must shift to be inclusive of learners with differing backgrounds, experiences, cultures, and perspectives. With this increased complexity of our learners, educators and instructional designers face a call to action to consider such variability to promote an inclusive and equitable learning environment. Adopting traditional instructional design models is insufficient, as they were informed mostly by research excluding marginalized groups. In this essay, we: (1) unpack the ADDIE process; (2) suggest considering learner variability when designing an online course in order to be relevant and effective for the full diversity of learners, and (3) introduce the Learner Variability Navigator as a critical-questioning tool to understand how learners' variability contributes to learning, support diverse learners, and pursue inclusive instructional design.

Murphy, J. T. (2024). **"Losing My Craft": Teachers' Relational Work with Students during a Pandemic**. *American Journal of Education*, *130*(3), 395-426. https://doi.org/10.1086/729557
Purpose: This article explores how pandemic-induced instructional changes and remote learning, in particular, affected teachers' relational work with students. Research Methods/Approach: It draws on semistructured interviews with 33 teachers and three instructional coaches across three secondary schools in one urban district. Interviews were conducted remotely over two school years (2020–21, 2021–22). Findings: Teachers' changing instructional conditions dramatically limited their relational work with students and tended to negatively affect their sense of success and overall satisfaction. Teachers found various ways to cope, but most experienced loss and diminished commitment as teaching grew unfamiliar and teacher-student interactions grew complicated. As participants became estranged from students, they also became estranged from teaching more generally. Many increasingly questioned their careers, and some left their positions. Implications: These findings offer a needed, detailed view of teachers' everyday work during the pandemic. They raise implications for districts continuing to reorient teaching and learning after COVID-19 and urge policy makers and school leaders to respond to teachers' and students' relational losses after a period of disrupted schooling. They showcase teacher-student relations' contextualized nature, an underexamined area. Finally, they advance conceptual understanding of teacher-student relationships, introducing the concept of "estrangement" to explain the consequences of instructional contexts that create social distance between teachers and students.

Mutak, A., Krause, R., Ulitzsch, E., Much, S., Ranger, J., & Pohl, S. (2024). **Modeling the Intraindividual Relation of Ability and Speed within a Test**. *Journal of Educational Measurement*, *61*(3), 378-407. https://doi.org/10.1111/jedm.12391
Understanding the intraindividual relation between an individual's speed and ability in testing scenarios is essential to assure a fair assessment. Different approaches exist for estimating this relationship, that either rely on specific study designs or on specific assumptions. This paper aims to add to the toolbox of approaches for estimating this relationship. We propose the intraindividual speed-ability-relation (ISAR) model, which relies on nonstationarity of speed and ability over the course of the test. The ISAR model explicitly models intraindividual change in ability and speed within a test and assesses the intraindividual relation of speed and ability by evaluating the relationship of both latent change variables. Model estimation is good, when there are interindividual differences in speed and ability changes in the data. In empirical data from PISA, we found that the intraindividual relationship between speed and ability is not universally negative for all individuals and varies across different competence domains and countries. We discuss possible explanations for this relationship.

Nguyen, L. T. M., Tran, T., Pham, T. V., Le, H. T. T., Nghiem, T. T., La, T. P., … Ta, T. N. (2024). **Investigation of the relationship between teacher job satisfaction, empowerment and loyalty: the difference between teachers of ethnic majority students and teachers of ethnic minority students in Vietnam**. *International Journal of Inclusive Education*, *28*(8), 1293-1306. https://doi.org/10.1080/13603116.2021.1991488
While teacher loyalty, as in many other professions, generally stems from the satisfaction gained from their work, there remains considerable debate on how teachers of ethnic minority (EMI) students can derive satisfaction from their exceedingly exacting work.

Although many researchers have investigated the relationship between teacher satisfaction and their loyalty to teaching, little is known about the variation in those characteristics between sub-groups of teachers teaching at EMI schools, especially in developing countries like Vietnam. This study therefore sought to understand the loyalty of teachers teaching at Vietnamese EMI schools. A structural equation model was used to analyze empirical data from a survey with 248 teachers. The findings indicated that teachers teaching EMI students, compared to their counterparts teaching ethnic majority (EMA) students, found evident satisfaction and showed unswerving loyalty to their teaching jobs.

Nguyen-Tran, L. A., & Corbett-Etchevers, I. (2024). **"Ménage à trois": How does generative AI transform the teacher-student relation in higher education? Perspectives in France and Japan**. *29e Conférence de l'Association Information et Management*. Présenté à Montpellier, France. Consulté à l'adresse https://hal.science/hal-04680611
This paper studies the transformative impact of generative AI, here ChatGPT, on teacher-student relations in higher education. We suggest adopting critical research to challenge prevailing assumptions, emphasizing human-centricity and ethical considerations. The swift rise of ChatGPT has sparked worries about technology potentially eclipsing pedagogical considerations, underscoring the need for a detailed investigation. Our research plans to incorporate case studies from universities in France and Japan, representing different cultural backdrops. Amidst the ongoing AI-induced transformation in education, our study aims to understand the extensive implications on the relations of teachers and students in the learning process. This work-in progress communication emphasizes AI perspectives, and its impacts, and identifies the roles of stakeholders through an AI ethics, human-centric approach.

Nikolaidis, A. C., Fitz, J. A., & Warnick, B. R. (2024). **How much is too much? Refining normative evaluations of prescriptive curriculum**. *Theory and Research in Education*, *22*(2), 189-216. https://doi.org/10.1177/14778785241249745
As the disruptive effects of COVID-19 on education have prompted conversations about remedial learning and learning recovery, the expectation is increasingly that schools are more productive in less time. This raises concerns regarding potential increase in the use of prescriptive curricula. While critiques regarding the usage of such curricula abound, the lack of clarity about what it is that these curricula do and how they impact instructional processes render critiques too coarse-grained to be of value in both normative evaluations and remedial efforts. To resolve this problem, the authors provide a framework that analyzes what prescriptive curricula entail and how they impact teaching and learning. The framework postulates that prescriptiveness occurs along five dimensions and is a matter of degree along each of these. Subtle differences between how these dimensions and degrees of prescription materialize in individual curricula matter for formulating both targeted critiques about what makes such curricula objectionable and for developing adequate and feasible remedies to undo the harmful effects of prescriptive curricula.

Nuñez, C. G., Peña, M., González, B., Ascorra, P., & Hain, A. (2024). **Rural schools have always been inclusive: the meanings rural teachers construct about inclusion in Chile**. *International Journal of Inclusive Education*, *28*(7), 992-1006. https://doi.org/10.1080/13603116.2021.1968521

We analyse the meanings that rural schoolteachers construct about inclusion, following the entry into force of the School Inclusion Law in Chile in 2015. Rural schools are more than half of the schools in Chile. This is a qualitative study involving six rural schools in the north, centre and south of the country, with a basis in action research and ethnography. The results show that inclusion has different meanings for different teachers, indicating that passage of the law has not been accompanied by a policy providing clear meanings to guide teaching practices. However, one meaning commonly shared is that inclusion, understood as the acceptance of everyone, is a duty of rural schools, a cultural feature that apparently distinguishes them from their urban counterparts.

O'Connor, K., & Bartolini, S. (2024). ***Effects of Teaching Practices on Life Satisfaction and Test Scores: Evidence from the Program for International Student Assessment (PISA)*** (IZA Discussion Paper No 17145). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17145.htm
Schools are ripe for policy intervention. We demonstrate that a greater prevalence of group discussion used in schools positively affects students' life satisfaction and noncognitive skills but has no impact on test scores, based on a sample from the 2015 PISA which includes more than 35 thousand students from approximately 1500 schools in 14 countries. We perform regressions of student life satisfaction on school-level group discussion and lecturing, including a battery of controls and random intercepts by school. For robustness we use instrumental variables and methods to account for school-selection. The impact of group discussion is meaningful – a one-standard-deviation increase leads to an increase in life satisfaction that is about one-half of the negative-association with grade repetition. In contrast, lecturing does not have any effects. We are the first to show group discussion improves student life satisfaction and noncognitive skills, and thereby likely positively affects later-life outcomes.

O'Hagan, S., Bond, C., & Hebron, J. (2024). **Autistic girls and emotionally based school avoidance: supportive factors for successful re-engagement in mainstream high school**. *International Journal of Inclusive Education*, *28*(9), 1919-1935. https://doi.org/10.1080/13603116.2022.2049378
School can be challenging for autistic girls who are at risk of internalised anxiety which can ultimately lead to school avoidance. Low attendance is acknowledged as negatively impacting educational attainment and exacerbating mental health difficulties. Semi-structured interviews were conducted with three autistic girls aged 13–15 years from different high schools, their parent(s) and key adult. Thematic analysis identified the first phase of re-engagement is developing a trusting student–key adult relationship. This provides the foundation for social and emotional intervention. Challenges were also acknowledged and possible improvements reflected upon. These results will aid educators and researchers aiming to support the successful inclusion of autistic girls at risk of experiencing emotionally based school avoidance in mainstream high schools.

Oursel, É. (2023). **Quelle heure est-il ? La dimension temporelle de l'éducation et de l'école, dedans et dehors**. *Éducation relative à l'environnement. Regards - Recherches - Réflexions*, *18*(2). https://doi.org/10.4000/1241s
Cet article propose une réflexion sur la gestion du temps à l'école, en fonction du lieu de pratiques : dedans ou dehors. Il se fonde sur des pratiques diverses et prend en considération les temps d'organisation, de préparation, les temps pédagogiques et

éducatifs sous toutes leurs formes. Il pousse la réflexion jusqu'aux représentations sociétales du temps en comparaison avec le temps de la nature, et ouvre sur la question sociétale de la culture du temps que nous construisons chez nos enfants.

Park, E. S., Wilton, M., Lo, S. M., Buswell, N., Suarez, N. A., & Sato, B. K. (2024). **STEM Faculty Instructional Beliefs Regarding Assessment, Grading, and Diversity are Linked to Racial Equity Grade Gaps**. *Research in Higher Education*, *65*(5), 871-892. https://doi.org/10.1007/s11162-023-09769-0
Studies indicate that racial disparities in STEM achievement or equity grade gaps are associated with faculty fixed mindset beliefs; however, whether specific instructional beliefs are linked to student academic achievement remains unclear. We surveyed 216 STEM faculty to assess their mindset and instructional beliefs and linked these to detailed student transcript data (n = 31,361). Results reveal that faculty with fixed mindset beliefs also endorsed more traditional instructional beliefs regarding assessment, grading, and diversity. Further, the endorsement of these beliefs was associated with larger equity grade gaps. Analysis of faculty characteristics indicate that male faculty, full professors, and instructors in Physical Sciences tended to hold instructional beliefs that are linked to larger equity grade gaps.

Parker, R., Margerum, R. D., Steiner, B., Drlik-Muehleck, A., Bruce, J., & Howard, M. (2024). **Evaluating the Oregon Experiential Learning Model: Findings from Clients, Students, and Alumni**. *Journal of Planning Education and Research*, *44*(3), 1122-1133. https://doi.org/10.1177/0739456X221104013
Experiential learning has long been integral to planning education. For decades, the University of Oregon has offered a unique experiential model involving paying clients supported by nontenure track faculty. We utilize surveys and interviews to evaluate nine years of course delivery in relation to learning outcomes, work quality, and lessons learned. We found the model provides thorough professional training and excellent products due largely to client engagement and staffing support, but ongoing challenges include collaborative work programs, team dynamics, and integrating equity and inclusion. This model requires client and university investment, and we highlight transferable lessons for developing experiential learning programs.

Perraud, C. (2024). **Décrire pour comprendre et transformer les pratiques : un travail coopératif dans un ESAT**. *Éducation & didactique*, *18*(2), 23-41. Consulté à l'adresse https://shs.cairn.info/revue-education-et-didactique-2024-2-page-23?lang=fr&tab=resume

Petit, M., & Gagné, A. (2024). **Pour une utilisation éthique du numérique en supervision de stage**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 76-79. https://doi.org/10.7202/1111368ar
Cet article explore l'intégration du numérique dans la supervision des stages en enseignement, notamment lorsqu'elle se déroule à distance. Si la vidéo s'avère l'outil incontournable d'une telle supervision (notamment pour l'autoévaluation de la personne stagiaire et la rétroaction de la personne superviseure), le numérique peut aussi être au service d'une « observation indirecte » de ce qui se passe en stage. Considérant des préoccupations éthiques en lien avec l'utilisation du numérique, une charte éthique pour encadrer la supervision de stage à distance (Petit et al., 2023) est proposée, promouvant des principes d'accès équitable, de fiabilité, de littératie numérique, de

consentement, de gestion des situations délicates et de respect des exigences professionnelles.

Pletcher, B. (2024). **"Where the Rubber Meets the Road": Providing Students with Rigorous Learning Experiences in a Curriculum and Instruction Doctoral Residency Seminar**. *College Teaching*, *72*(3), 207-215. https://doi.org/10.1080/87567555.2022.2151969
The purpose of this article is to describe a doctoral residency seminar course that is part of a Ph.D. in Curriculum and Instruction degree program. Courses such as these provide new doctoral students with the necessary experiences to help them succeed in the program. This course is a venue for students to discuss the degree program, including academic writing, publishing, presenting at conferences, teaching in higher education, and serving the university, profession, and community, and course assignments corresponding to these areas will be presented. After completing my Summer 2021 seminar course, my students received an electronic survey that consisted of six Likert scale items and six open-ended response items that asked about their experiences in the course, as well as five demographic items. Descriptive statistics were run for the survey's Likert items. The open-ended responses were coded, and the codes were grouped into themes. Overall, the responses to the Likert scale items were positive. The following themes emerged from the survey: academic writing and disseminating research, networking, the dissertation journey, and recommendations for future seminar courses. The findings have implications for doctoral program instructors who are creating or sustaining a seminar course.

Pollock, M., Yonezawa, S., Sweet, M., Renner, N., Mai, M., & Vasquez, A. "Beto". (2024). **Leveraging a University to Create Local Equity-Oriented K–12 Learning Opportunities: A Conversation Starter**. *Educational Researcher*, *53*(5), 308-318. https://doi.org/10.3102/0013189X241227887
This article shares our university center's efforts to act as a boundary spanner supporting colleagues across our university to contribute collectively to more equitable educational opportunities for local K–12 students and their teachers. We focus here on the ongoing critical reflection and collaboration needed to tap such university resources to support K–12 students typically underresourced and underserved in K–12 systems. We consider examples and challenges of our work through five equity-oriented principles. We seek to highlight the role of research-practice teams on campuses that help (or could help) university partners contribute to local K–12 schools, programs, and systems with equity in mind. Finally, we hope to convince other higher education institutions to leverage their resources more to grow K–12 education opportunities locally where needs are greatest.

Potgieter, C., Qiao, X., Kamata, A., & Kara, Y. (2024). **Likelihood-Based Estimation of Model-Derived Oral Reading Fluency**. *Journal of Educational Measurement*, *61*(3), 542-559. https://doi.org/10.1111/jedm.12404
As part of the effort to develop an improved oral reading fluency (ORF) assessment system, Kara et al. estimated the ORF scores based on a latent variable psychometric model of accuracy and speed for ORF data via a fully Bayesian approach. This study further investigates likelihood-based estimators for the model-derived ORF scores, including maximum likelihood estimator (MLE), maximum a posteriori (MAP), and expected a posteriori (EAP), as well as their standard errors. The proposed estimators were demonstrated with a real ORF assessment dataset. Also, the estimation of model-derived ORF scores and their standard errors by the proposed estimators were evaluated through

a simulation study. The fully Bayesian approach was included as a comparison in the real data analysis and the simulation study. Results demonstrated that the three likelihood-based approaches for the model-derived ORF scores and their standard error estimation performed satisfactorily.

Potrel, D., Raffaëlli, C., & Lima, L. (2024). **Premiers résultats de l'enquête sur les pratiques d'enseignement du français, Praesco, en classe de troisième en 2021**. *Note d'Information*, (24.36), 1-4. https://doi.org/10.48464/ni-24.36
Selon l'enquête sur les Pratiques enseignantes spécifiques aux contenus (Praesco) conduite par la DEPP en 2021 auprès d'enseignants de français de troisième, neuf enseignants sur dix considèrent les écarts de niveaux entre les élèves et le temps pour aider les élèves en difficulté comme des facteurs rendant difficile leur enseignement.

Pregoner, J. D. (2024). **Research Approaches in Education: A Comparison of Quantitative, Qualitative and Mixed Methods**. *IMCC Journal of Science*, *4*(2), 31-36. Consulté à l'adresse https://hal.science/hal-04655066
This paper dissects three fundamental research approaches in education: qualitative, quantitative, and mixed methods. Each offers distinct strengths for investigating educational phenomena, evaluating teaching practices, and informing policy. Qualitative research explores into participants' experiences and contexts, yielding rich, detailed insights. Conversely, quantitative research prioritizes numerical data and statistical analysis, providing objective and generalizable findings. Mixed methods research strategically combines both approaches, fostering a comprehensive understanding and robust validation through triangulation. By unpacking the unique contributions of each approach, this analysis underscores the importance of selecting the most suitable methodology to effectively address specific research questions.

Proust-Androwkha, S., Lison, C., & Meyer, F. (2023). **Le processus de validation d'un outil d'autoévaluation portant sur les pratiques d'enseignement en ligne pour un dispositif d'autoformation dédié aux enseignants des cycles supérieurs**. *Mesure et évaluation en éducation*, *46*(3), 56-87. https://doi.org/10.7202/1113333ar
Dans un contexte d'enseignement distant ou hybride, les enseignants des cycles supérieurs sont confrontés à de nombreux défis technopédagogiques. Le dispositif d'autoformation dynamique pour l'innovation (DADI) offre des ressources et un outil d'autoévaluation fondé sur le modèle théorique du savoir technopédagogique disciplinaire (STPD) de Bachy (2014). Cette recherche visait à construire et à valider cet outil d'autoévaluation. La méthodologie de validation a combiné des approches qualitatives et quantitatives, impliquant des experts en sciences de l'éducation et des enseignants des cycles supérieurs issus de disciplines volontairement variées. Cet article se concentre sur les résultats quantitatifs. L'évaluation statistique a été menée auprès de 173 enseignants québécois via un questionnaire en ligne. Les analyses factorielles semi-confirmatoires, à la suite des analyses exploratoires, confirment la validité de l'outil avec 60 items. Elles examinent également la pertinence de cloisonner certains domaines de connaissances dans la pratique effective des enseignants.

Purkarthofer, E., & Mäntysalo, R. (2024). **Enhancing Knowledge, Skills, and Identity Development Through Collaborative Student-Led Learning: Experiences With the Gradual Empowerment of Students in a Planning Studio Course**. *Journal of Planning Education and Research*, *44*(3), 1148-1159. https://doi.org/10.1177/0739456X221118599

Studio courses are a common way to teach problem-based and applied skills in the field of urban and regional planning. In this article, we reflect on the experiences from a planning studio course that builds on the idea of gradually increasing student autonomy, peaking in the final phase of the course when the whole class self-organizes the content and delivery of a strategic plan. We term this approach "collaborative student-led learning," arguing that it enables students to learn subject-related knowledge and skills related to communication, organization, and negotiation, while also supporting students' personal and professional growth and identity development.

Radford, L. (2024). **The dialectic between knowledge, knowing, and concept in the theory of objectification**. *Éducation & Didactique*, *18*(2), 147-159. Consulté à l'adresse https://shs.cairn.info/revue-education-et-didactique-2024-2-page-147?lang=fr&tab=resume

Radhouane, M., & Akkari, A. (2023). **Élèves d'hier, étudiant-es d'aujourd'hui, et enseignant-es de demain. Quels rapports les étudiant-es en formation en enseignement primaire entretiennent-elles/ils avec les enjeux de diversité culturelle ?** *L'éducation en débats : analyse comparée*, *13*(1), 90-107. https://doi.org/10.51186/journals/ed.2023.13-1.e1215

In an increasingly globalized world, the cultural diversity of schools is constantly evolving. In view of this, it is essential to prepare future teachers to take this into account in their teaching practices. Our article presents a study in which we sought to identify the experiences of future teachers in taking cultural diversity into account. Through a survey, we asked them to recall their memories as pupils, in order to identify the ways in which cultural diversity was considered during their schooling. Our study also looked more specifically at the memories of pre-service teachers from culturally diverse backgrounds, as international research has shown that their educational backgrounds can - in some cases - translate into pedagogical resources. Our study is based on two main postulates: (1) knowing future teachers' experiences of taking otherness into account would enable us to adapt training courses to their preconceptions; (2) the cultural biographies of future teachers can be resources when exploited in training.

Rajotte, T., Dufour, R., & Boivin, É. (2024). **Étude des liens entre les variables sociodémographiques et scolaires par rapport au rendement des élèves du primaire et à la perception des enseignants des difficultés d'apprentissage en mathématiques**. *Formation et profession*, *32*(1), 5. https://doi.org/10.18162/fp.2024.802

Rausch, A., Steed, E., & Strain, P. (2024). **Development and evaluation of an advocacy course for early childhood special educators**. *International Journal of Inclusive Education*, *28*(10), 1983-1998. https://doi.org/10.1080/13603116.2022.2046190

Globally, there are political, social, and financial obstacles to providing high quality, inclusive early childhood education to young children with disabilities and their families. Many teachers are able to identify the systemic issues that negatively impact their work; however, many early childhood special education (ECSE) teachers do not have the competence or confidence to advocate for systemic change. In the U.S., one reason for ECSE teachers not engaging in advocacy is an absence of content, practice, and opportunities to learn about advocacy in traditional teacher preparation programmes. This mixed methods study explored how an 8-week graduate level course focused on advocacy for ECSE trainees influenced their knowledge, skills, and dispositions towards advocacy. The course content, assignments, and activities are described as well as pre-

and post-course evaluation data. Implications are discussed regarding the course outcomes, lessons learned, and future directions for infusing advocacy content and experiences in ECSE training programmes.

Reyes, G. J., Riehl, E., & Xu, R. (2024). ***Stakes and Signals: An Empirical Investigation of Muddled Information in Standardized Testing*** (NBER Working Paper N° 32608). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32608.htm
We examine a natural experiment in Brazil in which similar students took the same standardized test as either a low-stakes school accountability exam or a high-stakes admission exam for the country's top universities. Using administrative data and a difference-in-differences design, we find that test score gaps between high- and low-income students expanded on the high-stakes exam, consistent with wealthy students engaging in test prep. Yet the increase in stakes made scores more informative for students' college outcomes. Thus the « muddling » of information on natural ability and test prep improved the quality of the score signal, although it also exacerbated inequality.

Richard-Bossez, A. (2023, février 14). **Inégalités en maternelle : quelle pédagogie choisir pour les réduire ?** Consulté 12 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/inegalites-en-maternelle-quelle-pedagogie-choisir-pour-les-reduire-196310
Selon l'environnement familial et le milieu social d'où ils viennent, les enfants s'adaptent plus ou moins facilement aux exigences scolaires. Les pédagogies alternatives changent-elles la donne ?

Rivera Zea, T. (2024). **Indigenous knowledge and the education system: Plants and food production in the development of inclusive and diverse pedagogies**. *PROSPECTS*, *54*(2), 293-299. https://doi.org/10.1007/s11125-024-09699-4
The domestication of plants to make them suitable for consumption is a cultural event in many Indigenous cultures. The cultivation and production of food forms an important part of the worldview of Indigenous peoples. Its inclusion in formal education therefore addresses several cultural issues, fostering understanding of Indigenous life systems, on the one hand, and, on the other, strengthening their perceived legitimacy as valid, necessary processes that are in dialogue with other knowledge imparted within the school system. At the same time, the inclusion of Indigenous perspectives is necessary for a new social contract for education, advancing a paradigm in which Indigenous peoples and organizations participate directly in the creation of educational content, as opposed to what has been happening: states defining and establishing school programme design and content.

Robbes, B. (2023). **Les pédagogies différentes comme objets de recherche en sciences de l'éducation en France : proposition de typologie**. *Revue des sciences de l'éducation*, *49*(2). https://doi.org/10.7202/1113027ar
Le statut de la pédagogie à l'égard de la science fait débat en sciences de l'éducation, d'où l'intérêt de clarifier comment les pédagogies – notamment différentes – peuvent être étudiées. Après des éléments de problématisation, de définition et de méthodologie, nous présentons des classifications des recherches de pédagogie repérées dans la littérature scientifique francophone. Puis, adoptant une perspective

historique, nous proposons et présentons une typologie distinguant, en France, trois types de recherches à propos des pédagogies différentes : les recherches « sur » les pédagogies et les pédagogues, « par » les pédagogues et « avec » les pédagogues en précisant, dans le cadre du dernier type, ce que nous entendons par « recherche-action de pédagogie ». Enfin, nous traitons des complémentarités ou des hybridations de ces types de recherches.

Roblez, A. (2024). ***« On identifie le besoin, mais on est pas forcément outillé » : l'épreuve des moments sensibles en formation d'enseignant·e·s du premier degré en France***. Consulté à l'adresse https://hal.science/hal-04691604
La thèse défendue est que des épreuves vécues d'un type particulier par les professionnel•les de la formation en constellation servent de point d'entrée pour (ré)interroger la place du sensible dans les activités de formation. Ce faisant, nous effectuerons un détour critique sur une certaine éthique de la formation installée dans les représentations sociales en France dans le contexte empirique de notre recherche. A partir de données d'entretiens recueillies durant deux années, nous interrogeons la professionnalité et les cadres d'exercice de celle-ci pour en identifier un état de normalisation sur des « moments sensibles » en formation.

Rose, M. A., Stith, K. M., & Geesa, R. L. (2024). **Navigating School-Family-Community Partnerships, Integrative STEM Pedagogy, and Divergent Perspectives**. *Journal of Cases in Educational Leadership*, *27*(3), 27-43. https://doi.org/10.1177/15554589241230250
This case study focuses on the preferred instructional approaches of integrative STEM education as students encounter authentic problems in their community, analyze data, and share their evidenced-based explanations and solutions with external audiences. As the case unfolds, school leaders encounter tensions among family and community members, and school representatives about students' learning experiences in integrative STEM education. This examination reveals the roles of school leaders as risk managers and instructional facilitators in maintaining fruitful partnerships with family and community members in a rural school district, while also preparing students to be solution-finders related to mitigating climate change.

Rousseau, L. (2024). **Dispelling Educational Neuromyths: A Review of In-Service Teacher Professional Development Interventions**. *Mind, Brain, and Education*, *18*(3), 270-287. https://doi.org/10.1111/mbe.12414
Despite considerable progress made in educational neuroscience, neuromyths persist in the teaching profession, hampering translational endeavors. The initial wave of interventions designed to dispel educational neuromyths was predominantly directed at preservice teachers. More recent work in the field, reviewed here, has shifted its focus primarily to in-service teacher professional development interventions. We discuss various interventional approaches, including refutation texts embedded into a brief training in foundational neuroscience, personalized refutation texts, insightful reflections upon science of learning key concepts (e.g., brain plasticity), and immersive experiences within research groups, highlighting their strengths and limitations. The evolving nature of scientific knowledge, the imperative to respect educators' personal and professional sensitivities, as well as challenges posed by conceptual change, are also addressed. This narrative review underscores the need to bring neuromyth investigations into the classroom environment.

Ruminot, C. (2023). **L'évaluation formative : pratiques d'évaluation en classe et dilemmes du personnel enseignant dans la mise en oeuvre**. *Mesure et évaluation en éducation*, *46*(3), 1-26. https://doi.org/10.7202/1113331ar
Cette recherche examine l'état actuel des connaissances, des contraintes et des défis existants dans la pratique de l'évaluation formative chez des enseignants du primaire au Chili. Les résultats de 17 entretiens semi-dirigés réalisés à la suite d'une formation de dix ateliers de développement professionnel indiquent que le personnel enseignant de l'étude démontre une préoccupation à repenser ses pratiques évaluatives en classe. Cependant, une approche traditionnelle reste mobilisée en raison, d'une part, du manque de formation et, d'autre part, de la forte concentration du système éducatif sur l'évaluation standardisée. Les analyses fournies dans l'étude révèlent des tensions dans la quête d'équilibre entre les évaluations formatives et sommatives. Or, les réflexions posées sur les connaissances des enseignants à l'égard des défis rencontrés dans leurs pratiques peuvent alimenter les réflexions pédagogiques quant à l'impact des évaluations standardisées sur les pratiques des enseignants et sur les apprentissages mathématiques des élèves.

Samountry, N. (2024). ***Dimension culturelle dans les interactions menées par les personnes enseignantes en classe d'accueil au primaire : contenus, contextes et répertoires*** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse https://archipel.uqam.ca/17855/
L'enseignement-apprentissage d'une langue seconde et/ou étrangère (LS/LE) mobilise certainement des savoirs culturels reliés à cette langue et à ses usages sociaux (Kramsch, 2013). Pour les élèves nouvellement arrivés qui apprennent le français en classe d'accueil au primaire (classe d'ACCP), l'adaptation à la culture de leur nouveau milieu passe par le développement de leurs habiletés langagières dans la perspective d'une intégration sur le plan scolaire et social (MELS, 2014a). Les situations d'apprentissage à l'oral continuent d'être préconisées, tant pour le développement de compétences langagières que pour l'intégration d'une dimension culturelle (Lussier, 2018). La perspective interculturelle, quant à elle, continue d'être valorisée par le biais des échanges à l'oral afin de promouvoir la communication interculturelle (Byram et Wagner, 2018). Lors d'une interaction en classe de LS/LE, la personne enseignante déploie plusieurs actions (gestes, paroles, etc.) pour optimiser l'enseignement-apprentissage de la langue (Azaoui, 2015). Ces actions ne sont pas fortuites et découlent du répertoire didactique que la personne enseignante de LS/LE s'est façonné au gré de ses expériences professionnelles, académiques et personnelles (Cicurel, 2011a). Nos résultats, issus des données recueillies auprès de quatre personnes enseignantes en classe d'ACCP, nous permettent d'observer qu'elles mobilisent plusieurs types de connaissances qui composent leur répertoire didactique lorsqu'elles déploient des actions véhiculant une dimension culturelle. Entre autres, leur expertise concernant l'enseignement-apprentissage plus spécifique d'une LS/LE et leur connaissance de leur public et du contexte de la classe d'ACCP sont actualisées lorsqu'elles verbalisent de manière rétroactive leurs actions en classe. En effet, la démarche d'autoconfrontation à laquelle se sont prêtées nos personnes enseignantes-participantes aura permis un partage de pratiques et de défis (Goigoux, 2007) concernant l'intégration d'une dimension culturelle en classe d'ACCP qui connaît encore certaines incertitudes, notamment concernant le choix et la transmission des contenus culturels qui participent à l'intégration de leurs élèves. Les liens entre langue et culture sont au coeur des connaissances évoquées par nos personnes enseignantes-participantes et comme l'ont

auparavant suggéré Byram et Risager (1999), ces concepts qui évoluent au gré des contextes sociaux doivent régulièrement faire l'objet de concertations entre les personnes enseignantes qui les mobilisent en classe de LS/LE, notamment en mettant en commun leur compréhension des contenus culturels afin de mieux transmettre le sens et les valeurs qui leur sont portés, et ce, dans une approche qui intègre les vécus, expériences et connaissances de leurs élèves plurilingues et pluriculturels.

Samuel, A. (2024). **Decolonizing online learning: a reflective approach to equitable pedagogies**. *Distance Education*, *45*(3), 439-445. https://doi.org/10.1080/01587919.2024.2338720
The process of decolonization in online learning is a complex and multifaceted endeavor that involves recognizing, disrupting, and embracing alternatives to the constraints imposed by colonialist perspectives. European colonization was not only about the seizure of land and resources but also encompassed a systematic dismantling of indigenous cultures, including their education systems. Decolonization of online learning involves recognizing the constraints imposed by the colonizer, disrupting these constraints, and embracing alternatives. This article examines colonization in online learning environments and provides suggestions for disrupting colonial influences. This includes decentering the Western, Eurocentric voice, incorporating diverse indigenous perspectives, and providing options and alternatives to minimize the privileging of English and Western knowledge. Embracing alternatives also involves utilizing technology to minimize linguistic barriers and provide educational opportunities that carry global currency while also valuing and incorporating local knowledge and curriculum. Decolonizing online learning is essential for creating a more inclusive and equitable educational environment.

Sanchez-Larrea, S. (2024). ***La communication verbale en EPS : facteurs personnels et situationnels influençant le style motivationnel de l'enseignant et la motivation des élèves*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-04649256
Fondé sur une approche historico-culturelle du développement (Bruner, 1992 ; Vygotsky, 1934), ce travail de thèse porte sur la communication verbale en Education Physique et Sportive (EPS). À l'interface d'une approche interactionniste du langage (Bronckart, 1997) et de la théorie de l'autodétermination (Deci & Ryan, 2012), les interactions langagières sont appréhendées sous le prisme du style motivationnel (soutenant/contrôlant) de l'enseignant contribuant à instaurer un climat de classe (Reeve & Cheon, 2021). Ce climat perçu par les élèves alimente la satisfaction/frustration des besoins psychologiques fondamentaux (Deci & Ryan, 2000), qui à son tour, impacte leur motivation situationnelle, et leurs comportements verbaux exprimés de manière proactive (engagement agentique), (Reeve et al., 2022). Or, la motivation à contrôler l'environnement est une disposition personnelle (Burger & Cooper, 1979) qui impacte le style paralinguistique des individus (Dembroski et al., 1984). Ce trait de personnalité et l'expertise de l'enseignant pourraient influencer son mode de communication. Cependant, des données observationnelles prenant en compte sa personnalité manquent dans la littérature pour analyser son discours dans les interactions socio discursives qu'il entretient avec les élèves. De même, le désir de contrôle des élèves pourrait influencer leurs perceptions du climat de classe. L'objet de la thèse consiste à examiner les conditions d'intervention propices à favoriser l'engagement des élèves dans l'interaction verbale tout au long d'une séance d'apprentissage-enseignement.

Schillings, P., Leyh, O., Dejaegher, C., & André, M. (2024). **L'enquête PIRLS : comment l'analyse de réponses aux questions ouvertes permet-elle de définir des obstacles cognitifs à l'apprentissage de la lecture experte utiles pour la formation des enseignants ?** *Repères. Recherches en didactique du français langue maternelle*, (69), 165-184. https://doi.org/10.4000/1204z
Cette contribution explicite la manière dont les résultats de l'enquête PIRLS ont été approfondis pour être restitués aux acteurs de terrain. Des analyses d'erreurs ont été menées à partir des réponses d'élèves belges francophones afin de créer une typologie de réponses erronées. L'intention des auteurs est de donner à voir aux enseignants et à leurs formateurs non seulement l'écart avec l'attendu, mais aussi l'activité de réponse aux questions et les obstacles cognitifs rencontrés par les élèves pour mettre en œuvre les démarches de compréhension visées par certaines questions de l'épreuve.

Segueda, S. (2023). **Évaluation des apprentissages en contexte universitaire: Quand les étudiants finissent par adopter la posture du « cabri mort » face à la quantité de travaux évalués**. *e-JIREF*, 9(2), 27-46. https://doi.org/10.48782/e-jiref-9-2-27
Dans cet article, nous présentons une partie des résultats d'une thèse doctorale dont l'objet d'étude porte sur la fabrique de l'évaluation par les étudiants et les enseignants au 1er cycle universitaire d'une faculté d'éducation. L'objectif principal de l'article est de comprendre les tensions entre étudiants et enseignants universitaires d'une faculté d'éducation autour de la charge de travail en lien avec les travaux évalués. Plus spécialement, à partir d'observations et d'entretiens individuels et collectifs auprès de ces acteurs de la relation pédagogique, nous analysons leurs logiques d'action autour de cette charge de travail, leurs perspectives en vue d'y faire face. Nous appuyant sur une conception interactionniste pour éclairer l'objet, nous soulignons les stratégies, tantôt pragmatiques tantôt extrêmes, qu'ils mobilisent pour survivre à la pression de la charge de travail universitaire. Finalement, nous faisons valoir que ces logiques pragmatiques et extrêmes trouvent leur ressort dans la principale récompense institutionnelle qu'est la note chiffrée.

Shamsuddin, S. (2024). **Information Without Guidance: Managing the College Search Process in Urban Schools**. *Education and Urban Society*, *56*(7), 787-808. https://doi.org/10.1177/00131245231224762
Despite high aspirations, many students do not complete postsecondary education. Some scholars advocate for providing more college information to increase enrollment and reduce attainment gaps but this approach overlooks what school counselors and students do with information. Based on interviews and participant observations drawn from 20 urban high schools, this study explores how counselors and students make use of online college information in postsecondary education guidance. The findings reveal that counselors feel students hold responsibility for many aspects of their college searches. Students easily find college information online but experience challenges in understanding it, which leaves them with unanswered questions. Abundant college information may enable counselors to adopt the role of managing the college search process instead of directly guiding students. Scaffolding, active engagement, and additional resources are needed to support counselors and students in college guidance.

Shapiro, B. R., Horn, I. S., Gilliam, S., & Garner, B. (2024). **Situating Teacher Movement, Space, and Relationships to Pedagogy: A Visual Method and Framework**. *Educational Researcher*, *53*(6), 335-347. https://doi.org/10.3102/0013189X241238698
In conversations about pedagogy, researchers often overlook how physical space and movement shape teacher sensemaking. This article offers a comparative case study of classroom videos using a dynamic visual method to map embodied interaction called "interaction geography." Our analysis proposes an integrative framework to study classroom interactions and teacher movement over space and time comprised of four salient characteristics within lessons: trails, landmarks, material routines, and circulation patterns. We discuss how this visual method and framework can be used and expanded by classroom researchers and teachers as a starting point to better understand teaching as a situative and spatial practice, a crucial step in characterizing responsive forms of instruction. This work has implications not only for teachers and teacher educators but also for architects, administrators, and researchers concerned with the physical design of classrooms.

Shariati, S., Nazari, S., Norouzi Seyed Hossini, R., Manzano-Sánchez, D., & Norouzi, E. (2024). **Hybrid Pedagogical Intervention can Decrease Impulsivity and Antisocial Behavior and Improve Motor and Cognitive Functions Among Iranian Adolescent**. *Canadian Journal of School Psychology*, *39*(3), 266-285. https://doi.org/10.1177/08295735241257017
The present study aimed to investigate the impact of a hybrid pedagogical model consisting of Teaching Games for Understanding (TGFU) and Teaching for Personal and Social Responsibility (TPSR) on the impulsivity, antisocial behaviors, and cognitive function of adolescent students. The study involved 60 male adolescent school students with an average age of 13.32 ± 1.65 years. The research was conducted in four stages: pre-test, teaching game and responsibility through table tennis sessions, post-test, and follow-up. The results of rANOVA indicated a significant decrease in impulsivity and antisocial behaviors from the beginning to the end of the intervention, along with an improvement in responsibility, cognitive, and motor function. Notably, the hybrid pedagogical model participants reported lower scores for impulsivity and antisocial behavior and higher scores for cognitive and motor function than their counterparts in the control group. The findings of the present study provide evidence for the effectiveness of hybrid pedagogical model in adolescent school students and physical education settings. These results suggest that hybrid pedagogical model can be a valuable addition to standard interventions such as psychotherapy, for reducing psychological problems and impulsivity in adolescent students.

Shirrell, M., & Saha, A. (2024). **All Dressed Up With No Place to Go? National Board Certification and Teacher Leadership**. *Educational Administration Quarterly*, *60*(3), 310-340. https://doi.org/10.1177/0013161X241257246
Purpose: Teacher leadership distinguishes, implicitly or explicitly, among teachers based on their expertise, but the notion of teaching expertise is contested, even among educators. Despite the potential for expert teachers to positively influence their colleagues' practices, we know little about the supports and obstacles to expert teacher leadership. This study examines the ways that the leadership of a particular group of expert teachers—National-Board-certified teachers—is understood and enacted in schools. Methods: Survey data from staff in six elementary schools were used to analyze Board-certified teachers' centrality in their schools' work-related social networks. Survey results were used to select 26 participants for semistructured interviews focused on their

understandings of the relationships between teaching expertise, Board certification, and leadership, which were analyzed using alternating rounds of open and closed coding. Findings: Board-certified teachers were more central to their schools' networks than non-Board-certified teachers, although Board-certified teachers interacted with one another more than with non-Board-certified teachers. Board-certified teachers were seen as having expanded influence beyond their classrooms, which some saw as supporting their leadership, but others saw as disconnected from, or even undermining, their leadership. Implications for Research and Practice: Teacher leadership requires a supporting infrastructure in the form of leadership positions, routines, and tools that align with leaders' expertise. Developing a shared understanding of teaching expertise is key to Board-certified teacher leadership, as well as other teacher leadership efforts.

Sokal, L., & Sharma, U. (2024). **How effective is online pre-service teacher education for inclusion when compared to face-to-face delivery?** *International Journal of Inclusive Education*, *28*(9), 1904-1918. https://doi.org/10.1080/13603116.2022.2046191
Research has recognized that enhancing pre-service teachers' attitudes, efficacy, and decreasing concerns about inclusive education are essential factors in teacher preparation. However, no research has compared the relative ability of online courses to affect these factors when compared to traditional face-to-face instruction. The current study used pre–post survey methods to measure the effects of the online versus face-to-face formats of teaching inclusive education content to Canadian pre-service teachers. Moreover, we studied the relationships between these variables and the participants' intentions for inclusive teaching practices. Results showed that while the face-to-face format influenced pre-service teachers' attitudes and efficacy, it did not foster lower concerns or higher intentions. In contrast, the online course made no significant difference in any of the dependent variables. Given the well-established importance of affective as well as practical variables to effective inclusion, implications and limitations are discussed.

Song, Y., Xing, W., Li, C., Tian, X., & Ma, Y. (2024). **Investigating the relationship between math literacy and linguistic synchrony in online mathematical discussions through large-scale data analytics**. *British Journal of Educational Technology*, *55*(5), 2226-2256. https://doi.org/10.1111/bjet.13444
Previous literature has associated math literacy with linguistic factors such as verbal ability and phonological skills. However, few studies have investigated linguistic synchrony, shown in mathematical discussions. This study modelled math literacy and examined the relationship of math literacy with linguistic synchrony between students and facilitators. We retrieved data from 20,776 online mathematical discussion threads at a secondary school level. First, we assessed students' math literacy based on their discussions and classified them into high- and low-math literacy groups. Then, we conducted Cross-Recurrence Quantification Analysis (CRQA) to calculate linguistic synchrony within each thread. The result implies that students with high math literacy are more likely to share common words (eg, mathematical terms) with facilitators. At the same time, they would paraphrase the facilitators' words rather than blindly mimic them as the exact sentences or phrases. On the other hand, students with low math literacy tend to use overlapping words with facilitators less frequently and are more likely to repeat the exact same phrases from the facilitators. The findings provide an empirical data analysis and insights into mathematical discussions and linguistic synchrony. In addition, this paper implies the directions to improve online mathematical discussions and foster math literacy.

Practitioner notes What is already known about this topic Mathematical discussions are known to be an effective way to promote math literacy. Math literacy and linguistic skills have a strong link. Linguistic synchrony is related to better collaboration and common knowledge building. What this paper adds Reveals the relationship between math literacy and linguistic synchrony and deepens the understanding of digital communication in online learning environments. Provides empirical analysis of natural language data in group discussions using CRQA. Conceptualizes linguistic synchrony with three sub-concepts: linguistic concurrence, predictability, and complexity. Implications for practice and/or policy Educators and practitioners could utilize the automatic formative assessment of math literacy based on the student's language use in mathematical discussions. Educational technology researchers and designers could include CRQA indices and recurrence plots in the dashboard design to provide information to support teachers and learners. Teachers would be able to provide real-time interventions to promote effective mathematical communication and foster math literacy throughout mathematical discussions.

StEvens, C. (2024). **The lived experience of autistic teachers: a review of the literature**. *International Journal of Inclusive Education*, *28*(9), 1871-1885. https://doi.org/10.1080/13603116.2022.2041738
To date, discussion regarding autism in education has been primarily concerned with autistic students, and research usually relates to pedagogical practices that can be implemented by neurotypical teachers to support them. Seldom does the conversation around autism in the classroom consider autistic teachers, which automatically negates lived experience which could provide critical insights into inclusive education. This review examines literature which is concerned with the lived experiences of autistic teachers in education settings from early childhood to high school, with the purpose of illuminating the understanding of autism in schools. This study finds that autistic teachers are more prevalent than traditional ideas about education have suggested, with many teachers deciding to hide their autism due to negative stereotypes and discriminatory behaviour. This study focuses on the range of strengths and challenges that autistic teachers experience and highlights a gap in the literature exploring lived experience of autistic teachers, conducted by autistic researchers. The study concludes that autistic voices are essential for addressing disconnects between inclusive education theory and practice; a disconnect which creates barriers to success for autistic people in society.

Stewart, O. G. (2024). **Negotiating "what counts" in multimodal writing in the classroom: a high school English teacher's perspective**. *International Journal of Qualitative Studies in Education*, *37*(7), 2071-2087. https://doi.org/10.1080/09518398.2023.2264237
As students and teachers embrace more forms of multimodal composing, classroom power structures move from the more linear, hierarchical structures typically seen in education to more open, student-centered forms. However, these transitions are not always seamless. Using a multiliteracies framework, this article focuses on how a classroom teacher framed what counted as writing in a senior English class where students created a digital writing portfolio across three platforms. Findings explore what counted as writing from the perspective of the teacher before, during, and after the portfolio unit as well as the struggles that she faced in understanding how to assess the myriad of possible authoring paths multimodal projects offer. Implications extend to how teachers may be influenced by and continue to push back on established institutional power structures to open spaces for reshaping what counts as writing in the classroom.

St-Pierre, X., Borri-Anadon, C., & Hirsch, S. (2023). **De l'essentialisation au sein des représentations du personnel enseignant à l'égard des élèves issu.e.s de l'immigration et de leur famille au Québec**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 9-27. https://doi.org/10.26443/mje/rsem.v58i1.10163
The objective of this article is to document the way in which the essentialization of teachers' social representations of students identified as having an immigrant background and their families manifests itself. The study is based on individual and group interviews conducted with these actors in 8 Quebec secondary schools. After proposing a constructivist conceptualization of essentialization, we describe 3 interlocking procedures that we then illustrate empirically. The results are likely to contribute to the training of school staff and more particularly to the understanding of this process and its procedures. They also warn against the possible reinforcement of essentialization by research on the educational success of these students.

Sung, H., & Nathan, M. J. (2024). **Your body tells how you engage in collaboration: Machine-detected body movements as indicators of engagement in collaborative math knowledge building**. *British Journal of Educational Technology*, *55*(5), 1950-1973. https://doi.org/10.1111/bjet.13473
Collaborative learning, driven by knowledge co-construction and meaning negotiation, is a pivotal aspect of educational contexts. While gesture's importance in conveying shared meaning is recognized, its role in collaborative group settings remains understudied. This gap hinders accurate and equitable assessment and instruction, particularly for linguistically diverse students. Advancements in multimodal learning analytics, leveraging sensor technologies, offer innovative solutions for capturing and analysing body movements. This study employs these novel approaches to demonstrate how learners' machine-detected body movements during the learning process relate to their verbal and nonverbal contributions to the co-construction of embodied math knowledge. These findings substantiate the feasibility of utilizing learners' machine-detected body movements as a valid indicator for inferring their engagement with the collaborative knowledge construction process. In addition, we empirically validate that these inferred different levels of learner engagement indeed impact the desired learning outcomes of the intervention. This study contributes to our scientific understanding of multimodal approaches to knowledge expression and assessment in learning, teaching, and collaboration.Practitioner notesWhat is already known about this topic Previous research emphasizes the importance of gestures as essential tools for constructing common ground and reflecting shared meaning-making in learning and teaching contexts. The prior studies in multimodal learning analytics (MMLA) suggest that certain forms of body movements and postures can be differentiated based on the automatic detection of upper body joint locations. Empirical observations indicate that co-thought gestures typically involve smaller hand or arms movement that are closer to the gesturer's body than co-speech gestures used in interpersonal communication. What this paper adds This paper fills the research gap by examining the use of gestures in collaborative learning, offering insights into how individuals contribute verbally and nonverbally to collaborative knowledge construction. This paper introduces the concept of using machine-detected body movements as a viable proxy for inferring learners' engagement in collaborative knowledge-building activities. Leverages sensor technologies for automatic detection of body movements, the innovative approach in this work seeks to overcome the time-intensive and laborious process of manually coding

gestures. Implications for practice and/or policy By recognizing the potential significance of learners' body movements in indicating engagement levels with collaborative knowledge-building activities, instructors can set up computer-supported collaborative learning (CSCL) environments to enable capturing these movements. Given the crucial role of gestures in learning, teaching, and collaboration, educators can create more equitable formative assessment practices for linguistically diverse students by developing strategies that align with multimodal forms of knowledge expression. Research can expand beyond mathematics to explore the transferability of these findings to other subjects, helping educators create comprehensive pedagogical approaches that leverage multimodal interactions across disciplines.

Tai, J., Ajjawi, R., & Umarova, A. (2024). **How do students experience inclusive assessment? A critical review of contemporary literature**. *International Journal of Inclusive Education*, *28*(9), 1936-1953. https://doi.org/10.1080/13603116.2021.2011441
Assessment drives learning and determines success in higher education. In a robust and defensible system, assessment should not exclude based on extraneous student characteristics, particularly as the student body becomes more diverse. This research sought to examine classroom assessment designs that might make assessment inclusive. A critical literature review was conducted identifying 13 research papers where outcomes of inclusive assessment were reported. Included studies focussed on students with disabilities, international and linguistically diverse students. Only one study examined the effects of inclusive assessment design on student learning. Efforts to make assessment more inclusive were as follows: offering students choice, programmatic approaches to assessment and co-design of assessment and policies that promote inclusion. Universal design for assessment has not been widely implemented within the sector. This is likely due to limited theorisation and operationalisation of inclusive assessment and assessment design processes that favour tradition and taken-for-granted assumptions about how assessment should be. Assessment designers should consider the ways in which assessment might exclude and to foster wider scholarship towards assessment for inclusion.

Tawodzera, M. C., & Themane, M. (2024). **Experiences of teachers and learners who are left-behind in Zimbabwe by emigrating parents: an inclusive education perspective**. *International Journal of Inclusive Education*, *28*(7), 1258-1274. https://doi.org/10.1080/13603116.2021.1991486
Since the year 2000, most parents have emigrated en masse due to a deepening socio-political and economic crisis in Zimbabwe, leaving their school-going children in the country. This paper assesses the experiences and challenges faced by these Left-Behind Learners (LBL), and ascertain the challenges faced by teachers in meeting the needs of these learners through inclusive education. The study followed a qualitative research approach with data collected at two high schools in Harare using in-depth interviews and focus group discussions. The results of the study indicate that LBL faced numerous challenges: excessive household chores, lack of help from guardians, inadequate representation at school meetings, and non-payment of school expenses. Teachers in the sample were not aware of the vulnerability of LBL, and were inadequately equipped to deal with this 'new' vulnerability. The study recommends the crafting of an inclusive education policy for the country so that new vulnerabilities are holistically dealt with, and that teachers be trained in inclusive education methodologies.

Tienin, R. B. (2024). ***Note sur les mécanismes de support aux enseignants burkinabè dans leurs pratiques pédagogiques liées à l'enseignement des compétences fondamentales***. Consulté à l'adresse UNESCO, GEM Report website: https://hal.science/hal-04674386
Une analyse des mécanismes de support aux enseignants burkinabè laisse apparaitre l'existence de plusieurs cadres de soutien aussi bien présentiels que virtuels dont le fonctionnement plus ou moins mitigé est influencé par certains facteurs. Ces cadres portent sur toutes les disciplines, mais notre travail se préoccupe particulièrement des mathématiques et de la lecture. Cette note traite essentiellement de la mise en évidence de ces mécanismes et de leurs apports à l'amélioration des compétences des enseignants en enseignement de la lecture et des mathématiques.

Vanderpuye, I., Nyame, I., & Okai, M.-P. (2024). **Challenges inherent in the academic endeavours of students with visual impairment**. *International Journal of Inclusive Education*, *28*(9), 1954-1967. https://doi.org/10.1080/13603116.2022.2036830
This article investigates the challenges confronted by students with visual impairment at the University of Cape Coast. The researchers adopted the phenomenological design and utilised semi-structured interview guide and observation guide for the data collection. Through the purposive sampling technique, the views of students with visual impairment were elicited. The findings reflect the challenges that students with visual impairment encounter while succumbing to the demands of academic endeavours at the University. These challenges are based on the inauspicious physical environment, inordinate attitude of some members of the University community and unsupportive academic arrangements at the University. The study discusses the need for public education on students with special education needs and disabilities (SEND) and the need for lecturers to reconsider their pedagogic procedures to suit all students especially students with SEND. There is also a call for the modernisation of the physical environment and academic assistive devices by the management of the University with the co-operation of the government of Ghana and some NGOs.

van Doodewaard, C., & Knoppers, A. (2024). **Shaping students for inclusion: a gift and a project. Dutch preservice teachers and the complexity of inclusive teaching practices in physical education**. *International Journal of Inclusive Education*, *28*(8), 1339-1354. https://doi.org/10.1080/13603116.2021.1991493
This paper aims to uncover assumptions about inclusion held by preservice teachers in physical education. The focus is on how they construct ideas about inclusion and how these constructions inform their attempts to reduce inequities and enhance inclusion in their teaching practices. A critical approach to the reflections of 41 Dutch preservice teachers, revealed how they struggled with inclusion and perceived it both as a gift and a project. Their positive affection for students whose bodies and attitudes resembled the ideal of the preservice teacher, opened the window for exclusionary practices in which all students became responsible for their own inclusion. The preservice teachers tended to apply discourses of transformation to those who underperformed or whose attitudes were perceived as inappropriate. The paper concludes with reflections on how teaching stances that are shaped by cruel optimism can inform inclusion and exclusion.

Verdon, R. (2024). **La mobilisation du langage à l'école : premiers résultats sur les pratiques d'enseignement en petite section de classe maternelle dans le cadre du panel 2021**. *Note d'Information*, (24.35), 1-4. https://doi.org/10.48464/ni-24-35

L'enquête nationale sur les pratiques d'enseignement en petite section de classe maternelle constitue l'un des trois volets du dispositif d'enquête associé au nouveau panel qu'a lancé la direction de l'évaluation, de la prospective et de la performance (DEPP) en 2021. Elle vise à documenter les différents types de pédagogie mis en œuvre à ce niveau d'enseignement notamment dans le domaine de la mobilisation du langage.

Villabona, F. M., Pasquini, R., & Strehmel, B. (2023). **Mettre en oeuvre des pratiques d'évaluation sommative notée au service des apprentissages de tous les élèves: Une étude de cas à l'école secondaire**. *e-JIREF*, *9*(2), 5-28. https://doi.org/10.48782/e-jiref-9-2-5

Les développements récents de l'Évaluation-soutien d'Apprentissage (E-sA – Allal & Laveault, 2009) proposent que toute démarche évaluative, y compris dans la certification, devrait être en mesure de fournir des éléments susceptibles de faire progresser les élèves. Les principes de l'E-sA suscitent toutefois nombre de questions chez les enseignants car ils ont régulièrement de la difficulté à les concrétiser dans leurs pratiques évaluatives. Ces constats se confirment davantage lorsque les démarches d'évaluation sommative s'inscrivent dans des classes hétérogènes, où les élèves sont, par exemple, regroupés en plusieurs niveaux. Nous présentons une étude de cas (Roy, 2009) à l'école secondaire, à propos d'une séquence sur la compréhension d'une oeuvre écrite en français, menée dans une classe de 10e année (13-14 ans) composée de dix-neuf élèves répartis en deux niveaux d'exigences certificatives distincts. Deux types de données ont été récoltés : des artefacts (Lock et al., 2021) produits par l'enseignant (planification de la séquence, outils d'évaluation formative et sommative) et des productions d'élèves. Nous interprétons ces données suivant une méthode d'analyse en mode écriture (Paillé & Muchielli, 2013). Nos résultats soulignent la complexité des pratiques d'évaluation sommative notée lorsqu'elles visent à soutenir les apprentissages de tous les élèves. Tout en soulevant quelques tensions, nous observons qu'une réflexion sur les apprentissages poursuivis et les attentes pressenties, concrétisées dans des critères d'évaluation, est fondamentale : ce sont les critères qui permettent à l'enseignant de travailler les mêmes contenus avec

Vivegnis, I., & Provencher, C. (2024). **Accompagner des stagiaires : quand les deux parties en tirent parti**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 38-42. https://doi.org/10.7202/1111361ar

La formation des futurs enseignants en milieu scolaire est assurée en grande partie par les enseignants associés qui reçoivent des stagiaires dans leur classe. Ces formateurs de terrain voient plusieurs bénéfices à accompagner un stagiaire, tant pour l'étudiant que pour eux-mêmes. Ce texte fait état d'une recherche financée par le Fonds de recherche du Québec (FRQSC, Vivegnis, 2020-2023) menée auprès de six enseignants associés selon une approche qualitative/interprétative. Ils ont été interrogés par l'entremise d'entretiens semi-dirigés, ce qui a permis d'accéder à leurs conceptions relatives à l'accompagnement d'un stagiaire. Les résultats mettent ainsi en évidence les apports intergénérationnels de pratiques d'accompagnement en formation pratique. On relève notamment l'intérêt des enseignants associés pour l'intégration des technologies, alors que ces derniers disent pouvoir particulièrement pister les futurs enseignants sur des stratégies d'enseignement ou d'organisation de la classe.

Vohl, P., & Loye, N. (2023). **Étude visant à identifier des facteurs ayant le potentiel de réduire les écarts d'anxiété mathématique observés entre les garçons et les filles francophones de 15 ans du Québec, à partir d'une analyse des données du PISA de 2003 et 2012**. *Mesure et évaluation en éducation*, *46*(3), 123-180. https://doi.org/10.7202/1113335ar
Dans une étude antérieure (Vohl & Loye, 2024), nous avons montré qu'en moyenne, les filles québécoises francophones de 15 ans se disent davantage anxieuses à l'égard des mathématiques que les garçons et ce, sur l'ensemble du continuum des performances. Nous avons également montré que performances en mathématique et anxiété mathématique sont deux phénomènes négativement corrélés. Dans le présent article, nous souhaitons identifier des facteurs qui pourraient permettre d'expliquer les écarts d'anxiété mathématique observés entre les filles et les garçons. En prenant appui sur le modèle du contrôle et de la valeur de Pekrun (2006), nous vérifions si les écarts de concept de soi, de valeur intrinsèque et de valeur utilitaire observés entre les filles et les garçons expliquent complètement les écarts d'anxiété mathématique. Nos résultats révèlent que les écarts de concept de soi expliquent près de 70 % des écarts d'anxiété mathématique relevés chez les élèves francophones du Québec.

von Gillern, S., Rose, C., & Hutchison, A. (2024). **How students can be effective citizens in the digital age: Establishing the Teachers' Perceptions on Digital Citizenship Scale**. *British Journal of Educational Technology*, *55*(5), 2093-2109. https://doi.org/10.1111/bjet.13434
As teachers are purveyors of digital citizenship and their perspectives influence classroom practice, it is important to understand teachers' views on digital citizenship. This study establishes the Teachers' Perceptions of Digital Citizenship Scale (T-PODS) as a survey instrument for scholars to investigate educators' views on digital citizenship for their students. Drawing upon existing research, a theorized model of digital citizenship was developed and validated via a confirmatory factor analysis (CFA), resulting in a 14-item four-factor model. Factor constructs include digital ethics, participation and engagement, informed citizens and civic know-how. As teachers' views can shift over time, particularly with the emergence of new technologies, scholars can utilize T-PODS as they investigate educators' perceptions of digital citizenship across time and context.Practitioner notesWhat is already known about this topic Digital citizenship is crucial for modern society and involves becoming a well-informed and responsible participant in digital spaces. A few instruments exist for measuring digital citizenship, which have focused on the behaviours and perceptions of young people, including children and university students. Teachers play an important role in helping children develop their digital citizenship skills. What this paper adds This study presents a new validated model that conceptualizes four key constructs of digital citizenship: digital ethics, participation and engagement, informed citizen and civic know-how. It also demonstrates the relationship between these constructs and their connections to the literature. This article also establishes the Teachers' Perceptions of Digital Citizenship Scale (T-PODS), a 14-item survey instrument that measures teachers' perceptions of these four constructs. Implications for practice and/or policy Researchers and educators can use T-PODS to understand teachers' perceptions of digital citizenship across time, locations and contexts. Drawing upon the four key constructs, teachers can identify and address constructs, skills and processes that are most applicable to their students and educational goals. Policymakers and curriculum developers can utilize these four constructs to develop both targeted and well-rounded digital citizenship educational experiences.

Watermeyer, B., McKenzie, J., & Kelly, J. (2024). **Dealing with disability as 'matter out of place': emotional issues in the education of learners with visual impairment**. *International Journal of Inclusive Education*, *28*(10), 2265-2280. https://doi.org/10.1080/13603116.2022.2092780
Globally, education of children with disabilities increasingly occurs in inclusive school settings, requiring specialised teacher education. Scholars emphasise relational and instrumental skills, to overcome prejudice and exclusion. Visual impairment (VI) is emotionally evocative, presenting particular challenges to inclusion. Using data from in-service teacher education for VI inclusion in South Africa, this theoretical paper explores the personal and emotional barriers which teachers must negotiate surrounding the 'new reality' of VI in their classrooms if successful inclusion is to be achieved, and how teacher education may support this. We set qualitative data from an in-service short course for teachers of VI learners against ideas from disability studies, critical psychoanalysis and anthropology, conceptualising relational issues arising from VI in the classroom. Due to VI's evocation of unconscious anxieties in the observer, we argue that the experiences and needs of children with VI may be felt as 'matter out of place' in the classroom, confounding inclusion. Teacher anxiety threatens the capacity for containment and creativity, undermining the secure relationship which is elemental to successful learning. To manage the experiences, feelings and needs of VI learners, teachers require education which facilitates processing of their own emotions surrounding this evocative form of disability.

Welsh, R. O. (2024). **Administering Discipline: An Examination of the Factors Shaping School Discipline Practices**. *Education and Urban Society*, *56*(7), 847-880. https://doi.org/10.1177/00131245231208170
School discipline is a significant educational policy and equity issue in K-12 education due to well-documented racial inequality in exclusionary discipline and the deleterious effects of exclusionary discipline on academic and adult outcomes. Drawing on interviews with district and school administrators and teachers in an "urban-emergent" district, this exploratory qualitative case study identifies and explicates the key factors that shape disciplinary practices within schools. Two major factors emerge as critical to school discipline practices in K-12 schools: (a) teacher preparation and (b) modeling of effective school discipline practices (how school leaders support teachers and how mentors support school leaders in the disciplinary process). Four key themes regarding teacher preparation emerge (a) relationship building, (b) classroom management, (c) cultural responsiveness and proficiency, and (d) experiential learning. The race and gender of educators permeate these factors. Implications for education policy and practice are discussed.

Wong, C.-Y. (Cathy), & Fitzgerald, J. C. (2024). **Lessons learned from educators of English as a second language in the U.S. during covid-19: providing inclusive space for all educators**. *International Journal of Inclusive Education*, *28*(10), 2157-2171. https://doi.org/10.1080/13603116.2022.2077462
Providing equitable education for emergent bilinguals (EBs) is an educational goal in the U.S. However, literature has reported that English as a Second Language (ESL) teachers feel marginalized, a reflection of the marginalized status of EBs in the K-12 public school settings. Using a multi-method approach, this case study explored to what extent ESL teachers' marginalization challenges were exacerbated during COVID-19. We surveyed

37 primary school ESL teachers from diverse districts in central New Jersey and conducted two in-depth one-on-one interviews with four participants. Our data revealed that pre-existing challenges (e.g. isolation) worsened during the pandemic mainly due to unsupportive school leadership phenomena and the leaders' ignorance of ESL instruction. Social and emotional support is what the participants yearned for from the school leaders. To create an inclusive school environment for EBs and ESL teachers, we urge school leaders to put ESL teachers' instructional needs and well-being at the top of administrative agendas and make meaningful connections with these teachers. We also recommend school leaders to cultivate a distributed leadership culture in which ESL teachers' expertise is valued in providing equitable education for EBs.

Wood, P. (2024). **The interpretation and use of social and emotional learning in British primary schools**. *International Journal of Inclusive Education*, *28*(10), 2201-2217. https://doi.org/10.1080/13603116.2022.2088870
The promotion of social and emotional well-being and positive mental-health has become a key focus for governments across the world, with schools seen as prime locations to facilitate improvements in these areas for children. In response, schools have implemented a wide-ranging package of support designed to target well-being and mental health, including 'Social and Emotional Learning' (SEL). Although research points to complexities with the implementation of SEL, little is known about the influences behind how it is interpreted by schools and their staff. This paper, drawing on data from 24 individual interviews and ten focus groups with staff members working across primary schools located in North West England, offers insights into this research gap. The main finding of the study is that individual staff members framed, enacted and valued social, emotional and behavioural work in response to their own roles and working environment, and that schools utilised SEL in light of their own specific needs and priorities. Main conclusions for policy and practice are that 'emotions' should be prioritised as the basis of schooling to establish and maintain an ethos where SEL is valued and utilised effectively.

Xin, W., Liu, C., Ruppar, A. L., Yao, X., & He, C. (2024). **'Does the loss outweigh the gain?': inclusive teachers' belief systems about teaching students with intellectual disabilities in Chinese elementary classrooms**. *International Journal of Inclusive Education*, *28*(8), 1569-1590. https://doi.org/10.1080/13603116.2021.2008533
Little is known about inclusive teachers' belief systems about teaching students with mild, moderate, or severe intellectual disabilities across different subjects (e.g. language arts, math, science, PE, art, and music) in less developed countries. To address this gap, this study aims to understand inclusive teachers' belief systems about teaching students with intellectual disabilities in China. Semi-structured interviews were conducted with 32 elementary teachers who taught students with intellectual disabilities. The analysis yielded three categories of Chinese inclusive teachers' beliefs, including beliefs about students with intellectual disabilities, beliefs about themselves, and beliefs about teaching practice, which varied from limiting orientation, representing the medical model, to constructive orientation, representing the social model. Furthermore, these beliefs interacted with each other and formed either nested belief systems, with three beliefs closely connected and coherent in orientation, or divergent belief systems, with three beliefs partially unconnected and conflicting in orientation. Findings highlight the need to move beyond focusing on a particular belief and pay attention to the structural features and orientation coherence within inclusive teachers' belief systems.

Xu, L., Tani, M., & Zhu, Y. (2024). ***Can the Teaching Style Reduce Inequality in the Classroom? Evidence from a Quasi-Experiment*** (IZA Discussion Paper N° 17135). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17135.htm
We investigate the effects of « lecture-based » (LBT) – i.e. individual work and rote learning - versus « discussion-based » (DBT) – i.e. participative and focused on student-centred learning - teaching styles on the test scores and socio-economic inequality of middle-school students randomly assigned to classes using data from the China Education Panel Survey (CEPS) - a large-scale nationally representative survey. Estimates from Unconditional Quantile Regressions and decompositions based on the Recentered Influence Function suggest that LBT raises scores in mathematics, but the effect is non-linear, as students in the bottom and top quintiles are more likely to benefit from it. In contrast, LBT lowers scores in Chinese and English. LBT also has greater influence on socio-economically advantaged students, resulting in larger inequality within classrooms, especially between top and median students. These effects arise under various robustness checks, implying that: (i) teaching styles affect scores and classroom inequality, and (ii) they appear to be subject-specific. These results suggest that teaching styles can be used as a tool to influence students' academic performance as well as the socio-economic heterogeneity that they bring to their classrooms.

Xu, Y., & Kuti, L. (2024). **Accommodating students with exceptional needs by aligning classroom assessment with IEP goals**. *International Journal of Inclusive Education*, *28*(8), 1474-1487. https://doi.org/10.1080/13603116.2021.1994662
The majority of students with exceptional needs receive most of their formal education in general education or inclusive classrooms. These students often need a variety of accommodations to ensure their success with the general education curriculum. The purpose of this article is to explore accommodation approaches and strategies for teaching students with exceptional needs in inclusive classrooms. We first discuss the relationship of classroom assessment and IEP goal development, followed by a discussion on how to accommodate learning objectives for classroom assessment. We further discuss how to use classroom assessment to document IEP progress. Finally, we present assessment accommodation categories by providing vignettes of students with exceptional needs who receive appropriate and adequate accommodations in inclusive classrooms. We conclude with a brief discussion on practice, policy, and research implications of accommodations for inclusive practices.

Yan, L., Echeverria, V., Jin, Y., Fernandez-Nieto, G., Zhao, L., Li, X., … Martinez-Maldonado, R. (2024). **Evidence-based multimodal learning analytics for feedback and reflection in collaborative learning**. *British Journal of Educational Technology*, *55*(5), 1900-1925. https://doi.org/10.1111/bjet.13498
Multimodal learning analytics (MMLA) offers the potential to provide evidence-based insights into complex learning phenomena such as collaborative learning. Yet, few MMLA applications have closed the learning analytics loop by being evaluated in real-world educational settings. This study evaluates the effectiveness of an MMLA solution in enhancing feedback and reflection within a complex and highly dynamic collaborative learning environment. A two-year longitudinal study was conducted with 399 students and 17 teachers, utilising an MMLA system in reflective debriefings in the context of healthcare education. We analysed the survey data of 74 students and 11 teachers

regarding their perceptions of the MMLA system. We applied the Evaluation Framework for Learning Analytics, augmented by complexity, accuracy and trust measures, to assess both teachers' and students' perspectives. The findings illustrated that teachers and students both had generally positive perceptions of the MMLA solution. Teachers found the MMLA solution helpful in facilitating feedback provision and reflection during debriefing sessions. Similarly, students found the MMLA solution effective in providing clarity on the data collected, stimulating reflection on their learning behaviours, and prompting considerations for adaptation in their learning behaviours. However, the complexity of the MMLA solution and the need for qualitative measures of communication emerged as areas for improvement. Additionally, the study highlighted the importance of data accuracy, transparency, and privacy protection to maintain user trust. The findings provide valuable contributions to advancing our understanding of the use of MMLA in supporting feedback and reflection practices in intricate collaborative learning while identifying avenues for further research and improvement. We also provided several insights and practical recommendations for successful MMLA implementation in authentic learning contexts. Practitioner notes What is currently known about this topic Multimodal learning analytics (MMLA) seeks to generate data-informed insights about learners' metacognitive and emotional states as well as their learning behaviours, by utilising intricate physical and physiological signals. MMLA has not only pioneered novel data analytic methods but also aspired to complete the learning analytics loop by crafting innovative, tangible solutions that relay these insights to the concerned stakeholders. A prominent direction within MMLA research has been the formulation of tools to support feedback and reflection in collaborative learning scenarios, given MMLA's capacity to discern intricate and dynamic learning behaviours. What this paper adds Teachers' and students' positive perceptions of an MMLA implementation in stimulating considerations of adaptations in their pedagogical practices and learning behaviours, respectively. Empirical evidence supporting the potential of MMLA in assisting teachers to facilitate students' reflective practices during intricate collaborative learning scenarios. The importance of addressing issues related to design complexity, interpretability for users with disabilities, aggregated data representation, and concerns related to trust for building a practical MMLA solution in real learning settings. Implications for practice and/or policy The MMLA solution can provide teachers with a comprehensive view of student performance, illuminate areas for improvement, and confirm learning scenario outcomes. The MMLA solution can stimulate students' reflections on their learning behaviours and promote considerations of adaptation in their learning behaviours. Providing clear explanations and guidance on how to interpret analytics, as well as addressing concerns related to data completeness and representation, are essential to maximising utility.

Yi, V., & Mackey, J. Z. (2024). **Poetic transcription and its possibilities for (re)presentation**. *International Journal of Qualitative Studies in Education*, *37*(7), 1853-1867. https://doi.org/10.1080/09518398.2023.2233935

Two women scholars (Khmer and Black) explore how our subjectivities as researchers influence how we understand, give honor to, and (re)present our participants' experiences in ways that value their humanity. Through phenomenological methods and poetic transcription, we seek more nuanced, creative, and powerful ways of positioning participants' critical agency and highlighting the essence of their racialized experiences. In conceptualizing how qualitative researchers can integrate their positions and subjectivities into the research process as an asset, we identify the significant

contributions our perspectives make when more thoughtfully incorporated with the lives and stories of our participants.

Zeedyk, S. M., Cohen, S. R., Blacher, J., & Eisenhower, A. (2024). **Building classroom communities for children with autism spectrum disorder**. *International Journal of Inclusive Education*, *28*(7), 1093-1107. https://doi.org/10.1080/13603116.2021.1978002
Limited research has explored mothers' perceptions of teachers' pedagogical practices that may or may not support the learning and development of their child with autism spectrum disorder (ASD). Mothers of children with ASD were asked to describe their perspective regarding three questions: (1) How do teachers structure the classroom environment to accommodate their students with ASD? (2) How do teachers engage and interact with the child in the classroom? (3) How do teachers facilitate classroom peer interactions? Twenty-nine primary parents (97% mothers) of children with ASD, ages 4–7, were interviewed. Findings revealed structural differences in the students' classroom environments. Some classrooms were described as chaotic and unsafe while others were described as welcoming and accommodating for the child. Teacher interactions with the target child were frequently characterised as competent and encouraging, marked by clear discipline practices and expectations. Peer interactions with the target child were varied, with some mothers reporting that the teacher isolated the child from peers and others reporting that the teacher encouraged explicit peer interaction. Study findings have implications for strengthening the home-school connection, including identifying pedagogical practices for building inclusive classroom communities for young children with ASD and how mothers might utilise similar practices at home.

Zekhnini, C., & Carmouze, L. (2024). **L'évaluation adaptative : facteur clé de succès de la diversité des réussites étudiantes**. *Diversité et réussite(s) dans l'enseignement supérieur*. Présenté à Nantes (France), France. Consulté à l'adresse https://hal.science/hal-04670124
De plus en plus d'étudiants rencontrent des difficultés dans la maîtrise du français écrit à l'université ; et la diversification des étudiants, dans un contexte de démocratisation de l'enseignement supérieur, induit une hétérogénéité de niveaux. Alors que le ministre de l'Éducation nationale, Gabriel Attal, a avancé la possibilité de réunir les élèves par groupes selon leur niveau en mathématiques et en français au collège ; le rôle de la diversité dans la réussite est plus que jamais d'actualité ! Afin d'appréhender cette diversité de profils étudiants et donc cette hétérogénéité de niveaux dans la maîtrise du français écrit, l'Institut de Management Public et Gouvernance Territoriale d'Aix-Marseille Université propose aux étudiants de première et deuxième année de Licence d'administration publique parcours management public, une ingénierie pédagogique et d'évaluation pensée à partir du dispositif écri+ et ses quiz d'auto-formation. Cette ingénierie étant axée sur les besoins et attentes de chaque étudiant, deux questions émergent. Comment encourager l'étudiant à poursuivre ses efforts dans ses apprentissages si l'objectif à atteindre est décorrélé de son niveau ? Comment identifier un niveau de compétence qui soit raisonnablement atteignable pour certains étudiants en difficultés, tout en permettant une réelle progression pour les autres ? Le retour d'expérience met d'une part en perspective l'ingénierie d'évaluation adaptative retenue, centrée sur les attentes de chaque étudiant et permet d'autre part de montrer, grâce aux résultats positifs obtenus, que cette évaluation adaptative facilite la mesure non pas d'une réussite, mais d'une diversité de réussites.

Zembylas, M., Aristidou, X., & Charalambous, C. (2024). **Teachers' understandings of indoctrination as 'affective': empirical evidence from conflict-affected Cyprus**. *International Journal of Qualitative Studies in Education*, *37*(7), 2088-2109. https://doi.org/10.1080/09518398.2023.2264242
This paper examines teachers' understandings of affective indoctrination in a conflict-affected society, focusing on how teachers' political orientations are entangled with these understandings. The exploration is conducted through a qualitative study of Greek-Cypriot primary and secondary school teachers who are identified as either conservative or progressive. The findings highlight that regardless of political orientation, teachers interpret the term indoctrination through a negative lens. However, teachers of progressive orientation view affective indoctrination as a part of everyday educational practices, whereas teachers of conservative orientation understand affective indoctrination as an exceptional case. The paper discusses the implications for teaching and teacher education. The relevance of teachers' political orientation makes it all the more necessary that teachers and teacher educators delve deeper into the political and pedagogical implications of the entanglement between political orientations and understandings of affective indoctrination in schools.

Zhang, S., Long, R., & Bowers, A. J. (2024). **Supporting teacher knowledge sharing in China: The effect of principal authentic leadership, teacher psychological empowerment and interactional justice**. *Educational Management Administration & Leadership*, *52*(5), 1252-1270. https://doi.org/10.1177/17411432221120330
Teacher knowledge sharing plays a critical role in teacher professional development and education reforms, and principal leadership acts as a facilitator in this process. The current study investigates how and under what conditions principal authentic leadership contributes to teacher knowledge sharing. Data collected from 890 teachers in 29 primary schools in mainland China were analysed using regression analysis and bootstrapping tests. This research tested a moderated mediation model of principal authentic leadership effects on teacher knowledge sharing in which teacher psychological empowerment was included as the mediator and interactional justice as the moderator. The results affirmed the partial mediation model and found significant direct and indirect effects of principal authentic leadership on teacher knowledge sharing. Moreover, interactional justice positively moderated the relationship between authentic leadership and psychological empowerment and further strengthened the whole mediating mechanism. When teachers perceived higher interactional justice, the effects of principal authentic leadership on teacher knowledge sharing were stronger than on counterparts who perceived low interactional justice. Our discussion highlights the benefits of understanding the roles of psychological empowerment and interactional justice involved in the effectiveness of authentic leadership on teacher knowledge sharing and offers recommendations for school leadership practices.

Zhang, Y. (2024). **The Mediation Role of Teacher Recognition Between Transformational Leadership and Teacher Professionalism: A Multilevel Mediation Analysis**. *Educational Administration Quarterly*, *60*(4), 383-417. https://doi.org/10.1177/0013161X241263845
Given the significant influence of managerial reforms in education fields, how to promote teacher professionalism appears to be a priority task for school leaders. This study examined the mediation role of teacher recognition on the association between transformative leadership and teacher professionalism. From a sample of 1196 primary and secondary school teachers nested in 98 schools from mainland China, this study used

the multilevel structuration equation model to explore the associations among the study variables on both the teacher level and school level simultaneously. On the teacher level, the results showed that transformative leadership was positively related to teacher professionalism and verified the mediation role of teacher recognition for social esteem. On the school level, transformative leadership was associated with teacher professionalism through the mediation role of recognition for care. This study suggests that transformative leadership may influence teacher professionalism via teacher recognition on both individual and school levels, while the influence mechanism could be different.

Zimmermann, C. R. (2024). **Looking for Trouble: How Teachers' Racialized Practices Perpetuate Discipline Inequities in Early Childhood**. *Sociology of Education*, *97*(3), 219-232. https://doi.org/10.1177/00380407241228581
Racial disproportionality in school discipline is a major U.S. educational problem. Official data show that Black boys are disciplined at the highest rates of any racial and gender subgroup. Scholars suggest the "criminal" Black male image shapes teachers' views and treatment of their Black male students. Yet few studies examine the everyday mechanisms of racial discipline disparities, particularly in early childhood. This study uses ethnography to understand first-grade teachers' disciplinary interactions with Black and White boys. The findings uncover teachers' racialized disciplinary practices via differential surveillance of, differential engagement with, and differential responses to noncompliance from Black and White boys as key mechanisms that reproduce unequal disciplinary experiences in early childhood education.

Relation formation-emploi

Antonowicz, D., & Domalewski, J. (2024). **The economic situation of higher education graduates in the labour market in Poland**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 102-124). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-14.xml
For a long time, the expansion of higher education (HE) was accompanied by moderate enthusiasm, which eventually was transformed into disappointment due to the questionable quality of education and limited access of graduates to high positions in the labour market. Despite the prosperity and dynamic economic development, the public discourse increasingly emphasizes arguments questioning the social and economic contribution of HE expansion. This chapter aims to examine the situation of graduates in the labour market, taking into account type of higher education institutions, the mode of study (bachelor, master and united master) and also the field of study. It presents major dimensions and the scale of the diversity in the labour market situation of graduates based on data on earnings, employment conditions and the form of unemployment. In order to do so, it uses data obtained by the Polish Graduate Tracking System, which is a public tool unique to Europe for monitoring the situation of HE graduates in the labour market.

Aubry, A., Bah, S., & Herzberg, K. (2024a). **Le taux d'emploi salarié en France des diplômés en 2022 de licence générale à 6, 12 et 18 mois**. *Note Flash du SIES*, (21), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/le-taux-d-emploi-salarie-en-france-des-diplomes-en-2022-de-licence-generale-6-12-et-18-mois-96958

18 mois après une licence générale, 17,7 % des diplômés 2022 ne poursuivent pas d'études, et 55,3 % de ces sortants occupent un emploi salarié en France.

Aubry, A., Bah, S., & Herzberg, K. (2024b). **Le taux d'emploi salarié en France des diplômés en 2022 de licence professionnelle et master à 6, 12 et 18 mois**. *Note flash du SIES*, (20), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/le-taux-d-emploi-salarie-en-france-des-diplomes-en-2022-de-licence-professionnelle-et-master-6-12-et-96956
Le taux d'emploi salarié en France des diplômés 2022 de Licence professionnelle et de Master sortants de l'enseignement supérieur s'établit respectivement à 81,3 % et 77,1 %.

Espinoza, O., & McGinn, N. (2024). **From employability to employment: university education and employers' requirements in Chile**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 157-181). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-16.xml
Employability and competencies are familiar concepts in Chilean higher education but have not yet been fully assimilated. This chapter describes three studies that illustrate this phenomenon. One details an effort to implement employability and competency curriculum at the institutional levels. The second describes the planning and experiences of programme directors, students and employers of graduates of two professional-level programmes, Teacher Training and Psychology. A third assesses how graduates with employability skills have been received by a dynamic labour market. The conclusion drawn is that returns to efforts to date have failed to meet expectations. It proved difficult to match the range of interests and competencies of university graduates with the complexity of requirements of a changing labour market and at the same time increase economic benefits to both graduates and employers. The chapter concludes with a description of research required to understand and respond to these challenges.

Ganning, J. (2024). **Doctoral Education and the Academic Job Market in Planning**. *Journal of Planning Education and Research*, *44*(3), 1063-1077. https://doi.org/10.1177/0739456X211067271
This project uses three years (2017–2020) of survey data and job announcements to analyze the alignment between doctoral education and the academic job market in Planning. Graduates are competitive, having teaching experience and published or publishable research. The primary job market (i.e., the Association of Collegiate Schools of Planning [ACSP] Career Center) likely accommodates 50 to 60 percent of graduates finding academic employment (or about 25% of graduating cohorts), with a large share navigating the secondary job market. Survey data from program directors suggest approximately one-third of graduates do not aspire to academic careers. This paper illustrates realities of academic employment for recent graduates and includes recommendations for programs.

García-Aracil, A., & Isusi-Fagoaga, R. (2024). **The Spanish higher education system and the employability of its graduates**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 57-78). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-11.xml

While the Spanish higher education system has experienced a period of profound change affecting its socio-economic system, high unemployment rates among the youth, females and university graduates remain a critical challenge. Despite this challenge, structural political reforms on the issue to assist the affected groups to enhance their employability remain scarce. This chapter employs an exploratory and descriptive approach to analyse Spanish university graduates' employability. As a whole, the data indicate that two of the most outstanding changes in recent decades have been educational growth and the improvement of the occupational structure. Nevertheless, this improvement has not been able to absorb the growth in higher education. This means that many Spanish university graduates are heading for unemployment and are in jobs that do not require a university degree. In this context, public policies should take into consideration structural issues that affect the labour market and the management of curricula.

Giret, J.-F., & Jongbloed, J. (2024). **The consequences of the dualization of the French higher education system for graduates' vertical mismatch in the labour market**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 12-34). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-9.xml
This chapter examines higher education graduates' vertical educational mismatch five years after labour market entry in the context of the dualization of French higher education between the grandes écoles and universities. Comparing both 'normative' and 'subjective' measures of overeducation, we examine rates in France across the two-tiered structure of the higher education system. The authors analyse data from four surveys following successive representative cohorts of young people and examine how probabilities of reporting being overeducated changed from the early 1990s to 2015. The results suggest that while graduates of the grandes écoles are less likely to report being overeducated than other graduates as defined by a normative measure, this is not the case when a subjective measure is used. This leads the authors to be cautious about the consequences of the rise in the level of university degrees and to argue that it cannot be considered as degree inflation stricto sensu.

Jepsen, C., Mueser, P., Troske, K., & Jeon, K.-S. (2024). ***The Benefits of Alternatives to Conventional College: Comparing the Labor-Market Returns to For-Profit Schools and Community Colleges*** (Working Paper N° 2407). Consulté à l'adresse Department of Economics, University of Missouri website: https://econpapers.repec.org/paper/umcwpaper/2407.htm
This paper provides novel evidence on the labor-market returns to for-profit postsecondary school and community college attendance. We link administrative records on college attendance with quarterly earnings data for nearly 400,000 students in one state. Five years after enrollment, quarterly earnings conditional on employment exceed earnings in the absence of schooling by 20-29 percent for students attending for-profit schools and 16-27 percent for students attending community colleges. In aggregate, the benefits of attendance generally exceed the costs in both for-profit schools and community colleges. Our analyses suggest the two types of schools serve very different markets, both in terms of the characteristics of students and the fields they study. When we perform matching analyses with comparable students in comparable fields, we do not find that returns are consistently higher in for-profit schools or community colleges.

Jung, J., & Lee, S. J. (2024). **The school-to-work transition among college graduates in South Korea**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 35-56). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-10.xml
This chapter examines how the employment conditions for college graduates in South Korea have changed over the last two decades and the significant challenges they face today. It also describes how governmental and institutional policies have been developed to enhance graduates' employment prospects. The chapter analyses employment statistics and policy documents published by public agencies in Korea to show the current employment status of graduates. The findings show that employment prospects for college graduates in Korea have declined, with prolonged job searches and poorer working conditions. In addition, there are significant discrepancies in employment outcomes between disciplines and types of institutions. Although multiple governmental policies and institutional strategies have been implemented to support graduates' employment, their effectiveness and efficiency are not what they could be. The chapter also suggests that we must consider long-term social and economic agendas in the future labour market to design and implement employment-related policies.

Khare, M., & Arora, S. (2024). **Growth, employment, and employability in India: a gendered outlook**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 231-249). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-20.xml
Education becomes an important instrument of growth in both the chains - from economic growth to human development and vice versa. Despite impressive economic growth, the situation of graduate unemployment, jobless growth, and regional disparities in India has worsened since 2011-12. Economic growth is dependent on productivity (employment) and productivity is affected by education and skills. Women's employment and access to high-quality work are important elements of inclusive and sustainable economic growth. India has recorded an increase in formal employment of women higher education graduates and better employability skills but gender segregations in access to economic opportunities reinforce overall gender differences. This chapter examines the relationship between economic growth, employment, and employability indicators from a gender perspective and segregates the major Indian states based on their performance during 2004-05 to 2017-18. The gender gaps in employment show that fostering economic growth is a necessary but not sufficient condition to attain gender equality in the Indian labour market.

Manuel, N. (2024). **Does the labour market value field of study specific knowledge? An alignment score based approach**. *Economics of Education Review*, *101*, 102561. https://doi.org/10.1016/j.econedurev.2024.102561
Using a sample of bachelor degree holders from the Canadian Census, this paper estimates the earnings premium that a university graduate receives from working in an occupation that requires knowledge that is related to their field of study. This is accomplished by developing an alignment score which measures the similarity between the knowledge requirements of an individual's actual occupation, and the knowledge

requirements of the occupations that their field of study trains individuals for. While controlling for field of study and occupation fixed effects, the results indicate that a one standard deviation improvement in the knowledge-alignment between one's occupation and field of study produces an earnings premium of approximately 4.3%. This indicates that well-aligned graduates earn more than graduates from the same field of study who work in otherwise similar paying occupations that are less closely aligned with the field of study.

Merlo, C., Millet, A., Hernando-Gil, I., & Fischer, X. (2023). **French dual and practical training approaches**. *Gradus*, *10*(2). https://doi.org/10.47833/2023.2.ART.006
French regulations for dual training represent a very structured and strong framework for high education institutions that implement dual programs. They define the roles of each stakeholder, High Education Institution (HEI), companies, learners, as well as the financial and educational rules that govern the construction, the implementation and the exploitation of a dual program. This paper describes main French regulations; how they have been managed by an engineering school to implement bachelor and master programs, and how dual partners are integrated into lectures and evaluation processes through some examples.

Minaya, V., Scott-Clayton, J., & Zhou, R. Y. (2024). **Heterogeneity in Labor Market Returns to Master's Degrees: Evidence from Ohio**. *Research in Higher Education*, *65*(5), 775-793. https://doi.org/10.1007/s11162-024-09777-8
Graduate education is among the fastest growing segments of the U.S. higher educational system. This paper estimates the returns to Master's degrees and examines heterogeneity in the returns by field area, student demographics and initial labor market conditions. We use rich administrative data from Ohio and an individual fixed effects model that compares students' earnings trajectories before and after earning a Master's degree. Findings show that obtaining a Master's degree increased quarterly earnings by about 14% on average, but the returns vary largely across graduate fields. We also find gender and racial disparities in the returns, with higher average returns for women than for men, and for White than for Black graduates. In addition, by comparing returns among students who graduated before and under the Great Recession, we show that economic downturns appear to reduce but not eliminate the positive returns to Master's degrees. There are important variations in the returns to Master's degrees during the recession across field area and race/ethnicity.

Ramazzotti, A. (2024). ***The Influence of Sectoral Minimum Wages on School Enrollment and Educational Choices: Evidence From Italy in the 1960s-1980s*** [CSEF Working Paper]. Consulté à l'adresse Centre for Studies in Economics and Finance (CSEF), University of Naples, Italy website: https://econpapers.repec.org/paper/sefcsefwp/717.htm
Do minimum wages influence post-compulsory school enrollment and educational choices? This paper studies the effect of sectorally-bargained minimum wages using a quasi-natural historical experiment from Italy around 1969, when labour unions obtained steep wage raises for manufacturing workers. Italy's weakly-selective educational system—whereby students choose specialist educational curricula at age fourteen—allows to separately identify the impact on enrollment from that on educational choices. Absent microdata for the period under study, I present original estimates of education and labour-market variables at the province level with annual frequency between 1962 and 1982. Exploiting exogenous spatial variation in the intensity of the minimum wage

hike between provinces with an instrumental variable approach and flexible Difference-in-Differences, I find a temporary increase in early school leaving and a permanent substitution away from vocational schools preparing for manufacturing jobs. The length of the adjustment might have caused a significant long-term loss for Italy's human capital stock.

Rudakov, V., Roshchin, S., Rozhkova, K., & Travkin, P. (2024). **The massification of higher education and labour market outcomes of university graduates in Russia**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 125-156). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-15.xml
This chapter explores the effect of the massification of higher education in Russia on the early-career labour market outcomes of recent university graduates. Using a unique administrative dataset, it estimates the return to fields of study and various signals of individual productivity, including university selectivity, academic performance and experience of combining study and work. Although obtaining higher education is still associated with significant labour market returns, the massification of higher education has led to dramatic educational inequality in Russia. Significant labour market disparities arise due to differences in the quality of higher education. All productivity signals imply high labour market returns, especially university selectivity and combining study and work. Academic performance is more relevant for those graduating from lower-quality programmes. Moreover, academic performance and university selectivity seem to be more valued among high earners. The chapter concludes with a discussion of possible policy measures in response to the current educational inequality.

Smith, E., & White, P. (2024). **Science for All? School Science Education Policy and STEM Skills Shortages**. *British Journal of Educational Studies*, *72*(4), 397-424. https://doi.org/10.1080/00071005.2024.2322964
Whether enough highly qualified STEM workers are being educated and trained in the UK is an important question. The answer has implications not only for educators, employers and policymakers but also for individuals who are currently engaged in, or are considering entering, education or training in this area. Set against a policy backdrop that prioritises students studying more science for longer, this paper considers long-term patterns of participation in STEM education – from school science through to graduate entry into the highly skilled STEM labour market. Using a unique dataset that extends across seven decades and comprises many hundreds of thousands of students, the paper finds that patterns of participation in most STEM subjects have varied little over the period considered; suggesting that efforts to increase the numbers of students studying science in school has had limited impact on the throughput of students who study STEM, including the pure sciences, at university level and, subsequently, on the number of graduates who would be available to undertake highly skilled work in areas for which degree-level skills are a pre-requisite.

Suleman, F., Videira, P., & Teixeira, P. N. (Éd.). (2024a). ***Mass Higher Education and the Changing Labour Market for Graduates: Between Employability and Employment***. https://doi.org/10.4337/9781035307159

Suleman, F., Videira, P., & Teixeira, P. N. (2024b). **The expansion of higher education and overeducation in Portugal: insights from the last two decades**. In *Mass Higher Education*

and the Changing Labour Market for Graduates (p. 80-101). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-13.xml
While the Spanish higher education system has experienced a period of profound change affecting its socioeconomic system, high unemployment rates among the youth, females and university graduates remain a critical challenge. Despite this challenge, structural political reforms on the issue to assist the affected groups to enhance their employability remain scarce. This chapter employs an exploratory and descriptive approach to analyse Spanish university graduates' employability. As a whole, the data indicates that two of the most outstanding changes in recent decades have been educational growth and the improvement of the occupational structure. Nevertheless, this improvement has not been able to absorb the growth in higher education. This means that many Spanish university graduates are heading for unemployment and are in jobs that do not require a university degree. In this context, public policies should take into consideration structural issues that affect the labour market and the management of curricula.

Veillard, L., Beaujean, B., Bisschop, H. de, Bonnard, C., David, M., David, P., … Vilches, O. (2024). ***Les situations intermédiaires dans les formations en alternance*** (p. 141) [Report]. Consulté à l'adresse France Compétences website: https://institut-agro-dijon.hal.science/hal-04676335
La présente recherche est le fruit d'un consortium composé de chercheurs issus de 4 unité de recherche en sciences de l'éducation et de la formation (FoAP ; IREDU ; LaRAC ; CREN). Elle vise à mieux comprendre en quoi et comment les différentes dispositifs de formation par alternance participe ou pas (i) à l'accompagnement des apprenants dans les transitions qu'ils sont amenés à vivre entre univers académique et professionnel, (ii) au développement de leurs compétences professionnelles.

Vieira, A., & Barbosa, M. L. de O. (2024). **Social origin, skills, and graduates' formal employability in Brazil: how does it vary across fields of study and institutions?** In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 206-230). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-19.xml
This chapter examines the impact of social background, general skills, and field-specific skills on tertiary graduates' formal employability. Based on existing literature on horizontal stratification in higher education and the school-to-work transition, the chapter examines how parental education and academic achievement affect graduates' chances of finding formal employment four years after graduation. In anticipation of social inequalities and skill variations manifesting differently in the initial stages of employment, the authors differentiate between graduates of various fields of study and higher education sectors. Based on data from a national survey of senior undergraduates (Enade, 2009-2011) and subsequent formal employment statuses (RAIS, 2013-2015), it is evident that graduates from lower social strata with high proficiency in general skills are most likely to transition into formal employment. Socially privileged graduates and those who excel in field-specific skills, on the other hand, are more likely to be able to access more advantageous occupations outside of formal employment.

Yang, P. (2024). **Growing pains: higher education expansion and graduate employment in China**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p.

183-205). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-18.xml
Higher education expansion has fundamentally changed the access to, quality and costs of tertiary education, yet its dynamic impacts on graduate employment and social mobility have received little scholarly attention. This chapter utilizes rich information from China's national surveys of higher education graduates from 2003 to 2019 to explore the changing effects of higher education credentials on job sorting. It illustrates how the expansion has led to labour market structural changes and weakened ties between higher education credentials and quality jobs. Regression results indicate that the tertiary expansion has contributed to cohort crowding and impaired the signalling role of higher education credentials over the past 20 years, as recent graduates are more likely to be sorted into positions in the informal and non-urban sector. The chapter argues for a more critical reflection on the merit of the accelerated massification of higher education in developing economies regarding its potential impacts on intergenerational inequality.

Youssef, L. (2024). **The Lebanese labour market: the bittersweet reality**. In *Mass Higher Education and the Changing Labour Market for Graduates* (p. 250-275). Consulté à l'adresse https://www.elgaronline.com/edcollchap/book/9781035307159/book-part-9781035307159-21.xml
Public and private higher education institutions share the Lebanese market. The mass sector is considered to have the biggest share at all levels. Mismatch between educational choices and market needs continues to occur. Multiple crises hitting the country have aggravated the situation, leading to increased unemployment, poverty, underemployment, and migration trends of the educated. The labour market locked in service activities is not able to create enough jobs. Employers complain about the lack of employability skills creating different markets for graduates from different universities. This chapter proposes a discussion of the Lebanese case in line with the human capital theory and its criticism while reflecting not solely on the applicability for the Lebanese case of the glutting theory, but also the human capabilities theory, the importance of employability skills, and creating job opportunities. A qualitative research design is used with secondary data.

Yue, C., Qiu, W., Xia, J., Zhu, Y., & Li, C. (2024). **Effects of International Student Mobility on Post-Graduation Decisions: Evidence from Chinese Academic and Vocational Graduates**. *Journal of Studies in International Education*, *28*(3), 398-419. https://doi.org/10.1177/10283153231173223
Scientific and technological development has brought greater demands for both general and skilled talents, which sets higher requirements for talent cultivation in higher education. As a vital component of higher education internationalization, international student mobility (ISM) is playing an increasingly important role in talent cultivation and supply. Using data from the Chinese National Graduate Sample Survey (CNGSS), this study explored whether ISM affects general and skilled talents' post-graduation decisions. Due to the substantial differences in the content and form of ISM, the heterogeneous effects of ISM duration and the host institution's ranking were further analyzed. The results showed that ISM helped general talents receive further education and helped skilled talents find employment. Furthermore, for general talents, short-term experiences had a greater impact on pursuing advanced education than long-term ISM,

while for skilled talents, long-term experiences had a greater impact on finding employment.

Réussite scolaire

Akee, R., & Clark, L. (2024). ***Preschool Lottery Admissions and Its Effects on Long-Run Earnings and Outcomes*** (NBER Working Paper N° 32570). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32570.htm
We use an admissions lottery to estimate the effect of a non-means tested preschool program on students' long-run earnings, employment, family income, household formation, and geographic mobility. We observe long-run outcomes by linking both admitted and non-admitted individuals to confidential administrative data including tax records. Funding for this preschool program comes from an Indigenous organization, which grants Indigenous students admissions preference and free tuition. We find treated children have between 5 to 6 percent higher earnings as young adults. The results are quite large for young women, especially those from the lower half of the initial parental household income distribution. There is also some evidence that children, regardless of gender, from households with below median parental incomes realize the largest average increases in earnings in adulthood. Finally, we find that increased earnings start at ages 21 and older for the treated students. Likely mechanisms include high-quality teachers and curriculum.

Altikulaç, S., Janssen, T. W. P., Yu, J., Nieuwenhuis, S., & Van Atteveldt, N. M. (2024). **Mindset profiles of secondary school students: Associations with academic achievement, motivation and school burnout symptoms**. *British Journal of Educational Psychology*, *94*(3), 738-758. https://doi.org/10.1111/bjep.12676
Background According to Dweck's mindset theory, implicit beliefs (a.k.a. mindset) have an organizing function, bringing together mindset, achievement goals and effort beliefs in a broader meaning system. Two commonly described meaning systems are a growth-mindset meaning system with mastery goals and positive effort beliefs, and a fixed-mindset meaning system with performance goals and negative effort beliefs. Aims Because of assumed heterogeneity within these two meaning systems, we aim to (1) examine multiple-mindset profiles based on mindset, achievement goals and effort beliefs, by using a data-driven person-oriented approach, and (2) relate these different profiles to several outcome measures (academic achievement, motivation and school burnout symptoms). Sample Self-report questionnaire data were collected from 724 students (11.0–14.7 y.o.; 46.7% girl; 53.3% boy; Mage = 12.8 y.o.). Methods Latent profile analysis was conducted using mindset, achievement goals and effort beliefs. Results Four profiles were revealed: one fixed-mindset profile and three growth-mindset profiles, which differed in their performance goal levels (low, moderate and high). Growth-mindset students with low- or moderate-performance goals had more advantageous outcomes, for example, higher math grades and lower school burnout symptoms, compared to growth-mindset students with high-performance goals. Fixed-mindset students had the least advantageous outcomes, for example, lower grades, less intrinsic motivation and more school burnout symptoms. Conclusions Our study emphasizes the importance of taking a holistic approach when examining mindset meaning systems, revealing the importance of the level of performance goals and including multiple academic outcomes.

Amer Mestre, J., & Flisi, S. (2024). **The effect of online learning on students' academic performance in Italy**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3978* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/s/zQJ7
This study identifies the academic effects of online learning mandates on high-school students separately from the overall effect of the pandemic. We exploit exogenous variation in 2020/2021 Italian schooling mandates that imposed online learning on upper secondary school students while preserving in-person teaching for lower grades. Relying on students' performance on standardised tests, we implemented a matched difference-in-difference strategy comparing grade 13 and grade 8 students before and after the introduction of the online learning mandates. We find that, on average, students who were subject to online learning in the 2020/2021 school year (i.e. grade 13 students) performed 0.25 and 0.15 standard deviations worse in reading and mathematics, respectively, than those who were taught in person (i.e. grade 8 students). The learning loss associated with online learning in 2021 is equivalent to around 75 % of the expected yearly learning gain in reading, and around 45 % in mathematics. The losses registered by the subsequent cohorts are very similar to those of 2021. This suggests that, even 1 or 2 years after being exposed to online learning, students are still suffering from the associated learning losses.

Avila-Uribe, A., Roth, S., & Shields, B. (2024). ***Putting Low Emission Zone (LEZ) to the Test: The Effect of London's LEZ on Education*** (IZA Discussion Paper N° 17020). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17020.htm
This paper evaluates the impact of London's Low-Emission Zone (LEZ) on test scores among elementary school students in England. Utilising administrative data for the years 2005-2015, we employ a difference-in-differences approach to assess the LEZ's effect on standardised Key Stage 2 results (age 11). Our analysis reveals a statistically and economically significant improvement of 0.09 standard deviations in test scores for students within the LEZ compared to those in other urban control areas. Importantly, we also find that the LEZ policy has larger positive effects in low-performing schools, demonstrating its potential to significantly reduce educational disparities.

Awais, A., Fu, N., & Jones, S. (2024). **Developing students' resilience during the crisis: A moderated model linking college support, study demands, student resilience, and students' change-oriented behaviours**. *Higher Education Quarterly*, *78*(3), 565-585. https://doi.org/10.1111/hequ.12468
This study focuses on student resilience during the COVID-19 crisis, a key factor for students' progress, and future careers. It does so by introducing the job demands and resources (JDR) model, and the social exchange theory (SET), widely adopted in the management literature in the education field to better understand student experience management in the higher education context. In past research, limited attention has been given to student resilience through the lens of management theories such as JDR and SET, and college support as a factor that develops student resilience has been scarcely observed. Data were collected from 1435 students in a large Irish university during the lockdown period due to COVID-19 in 2020. The findings reveal that college support, as a resource, develops students' resilience (even in the presence of higher study demands), which in turn decreases their affective response to crisis, and increases

their adaptive study performance, and commitment to the move to online learning. This research suggests that colleges need to balance their support and demands towards students during the crisis in facilitating students to develop their own resilience and provides valuable insights for higher education sector to develop students' resilience during crisis.

Bellacicco, R., & Parisi, T. (2024). **Persistence and academic performance in higher education: a comparison between students with and without reported learning disabilities**. *International Journal of Inclusive Education*, *28*(7), 1185-1204. https://doi.org/10.1080/13603116.2021.1988157
The few existing studies in international literature about students with learning disabilities' postsecondary persistence and academic performances show varied outcomes. Rigorous research has been limited. Moreover, in Italy there is a dearth of public data on students' careers and clearly a deficiency regarding literature on this topic. To tackle this situation, propensity score matching techniques were used in this paper to compare data about persistence and academic success of students who reported a learning disability with those who did not, all enrolled in a large University in Northern Italy. Once potential confounders were taken into account, our findings indicated that students with an attested learning disability were as likely to persist in academic context as peers without any LD. However, for what concerns academic performances, the outcomes varied according to the measures being used. Although there were no significant differences between the two groups in terms of the number of course credits (ECTS) earned, students with learning disabilities continued to lag behind their counterparts without disabilities concerning first-year grade point average achieved. This paper includes final recommendations for future research, in order to fill existing gaps in methodology and area of study.

Bolyard, A., & Savelyev, P. (2024). ***Understanding the Educational Attainment Polygenic Index and Its Interactions with SES in Determining Health in Young Adulthood*** (IZA Discussion Paper N° 17056). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17056.htm
Based on the sample of The National Longitudinal Study of Adolescent to Adult Health (Add Health), we investigate the formation of health capital and the role played by genetic endowments, parental SES, and education. To measure genetic endowments we take advantage of the new availability of quality polygenic indexes (PGIs), which are optimally-weighted summaries of individual molecular genetic data. Our main focus is on the Educational Attainment Polygenic Index (EA PGI), which is designed to predict the highest level of education achieved in life. We find that the EA PGI demonstrates stronger effects on health and health behaviors for subjects with high parental socioeconomic status (SES). These effects are only partially explained by education as a mechanism. We provide suggestive evidence for the mechanisms behind estimated relationships, including early health, skills, and the parents' and child's own attitudes towards education, as well as outcomes related to occupation and wealth. We also show that a strong association between education and health survives controlling for a large set of PGIs that proxy health, skills, and home environment, with only a modest reduction in regression coefficients despite controlling for major expected confounders. This result informs the ongoing debate about the causal relationship between education and health and the confounders behind the education-health gradient.

Boyle, C., Costello, S., Anderson, J., Collett, K., Page, A., & Allen, K.-A. (2024). **Further development of the Teacher Attitudes to Inclusion Scale: principal components and Rasch analysis**. *International Journal of Inclusive Education*, *28*(10), 2122-2137. https://doi.org/10.1080/13603116.2022.2063425
Providing an effective and high-quality education for all children and young people remains a significant challenge throughout the world. Disputes and contradictions contribute to the prevailing debate as to the justification and merits of inclusive education. One of the reoccurring themes within the literature on inclusive education is the relationship between the successful application of teachers' knowledge, skills, and abilities utilised to include inclusive strategies in their classrooms, and their attitude towards inclusion. A teacher with more positive attitudes will be more accepting of students, build more successful relationships with them, aid in a child's sense of belonging, student academic success and social integration. To address this issue, the Teacher Attitudes to Inclusion Scale (TAIS) was developed by the first author to measure the attitudes of qualified (in-service) teachers towards inclusive education. Using an Exploratory Principal Components Analysis and Reliability, a revised version of the TAIS, the TAIS-R provides a sychometrically validated measure of two constructs – a global attitude and a personal attitude towards inclusive education that provides an accurate evaluation tool for research and practice.

Cadet, F., Weisfeld-Spolter, S., & Yurova, Y. V. (2024). **Breaking barriers: Reducing inequality in higher education by understanding and addressing diverse student needs**. *Higher Education Quarterly*, *78*(3), 1202-1220. https://doi.org/10.1111/hequ.12526
The purpose of this research is to explore the differences in perceived opportunities and potential barriers leading to inequality in our higher education system. To do this, we examine differences in satisfaction and expectations that exist among college students based on three key heterogeneous characteristics – gender identity (male vs. female), major declaration (decided vs. undecided) and generation (first generation vs. non-first generation). Six hundred twenty-five students completed a survey about the level of importance and satisfaction with educational services at their institutions. A mixed method design including analysis of variance (ANOVA) was used to test differences between students. At a time where universities are working arduously to increase enrolment numbers, adjusting the strategy to cater to the unique needs of students may prove to be part of the solution and more importantly, help remove barriers to lessen the current inequalities and improve access to education for all types of students.

Café pédagogique. (2024, août 27). **2024 : un taux de réussite de 91,4% au baccalauréat**. Consulté 6 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/08/27/2024-un-taux-de-reussite-de-914-au-baccalaureat/
La session de juin 2024 confirme la hausse du taux de réussite observée depuis une dizaine d'années. Selon les chiffres annoncés par la DEPP (Direction

Chen, C.-H., & Syu, J.-Y. (2024). **Effects of integrating a role-playing game into a virtual reality-based learning approach on students' perceptions of immersion, self-efficacy, learning motivation and achievements**. *British Journal of Educational Technology*, *55*(5), 2339-2356. https://doi.org/10.1111/bjet.13436
Virtual contexts play a crucial role in assisting students' learning. Researchers have taken advantage of the potential of immersive virtual reality (VR) for situating students in

inaccessible places, and for engaging them in learning activities. Meanwhile, several previous studies have reported that, in VR-based learning contexts, students' perception of immersion and learning motivation could be low owing to the lack of clear objectives and problem-solving scenarios. On the other hand, digital game-based learning is capable of enhancing students' engagement in a task. In this study, we designed a learning approach (namely RPG-VR) by means of integrating a role-playing game with VR technology to enhance students' science learning. Furthermore, a quasi-experiment was conducted to evaluate the students' learning effectiveness via, respectively, providing the RPG-VR learning approach and the conventional VR (called C-VR) learning approach for the experimental and control groups. The experimental results indicated that this approach significantly enhanced the students' perceptions of immersion, self-efficacy and extrinsic learning motivation, in comparison with the C-VR learning approach. Specifically, students who learned with the RPG-VR learning approach perceived more immersion in the engagement and the total immersion stages. This study contributes to existing knowledge of VR technology by providing that a digital role-playing game could reinforce the main characteristics of VR-based learning environments and enhance students' concentration on a learning task. However, no significant difference was found between the two groups in terms of promoting students' learning achievements, implying that more instructional assistance is needed to improve students' knowledge gains in VR-based learning environments. Practitioner notes What is already known about this topic Virtual contexts play a crucial role in promoting students' learning performances. Virtual reality has been adopted for situating students in inaccessible places to promote their learning. A DGBL context provides students with opportunities for learning that emphasize immersion in practice, resulting in concept acquisition and skill development. What this paper adds An RPG-VR learning approach was designed by means of integrating a role-playing game with VR technology to enhance students' science learning. A virtual reality learning system with a role-playing game was developed based on the proposed approach. This approach significantly enhanced the students' perceptions of self-efficacy, extrinsic learning motivation and immersion, especially in the engagement and the total immersion stages. A digital role-playing game could reinforce the main characteristics of VR-based learning environments. Implications for practice and/or policy The RPG-VR learning approach could be a notable reference for further research on VR-based learning environments. More instructional assistance is needed to improve students' knowledge gains in VR-based learning environments.

Collante Zárate, S., Rodríguez Orgales, C., & Sanchez Torres, F. (2024). ***The power of a meal. School feeding and its educational effects: Evidence from Colombia*** (Documentos CEDE N° 21155). Consulté à l'adresse Universidad de los Andes, Facultad de Economía, CEDE website: https://econpapers.repec.org/paper/col000089/021155.htm
Does a meal make a difference in the educational process? This article presents the results of the evaluation of Colombia's School Feeding Program (PAE) on educational outcomes. The estimates exploit that the program's rollout varies over time across municipalities, schools, and grades between the same school. The analysis uses information from seven years of the universe of students attending public schools and the census information of the students enrolled in higher education. Compared to grades without PAE, we find that the dropout rate of grades with PAE is between 10% and 25% lower, and grade repetition is between 7% and 13% lower. We also find that the PAE increases high school completion rates by 39%, improves educational achievement

measured with the Saber 11 test by 0.1 standard deviations, and elevates access to higher education by 20%. The program is perceived as an incentive for students to attend school and a mechanism for improving the learning process, resulting in higher human capital.

Cycle annuel des auditeurs de l'IH2EF. (2024). **Co-produire l'orientation des élèves : parcours et réussite du lycée à l'université**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3986* (p. 76) [Report]. Consulté à l'adresse Institut des hautes études de l'éducation et de la formation (IH2EF) website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3986
Créé en 2019, le cycle annuel des auditeurs de l'IH2EF constitue un dispositif à part dans l'offre de formation de l'IH2EF. Parcours exigeant et de haut niveau, il a vocation à questionner des thématiques portées par les politiques éducatives à la lumière des évolutions sociétales et des avancées de la recherche, dans une perspective européenne. Il rassemble chaque année 25 à 30 cadres des secteurs publics et privés, issus de tous horizons professionnels. Le temps d'une année scolaire, ils interrogent une problématique précise des politiques publiques éducatives au rythme d'un séminaire mensuel en académie et à l'étranger. Au terme d'une aventure professionnelle et humaine de 10 mois, ils sanctuarisent leurs observations, analyses et recommandations au sein d'un rapport présenté au plus haut niveau de l'État lors d'une cérémonie officielle. La question de l'orientation du lycée à l'université Pour sa 5e édition, le cycle des auditeurs 2023-2024 portait son regard sur le processus d'orientation des élèves du bac-3 au bac+3. De la réforme du lycée qui donne aux parcours une position centrale, aux journées

de Clercq, M., BOURNAUD, I., HUART, J., VERPOORTEN, D., DETROZ, P., PHILIPPE, G., … DE CLERCQ, M. (2023). **L'accompagnement étudiant dans l'enseignement supérieur : quand objectifs pédagogiques et de réussite s'entremêlent : dossier**. *Formation et profession*, *31*(3), 4-77. Consulté à l'adresse https://formation-profession.org/files/numeros/39/Formation_Profession_31-03.pdf?1715119143
« L'accompagnement à la réussite », terme préféré ici à celui d'"aide à la réussite" renvoie à une notion de collaboration ou de co-construction d'un parcours ou d'un projet de formation. L'accompagnement pédagogique (objectifs de maîtrise des compétences et des connaissances disciplinaires de la formation) et la réussite (objectifs de réussite, performance, bien-être, ajustement académique et orientation vocationnelle) sont conçus comme deux facettes de l'accompagnement étudiant. Les auteurs de ce dossier estiment que l'accompagnement ne devrait plus être un ensemble d'actions isolées et externes, mais une composante intégrée dans la conception du programme de cours et des pratiques enseignantes, à adapter aux profils variés du public étudiant.

Dhuey, E., Figlio, D., Karbownik, K., & Roth, J. (2019). **School Starting Age and Cognitive Development**. *Journal of Policy Analysis and Management*, *38*(3), 538-578. https://doi.org/10.1002/pam.22135
We present evidence of a positive relationship between school starting age and children's cognitive development from ages 6 to 18 using a fuzzy regression discontinuity design and large-scale population-level birth and school data from the state of Florida. We estimate effects of being old for grade (being born in September vs. August) that are remarkably stable—always around 0.2 SD difference in test scores—across a wide range

of heterogeneous groups, based on maternal education, poverty at birth, race/ethnicity, birth weight, gestational age, and school quality. While the September-August difference in kindergarten readiness is dramatically different by subgroup, by the time students take their first exams, the heterogeneity in estimated effects on test scores effectively disappears. We do, however, find significant heterogeneity in other outcome measures such as disability status and middle and high school course selections. We also document substantial variation in compensatory behaviors targeted towards young-for-grade children. While the more affluent families tend to redshirt their children, young-for-grade children from less affluent families are more likely to be retained in grades prior to testing. School district practices regarding retention and redshirting are correlated with improved outcomes for the groups less likely to use those remediation approaches (i.e., retention in the case of more affluent families and redshirting in the case of less affluent families.) Finally, we find that very few school policies or practices mitigate the test score advantage of September-born children.

Douglas, A.-A., Rittle-Johnson, B., Adler, R., Méndez-Fernández, A. P., Haymond, C., Brandon, J., & Durkin, K. (2024). **"He's Probably the Only Teacher I've Actually Learned From": Marginalized Students' Experiences With and Self-Perceptions of High School Mathematics**. *American Educational Research Journal*, *61*(5), 915-952. https://doi.org/10.3102/00028312241266242
Understanding how marginalized students experience and perceive mathematics is critical to achieving the goal of inclusive and equitable math pedagogy. We report on 67 focus groups with 251 predominantly Black high schoolers experiencing economic marginalization in the Southern United States and attended to their achievement level and race-gender identities. Students often shared concerns about their teacher's math knowledge for teaching and effectiveness in supporting academic success. Their self-perceptions of math identities varied, and students often did not value advanced math even when they expressed career interests that require advanced math. We discuss practical implications for supporting the math development of marginalized high schoolers, including centering the needs and strengths of Black girls, and propose an expanded inclusive and equitable pedagogical framework.

Elasra, A. (2024). ***Comparing High Achievers to Low Achievers: An Examination of Student Inputs versus School Inputs in the Educational Outcomes of English Adolescent*** [The Warwick Economics Research Paper Series (TWERPS)]. Consulté à l'adresse University of Warwick, Department of Economics website: https://econpapers.repec.org/paper/wrkwarwec/1503.htm
This paper investigates the association between sets of inputs and the educational outcomes of English adolescents. By linking the Longitudinal Study of Young People in England and Ofsted data, the paper employs the Context-Input-Process-Outcome model to compare the correlation of students and school inputs with their cognitive and non-cognitive outcomes. Using Nonlinear Canonical Correlation Analysis, the paper compares the characteristics of the high achievers to those of the low achievers revealing consistency with current findings in the literature. The results reveal that student inputs exert a greater influence than school inputs in revealing these characteristics. Specifically, unlike low achievers high achievers tend to exhibit positive attitudes toward school, benefit from supportive home learning environments, express greater eagerness to pursue university education, and belong to higher socio-economic backgrounds.

Finch, M., Bhroin, N. N., & Krüger, S. (2024). **Unlearning, relearning, staying with the trouble: Scenarios and the future of education**. *PROSPECTS*, *54*(2), 475-482. https://doi.org/10.1007/s11125-023-09664-7
In times of turbulence, uncertainty, novelty, and ambiguity—the so-called TUNA conditions—our experience of the past may prove a poor guide to the future times in which our decisions and their consequences will unfold. Under such conditions, the manufacture of scenarios that are plausible future contexts for a given issue and are designed to enrich strategic thinking by challenging expectations can help to inform decisions and debates. Education is often subject to such debates, as it is, among other things, a way of preparing for what the future holds. This article gives an account of learnings and unlearnings from a scenarios project applying the Oxford Scenario Planning Approach to the digitalization of education in Norwegian schools. It shows how challenging issues raised in the context of distant imagined futures proved to be immediately pertinent in the developing Covid-19 pandemic. This article sets this work in the wider context of education futures and ongoing debate about suitable methodological choices for institutions and communities wishing to explore how we will teach and learn together in times to come. As a wide range of actors explore the possibility of a new social contract for education, the article proposes that future scenarios can provide fresh perspectives on issues that are difficult or even impossible to resolve within current frames of reference, including questions of equity and justice that may be construed differently in times to come.

Gelbgiser, D., & Alon, S. (2024). **Match Pathways and College Graduation: A Longitudinal and Multidimensional Framework for Academic Mismatch**. *Sociology of Education*, *97*(3), 252-275. https://doi.org/10.1177/00380407241238726
Academic mismatch, the incompatibility between applicants'/students' aptitude and their desired/current academic program, is considered a key predictor of degree attainment. Evaluations of this link tend to be cross-sectional, however, focusing on specific stages of the college pipeline and ignoring mismatch at prior or later stages and their potential outcomes. We developed and tested a longitudinal and multidimensional framework that classifies mismatches along the college pipeline by direction (match, overmatch, undermatch) and stage (application, admission, enrollment). We combined them into match pathways and evaluated how these configurations shape graduation outcomes. Analyses of administrative data on all applicants and students at universities in Israel between 1998 and 2003 demonstrate the added value of this framework. We show that academic mismatch is substantially more prevalent and complex than previously depicted, with only a third of all students fully matched at all stages. Mismatch at each stage affects graduation chances, but the effect is also path-dependent. Thus, it is important to study the entire match pathway to understand how academic mismatch shapes inequality in graduation outcomes. Our findings have important implications for policies designed to increase degree attainment and diversity.

Givord, P. (2024). **Les effets du mois de naissance sur la réussite scolaire à 15 ans : une comparaison internationale**. *INSEE analyses*, (96), 1-4. Consulté à l'adresse https://www.insee.fr/fr/statistiques/8240456

Ham, S.-H., Liao, W., & Zhou, Y. (2024). **Towards a school culture of pedagogical fairness: revisiting the academic performance of immigrant children in East Asia**. *International*

Journal of Inclusive Education, *28*(10), 2183-2200. https://doi.org/10.1080/13603116.2022.2085818
Educational scholars have argued for fair pedagogical practices in response to the learning needs of diverse students. While pedagogical fairness has been widely advocated, few studies have systematically assessed its impact on student learning, and even fewer have examined pedagogical fairness from a school organisational perspective. To narrow this gap in research, the current study develops an expansive conceptualisation of pedagogical fairness as an integral part of organisational culture, which varies by school. Our data, gathered from 7,746 immigrant-background students attending 563 schools in six East Asian societies, were analysed based on a hierarchical linear model explaining their academic performance as a function of pedagogical fairness in terms of both teacher practice and school culture. The results suggest that fair pedagogy can effectively help immigrant children succeed in school. It is particularly notable that pedagogical unfairness embedded in school culture is negatively associated with the academic performance of immigrant children, even after controlling for unfair pedagogical practices exercised by individual teachers. These findings suggest that implementing fair pedagogy is not simply the responsibility of individual teachers; it is also the responsibility of school leaders, as they are in the position to substantially influence the school as an organisational whole.

Huang, K., Law, V., & Lee-Post, A. (2024). **Relationships among class climate, students' internal help-seeking inclinations, participation in peer help and achievement in an online class**. *British Journal of Educational Technology*, *55*(5), 2132-2150. https://doi.org/10.1111/bjet.13437
Help seeking has traditionally been studied in face-to-face settings using self-report instruments measuring learners' internal inclinations for help seeking (eg, perceived benefits and threats). Much less is known about help seeking in online learning. Furthermore, external environmental factors such as a positive climate were found to encourage help seeking. Utilizing peer-help analytics as well as self-report measures, this study simultaneously modelled the structural relationships among students' perceived class climate, internal help-seeking inclinations, help-seeking engagement, participation in peer help and performance in an online class. Results from structural equation modelling indicated that students' perceived goal structure of an online class had a significant influence on their internal help-seeking inclinations, which subsequently affected their help-seeking engagement, participation in peer help and learning outcomes. Instructors of online classes should pay particular attention to fostering a mastery-oriented climate in order to encourage help seeking and improve academic performance. Practitioner notes What is already known about this topic Help seeking is important for academic success. Due to a variety of individual and contextual factors, students often do not seek help despite the need. Existing research on help seeking focuses on the face-to-face setting and relies on self-report measures. Students' help-seeking inclinations and patterns may differ between in-person classes and the online environment. What this paper adds This study examined help seeking in an online class through self-report measures and objective analytics data. This study modelled the structural relationships among the external climate of an online class, students' internal help-seeking inclinations, engagement in help seeking, participation in peer help and course performance. Structural equation modelling found that the goal structure of an online class influenced students' internal help-seeking inclinations. Online students' internal help-seeking inclinations affected their grades through their participation in help

seeking. Implications for practice and/or policy A mastery-oriented class climate elicits online learners' positive help-seeking inclinations while discouraging negative ones. The design and teaching of online classes should aim to foster a mastery-oriented climate. Online classes should offer peer-help opportunities and encourage student participation, which is conducive to academic performance.

Ivanov-Davtyan, L. (2024). ***Education Under Attack? The Impact of a Localized War on Schooling Achievements*** [CERGE-EI Working Paper]. Consulté à l'adresse The Center for Economic Research and Graduate Education - Economics Institute, Prague website: https://econpapers.repec.org/paper/cerpapers/wp784.htm
How does exposure to a war outside the immediate conflict area influence the educational performance of pupils, and how does this collective impact differ from that of direct family exposure? To address these questions, I link individual-level victim data from the 2020 Armenian-Azerbaijani war with individual school records from periods before and after the conflict. Capitalizing on the lottery-based draft system of Armenian Army and using constructed individual-level data, I find that exposure to war-related casualties at the school level (collective affectedness) prompts a shift in performance towards subjects that increase options for migration and safer living conditions. This results in decreased proficiency in native language and history studies. In contrast, family-level affectedness shapes patriotism and group identity, leading to improved performance in cultural and homeland-related subjects. These findings demonstrate how war affects schooling trajectories, potentially leading to long-term economic effects even decades later.

King, R. B., Luo, Y., & Xie, M. (2024). **Good Begets Good: The Role of Helping Others on Engagement and Achievement Among University Students**. *Research in Higher Education*, *65*(5), 989-1006. https://doi.org/10.1007/s11162-023-09768-1
Educational research has emphasized the importance of help-seeking in learning and engagement. However, little is known about the impact that help-giving may potentially have on student engagement and academic achievement. There is also a lack of knowledge about the environmental factors that might facilitate help-giving. This study investigated how help-giving is associated with student engagement and academic achievement by drawing on the Chinese College Student Survey (CCSS), which involved data from 67,182 Chinese college students. Structural equation modeling was used to analyze the data. Results showed that students who experienced a positive social climate, particularly those who had positive social interactions with their peers, teachers, and university staff members were more likely to help their peers with schoolwork. In turn, these students who helped their peers were more cognitively, emotionally, and behaviorally engaged. They also had higher levels of academic achievement themselves. The results applied to students of different demographic characteristics and different school types. Theoretical and practical implications of the research are discussed.

Klein, L. L., Vieira, K. M., Dorion, E. C. H., Costa, L. B., & Moreira, P. K. F. (2024). **Value generation from academic activities in a public higher education: A lean perspective**. *Higher Education Quarterly*, *78*(3), 825-843. https://doi.org/10.1111/hequ.12489
The concept of value, in a context of higher education institutions (HEIs), simply refers to meeting or exceeding customer requirements and expectations. HEIs have a fundamental role in the dissemination of knowledge, in addition to developing new skills

and awareness for future professionals, in relation to local, regional and national issues. The aim of this research is to analyse the academic activities and outcomes influence on value generation perception in a public university students' perspective. A survey, built from a structured questionnaire, was carried out in a Brazilian HEI, the Federal University of Santa Maria, with students who are in their course final stage. Data collection came out with a valid sample of 389 respondents. It was analysed using descriptive statistics, exploratory factor and regression analyses. The findings suggest that among the services and resources that the university may offer to its students, the ones that present the most impact refer to cognitive and social abilities emerging from specific teaching practices and strategies from the professors. This research presents useful insights and applicable elements from which public managers can utilize to enhance engagement, create value and build a more rigorous and relevant practice.

Kuhfeld, M., Soland, J., Register, B., & McEachin, A. (2024). **Testing an Explanation for Summer Learning Loss: Differential Examinee Effort Between Spring and Fall**. *Educational Evaluation and Policy Analysis*, *46*(3), 581-590. https://doi.org/10.3102/01623737231165027
Summer learning loss is a perennial concern for educators and parents alike. However, researchers have recently questioned whether summer learning loss is just a statistical artifact driven by how achievement is measured across the school year. In this study, we empirically investigated a plausible critique of summer learning loss research, namely that students do not put forth their best effort on the fall test compared with the spring test. While we cannot conclude based on our findings that students do in fact lose ground during the summer, we did not find evidence that seasonal differences in test effort are a main driver of summer learning patterns estimated with MAP Growth assessments.

Kunz, C., Schneijderberg, C., & Müller, L. (2024). **Well-supervised, highly motivated, and healthy? Using latent class analysis and structural equation modelling to study doctoral candidates' health satisfaction**. *Higher Education Quarterly*, *78*(3), 844-859. https://doi.org/10.1111/hequ.12479
More and more empirical studies address doctoral candidates' health. Yet, the mechanisms linking supervision and doctoral candidates' health often remain unclear. We start to fill this research gap with classifications of supervisors produced by latent class analysis, which were introduced into structural equation models with motivation towards the dissertation research as a mediator to predict doctoral candidates' health satisfaction. We used data from more than 200 doctoral candidates from a German university. Three types of supervisor support were extracted (poor support: 18.4%; good support: 26.4%; very good support: 55.2%). Poor support was significantly negatively associated with doctoral candidates' levels of motivation and health satisfaction. The relationship between poor support and health was partly mediated by motivation. By means of the advanced statistical models, mechanisms linking supervision and doctoral candidates' health could be identified and research on the dimensions of (very) good supervisor support could be expanded.

Lauterbach, S., Crawfurd, L., Kirezi, J., Nsabimana, A., & Peeraer, J. (2024). ***Improving School Leadership in Rwanda*** (Working Paper N° 691). Consulté à l'adresse Center for Global Development website: https://econpapers.repec.org/paper/cgdwpaper/691.htm

This study investigates the short-term impacts of a school leadership professional development program implemented in 525 randomly selected schools across Rwanda from 2018 to 2019. The program aimed to enhance the skills of school headteachers in leadership, management, and teacher support. Although no significant average treatment effects are observed one to two years after the intervention, an increase in test scores is identified in public primary schools compared to government-aided schools by at least 0.11 standard deviations. This disparity may be attributed to the potentially weaker school management and resources in public primary schools at the outset, as well as the time constraints and ownership structure faced by headteachers in government aided schools. Despite the modest effect, the program shows potential for cost-effective improvement in student learning, especially considering that typically only one headteacher per school is trained. Further research should focus on optimizing the design of school leadership professional development programs and exploring the underlying mechanisms necessary to enhance their overall effectiveness.

Lee, W.-S. (2024). ***Single-Sex vs. Coeducational Schooling and STEM: Comparing Australian Students with Similar University Admission Scores*** (IZA Discussion Paper N° 17084). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17084.htm
This study investigates the impact of single-sex versus coeducational schooling on students' decisions to pursue STEM fields at the university level. Using administrative data from eight undergraduate cohorts (2012-2019) at a prominent Australian university, we compare students with similar Australian Tertiary Admissions Ranks (ATARs) who could have feasibly enrolled in either school type of comparable quality under different circumstances. We control for individual characteristics and the academic quality of the high schools attended. Our primary outcomes are the proportion of students from each school type choosing a STEM major and their weighted average marks for each year of university studies. Contrary to expectations, we find no evidence that a single-sex high school background increases STEM participation among girls at the university level. Interestingly, students from single-sex high schools show a higher propensity to choose a business major. Additionally, we find that the linear correlation between ATAR scores and first-year university grades is approximately 0.4. However, our analysis suggests that this relationship is better characterized as nonlinear rather than linear.

Liang, H.-Y., Hwang, G.-J., Hsu, T.-Y., & Yeh, J.-Y. (2024). **Effect of an AI-based chatbot on students' learning performance in alternate reality game-based museum learning**. *British Journal of Educational Technology*, *55*(5), 2315-2338. https://doi.org/10.1111/bjet.13448
Recently, alternate reality games (ARGs) have been applied in museum learning to encourage learners' active engagement through playful problem-solving activities. However, most learners have insufficient prior knowledge and metacognitive skills to complete the learning tasks in such games. To support learning with ARGs, there is a need to provide proper feedback so that the learners are capable of self-regulated learning and solving the problems encountered during the learning process. Considering the influences of individual differences, this research developed a chatbot as a learning partner in ARG-based learning to support students' learning with adaptive feedback in a museum. A quasi-experimental study was conducted to evaluate the effectiveness with and without the proposed approach. The results showed that the AI-based chatbot approach could significantly improve learners' metacognition awareness, emotional engagement and behavioural engagement. Besides, it is helpful to facilitate students'

double-loop learning.Practitioner notesWhat is already known about this topic Alternate reality games (ARGs) enable students to interact with real-world contexts. The complexities of real contexts and ambiguities of the ARGs could frustrate students and demotivate their engagement in problem-solving activities. Conventional corrected feedback may fail to match individual students' requirements in solving encountered problems. What this paper adds An AI-based chatbot was designed as a smart learning partner to support the students in solving encountered problems. The experimental results showed that the proposed approach improved students' metacognitive awareness and engagement. A drawing analysis and a behaviour sequential analysis were applied to further examine the students' perceptions and behavioural patterns. Implications for practice and/or policy It is potentially worth integrating AI-based chatbots into game-based learning to promote students' metacognitive awareness and engagement. AI-based chatbots provide adaptive feedback to effectively facilitate students' self-regulated learning and double-loop learning.

Lorijn, S. J., Zwier, D., Laninga-Wijnen, L., Huisman, M., & Veenstra, R. (2024). **A New School, a Fresh Start? Change and Stability in Peer Relationships and Academic Performance in the Transition from Primary to Secondary School**. *Journal of Youth and Adolescence*, *53*(9), 1987-2001. https://doi.org/10.1007/s10964-024-01991-y
Previous studies on peer relationships in school transitions neglected individual differences, or did not examine the relation with academic performance in secondary school. This study followed 649 students from their last year of primary school to their first year in secondary school (Mage at T1 = 11.6 (SD = 0.6); 53.6% girls). Results revealed that students became more attached to peers, less lonely, and were stable in victimization across the transition. Particularly students with more negative peer experiences in primary school enjoyed a "fresh start" in terms of peer experiences in secondary school. Students who had more co-transitioning peers experienced greater reductions in loneliness. Changes in peer experiences over the transition did not relate to academic performance in secondary school.

Lourens, H., & Swartz, L. (2024). **'Suddenly I was in a self-catering world': South African students with visual impairments reflect on the transition from special schools to higher education**. *International Journal of Inclusive Education*, *28*(7), 1121-1132. https://doi.org/10.1080/13603116.2021.1979668
Although South Africa has numerous impressive policies for inclusion, the unfortunate fact on the ground is that the rhetoric of inclusion is still not reflected in reality. The majority of students with visual impairments are still in special schools where they have to contend with very poor learning conditions. For example, in 2015, 17 out of the 22 special schools for students with visual impairments did not receive sufficient textbooks. It is therefore not difficult to imagine that many students with visual impairments in South Africa may be ill-prepared for higher education. In this study, we explored the special school memories of 13 students with severe visual impairments from one South African university. In particular, we heard their retrospective recollections of the extent to which they felt prepared for higher education after they completed formal schooling. We listened to their stories in one individual, semi-structured interview and made sense of their accounts through the lens of interpretative phenomenological analysis. Results suggest that students were not prepared for the academic and social demands of higher education.

Madar, N. K., & Danoch, A. (2024). **The impact of Israeli participatory program on success of its students**. *International Journal of Inclusive Education*, *28*(8), 1390-1401. https://doi.org/10.1080/13603116.2021.1991495
Israel has worked to improve the accessibility of its higher education to under-served communities, but lower socioeconomic students, as well as those of certain ethnic backgrounds, remain disadvantaged. Unfortunately, some 'second chance' programs developed to help facilitate admission to higher education have only increased this inequality. The following research evaluates the Sami Shamoon College of Engineering pre-academic program as a gateway for these marginalized populations to access higher education. An index is developed to visualize the clusters of socioeconomic status among geographic area and region as well as participation in the pre-academic program. The descriptive and statistical analysis looks at the ethnic and socioeconomic makeup of current undergraduate students that participated in the pre-academic program as well as their yearly GPA versus their counterparts. Discussion surrounds income inequality and both higher education accessibility as well as labour market prospects for graduates from vulnerable populations.

O'Connor, K., & Bartolini, S. (2024). ***Effects of Teaching Practices on Life Satisfaction and Test Scores: Evidence from the Program for International Student Assessment (PISA)*** (IZA Discussion Paper N° 17145). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17145.htm
Schools are ripe for policy intervention. We demonstrate that a greater prevalence of group discussion used in schools positively affects students' life satisfaction and noncognitive skills but has no impact on test scores, based on a sample from the 2015 PISA which includes more than 35 thousand students from approximately 1500 schools in 14 countries. We perform regressions of student life satisfaction on school-level group discussion and lecturing, including a battery of controls and random intercepts by school. For robustness we use instrumental variables and methods to account for school-selection. The impact of group discussion is meaningful – a one-standard-deviation increase leads to an increase in life satisfaction that is about one-half of the negative-association with grade repetition. In contrast, lecturing does not have any effects. We are the first to show group discussion improves student life satisfaction and noncognitive skills, and thereby likely positively affects later-life outcomes.

Özdemir, N., Gümüş, S., Kılınç, A. Ç., & Bellibaş, M. Ş. (2024). **A systematic review of research on the relationship between school leadership and student achievement: An updated framework and future direction**. *Educational Management Administration & Leadership*, *52*(5), 1020-1046. https://doi.org/10.1177/17411432221118662
This systematic review sought to expand our knowledge of the increasing research studies focusing on the empirical link between school leadership and student achievement. Using five different data sources (Scopus, WoS, ERIC, Google Scholar, and Retrospective Reference Harvesting Procedure), we created a data set of 144 journal articles. Descriptive analysis of bibliographic data and content analysis of full texts were employed in the review process. The results revealed instructional leadership as the most frequently used school leadership model in the relevant research. There has been a growing tendency to use the direct effect model with the increase in the studies from non-English speaking western societies. Indeed, the use of rational and organizational variables has dominated the mediating effect studies, while moderating effect studies as well as exploratory and explanatory type of studies have not received much attention.

Based on these results, a framework representing the broader picture of the current research on the relationship between school leadership and student learning is provided. In addition, several recommendations were made, aiming to build the research capacity in furthering our understanding of how school leadership practices impact student learning and achievement.

Park, E. S., Wilton, M., Lo, S. M., Buswell, N., Suarez, N. A., & Sato, B. K. (2024). **STEM Faculty Instructional Beliefs Regarding Assessment, Grading, and Diversity are Linked to Racial Equity Grade Gaps**. *Research in Higher Education*, *65*(5), 871-892. https://doi.org/10.1007/s11162-023-09769-0
Studies indicate that racial disparities in STEM achievement or equity grade gaps are associated with faculty fixed mindset beliefs; however, whether specific instructional beliefs are linked to student academic achievement remains unclear. We surveyed 216 STEM faculty to assess their mindset and instructional beliefs and linked these to detailed student transcript data (n = 31,361). Results reveal that faculty with fixed mindset beliefs also endorsed more traditional instructional beliefs regarding assessment, grading, and diversity. Further, the endorsement of these beliefs was associated with larger equity grade gaps. Analysis of faculty characteristics indicate that male faculty, full professors, and instructors in Physical Sciences tended to hold instructional beliefs that are linked to larger equity grade gaps.

Rajotte, T., Dufour, R., & Boivin, É. (2024). **Étude des liens entre les variables sociodémographiques et scolaires par rapport au rendement des élèves du primaire et à la perception des enseignants des difficultés d'apprentissage en mathématiques**. *Formation et profession*, *32*(1), 5. https://doi.org/10.18162/fp.2024.802

Runacres, J., Herron, D., Buckless, K., & Worrall, S. (2024). **Student career experiences of higher education and support: a scoping review**. *International Journal of Inclusive Education*, *28*(7), 1275-1292. https://doi.org/10.1080/13603116.2021.1983880
Student carers are students who provide unpaid support to an individual who could not manage without their care. A scoping review was undertaken to determine the themes and concepts which underpin student carers' experiences within higher education, examine student carers' experiences of support and identify any gaps in the literature. A comprehensive literature search was conducted between February and May 2020. The search yielded 2,484 items, of which 14 articles were included in the review. Data from each article were extracted, charted and analysed using thematic analysis. The articles revealed that caring responsibilities could have a negative impact on student carers' physical and mental health, university performance and financial status. Both formal and informal sources of support were referenced. Further, it was noted that universities had rigid rules and policies which did not suit the flexible needs of student carers. A paucity of research examined the impact studying had on student's ability to provide care. Finally, issues relating to research design were observed, and a lack of demographic information or detail on the caring duties performed was found. A more robust evidence base is required to facilitate the development of interventions to support student carers in education.

Sasson, H., Tur-Sinai, A., & Dvir, K. (2024). **Family Climate, Perception of Academic Achievements, Peer Engagement in Cyberbullying, and Cyber Roles among**

Adolescents. *Child Indicators Research*, *17*(5), 2011-2028. https://doi.org/10.1007/s12187-024-10140-7
Cyberbullying is a disturbing form of behavior associated with the use of communication technologies among adolescents. Many studies have been devoted to cyberbullies and cyber victims, neglecting an important growing group: cyberbullies who are also cyber victims. Moreover, few studies refer to all cyberbullying roles and factors associated with them. Therefore, the goal of this study is to examine differences in family climate, peers' engagement in cyberbullying, and perception of academic achievements among involvements in cyberbullying roles. Data are collected by telephone or face-to-face from a sample of 277 eleventh- to twelfth-grade students in Israel who are asked to participate in the survey. Cyberbullying roles are composed of two variables—cyberbullies and cyber victims, creating four groups: cyberbullies, cyber victims, cyberbullies-and-victims, and non-involved. Three types of family climate are measured: warmth, order and supervision, and conflict. Respondents report their perceptions of peers' engagement in cyberbullying. At the personal level, gender, perception of academic achievements, and school absence are measured. Multinomial logistic regression findings show that boys are more likely to be cyberbullies and cyberbullies-victims than are girls; family conflicts increase the odds of being cyberbullies and cyber victims; and family warmth decreases the odds of being cyber victims and cyberbullies-cyber victims. Perception of peers' engagement in cyberbullying increases the odds of being cyberbullies and cyberbullies-victims. Perception of academic achievements and school absence have opposite effects on cyber victims, the former increasing the odds of being cyber victims and the latter decreasing them. The results emphasize the role of family and peers in adolescents' cyber behavior. Limitations and conclusions are discussed.

Sayac, N. (2023). **Comment expliquer les écarts de performance entre les filles et les garçons en mathématiques aux évaluations nationales de CP-CE1 ?** *e-JIREF*, *9*(3), 32-51. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/213
Les résultats des évaluations nationales de début d'entrée à l'école primaire proposées en France depuis 2018 ont mis à jour des écarts de performance en mathématiques entre les filles et les garçons qui débutent à la mi-CP et se poursuivent de façon encore plus marquée à l'entrée au CE1. Pour tenter de comprendre ce phénomène, nous avons mené une étude visant à tester plusieurs hypothèses explicatives relevant de la psychologie sociale et de la didactique des mathématiques. Dans cet article, nous rendons compte des observations de passation des séquences de mathématiques de ces évaluations nationales, des entretiens d'élèves et d'enseignant·es de CP et des analyses didactiques des tâches évaluatives effectuées. Les premiers résultats rendent compte de la complexité du phénomène et de la nécessité de l'étudier plus finement.

Trolian, T. L. (2024). **Out-of-Class High School Experiences and Students' College Aspirations**. *Educational Researcher*, *53*(5), 326-328. https://doi.org/10.3102/0013189X241246761
This study considers whether participation in several out-of-class high school experiences increased the odds that a student would aspire to earn a bachelor's degree, whether these relationships were moderated by the student's race/ethnicity or socioeconomic status, and whether these experiences, considered together, had a cumulative influence on educational aspirations. Results suggest that participation in several experiences, including science-related school programs, extracurricular activities, taking a college

class, searching the Internet or reading college guides, and talking to a school counselor about going to college, increased the odds that a student will aspire to earn a bachelor's degree. Findings also suggest a positive, linear relationship as a student increases their participation in these experiences, where participation in four or more of the high school experiences examined significantly increases students' college aspirations.

Vaughan, A. L., Martell, J. L., Dixon, B. T., & French, E. A. (2024). **First-Year College Achievement and Graduation Rates for Hispanic and Hispanic First-Generation Students**. *Journal of Hispanic Higher Education*, *23*(4), 265-279. https://doi.org/10.1177/15381927241241249
To increase persistence, many universities provide first-year seminars (FYS) for entering students. Although there have been consistent positive outcomes for FYS participants, many times, the research is based on short-term outcomes, or less rigorous analysis. This study assessed short- and long-term outcomes for Hispanic (n = 456) and Hispanic first-generation students (n = 350) who participated in a research-based academic FYS. FYS participants had significantly higher outcomes in first-term GPA, 1-year persistence and graduation rates.

Wei, X. (2024). **Text-to-Speech Technology and Math Performance: A Comparative Study of Students With Disabilities, English Language Learners, and Their General Education Peers**. *Educational Researcher*, *53*(5), 285-295. https://doi.org/10.3102/0013189X241232995
This study investigates the relationship between text-to-speech (TTS) usage and item-by-item performance in the 2017 eighth-grade National Assessment of Educational Progress (NAEP) math assessment, focusing on students with disabilities (SWDs), English language learners (ELLs), and their general education (GE) peers. Results indicate that all students use TTS more for longer and more difficult math items as well as for multiple-choice or short-response formats. Among SWDs and GE students, lower math proficiency and higher perceived time pressure are linked to higher TTS usage. Moreover, among GE students, factors such as male gender, minority status, lower math persistence, and higher math interest and effort during testing contribute to higher TTS usage. TTS usage is positively associated with item performance for SWDs and ELLs who received extended time accommodations but not for those who did not receive such accommodations or for general education students. The study suggests that the time constraints of speeded digital assessments may limit the potential benefits of TTS for SWDs and ELLs in math problem-solving.

Young, D. G., Zeng, W., Skalicky, J., & Meer, J. van der. (2024). **The Quality and Quantity of Participation in Peer Leader Experiences and Student Outcomes: A Cross-National Validation of Constructs and Predictive Model**. *Research in Higher Education*, *65*(5), 893-913. https://doi.org/10.1007/s11162-023-09765-4
Participation in student peer leader roles, roles in which more senior students serve as mentors and educators to their peers, have continued to grow in their application and importance to institutions of higher education around the globe. Using a theoretical approach based in Legitimate Peripheral Participation and drawing from the International Survey of Peer Leaders, our paper explored the role of the quality and quantity of participation in important outcomes of the college experience: leadership development, skill development, and academic success. The results showed that the number of hours per week spent on peer leadership activities and the total number of

peer leadership positions contributed to positive quality of engagement and enhanced students' academic outcomes, overall leadership skills, and career readiness. Moreover, findings showed that the quality of engagement moderated the influences of the quantity of participation particularly for measures of academic success. As students develop relationships with faculty, staff, and peers throughout their time in peer leader roles and feel a deepening sense of connection and belonging to the college or university, students in peer leader roles become fuller participants in the academic community and, as a result, develop the knowledge, skills, and ways of doing, thinking, knowing, and being that are critical for student success.

Zekhnini, C., & Carmouze, L. (2024). **L'évaluation adaptative : facteur clé de succès de la diversité des réussites étudiantes**. *Diversité et réussite(s) dans l'enseignement supérieur*. Présenté à Nantes (France), France. Consulté à l'adresse https://hal.science/hal-04670124
De plus en plus d'étudiants rencontrent des difficultés dans la maîtrise du français écrit à l'université ; et la diversification des étudiants, dans un contexte de démocratisation de l'enseignement supérieur, induit une hétérogénéité de niveaux. Alors que le ministre de l'Éducation nationale, Gabriel Attal, a avancé la possibilité de réunir les élèves par groupes selon leur niveau en mathématiques et en français au collège ; le rôle de la diversité dans la réussite est plus que jamais d'actualité ! Afin d'appréhender cette diversité de profils étudiants et donc cette hétérogénéité de niveaux dans la maîtrise du français écrit, l'Institut de Management Public et Gouvernance Territoriale d'Aix-Marseille Université propose aux étudiants de première et deuxième année de Licence d'administration publique parcours management public, une ingénierie pédagogique et d'évaluation pensée à partir du dispositif écri+ et ses quiz d'auto-formation. Cette ingénierie étant axée sur les besoins et attentes de chaque étudiant, deux questions émergent. Comment encourager l'étudiant à poursuivre ses efforts dans ses apprentissages si l'objectif à atteindre est décorrélé de son niveau ? Comment identifier un niveau de compétence qui soit raisonnablement atteignable pour certains étudiants en difficultés, tout en permettant une réelle progression pour les autres ? Le retour d'expérience met d'une part en perspective l'ingénierie d'évaluation adaptative retenue, centrée sur les attentes de chaque étudiant et permet d'autre part de montrer, grâce aux résultats positifs obtenus, que cette évaluation adaptative facilite la mesure non pas d'une réussite, mais d'une diversité de réussites.

Zhang, M.-C., Zhou, N., & Cao, H. (2024). **Approaching Temporal Dynamics in the Dimension-Level Associations Between Career Adaptability/Ambivalence and Internalizing Symptoms Among Chinese Adolescents Throughout Their High Middle School Years**. *Journal of Youth and Adolescence*, *53*(9), 2016-2031. https://doi.org/10.1007/s10964-024-01996-7
Despite the well-established associations between adolescents' internalizing symptoms and career development, it still remains unclear whether adolescents' internalizing symptoms are precursors or consequences of their career adaptability/ambivalence. Subtler nuance inherent within such association also await to be revealed, because internalizing symptoms and career development have been primarily treated as broad constructs, despite the multifaceted nature of both. To narrow such gaps, this study examined the potentially dynamic associations among career adaptability, career ambivalence, and internalizing symptoms using three-wave longitudinal data. The study collected data from 3196 Chinese adolescents (52.72% girls, mean age = 15.56 years,

SD = 0.58) at Wave 1, with 2820 (attrition rate = 11.76%) participating in Wave 2 and 2568 (attrition rate = 8.93%) in Wave 3. The measurement invariance suggested that there were no significant differences across both waves and genders. This study approached associations at both broader construct levels and subtler dimension levels. Results of cross-lagged path models at broader construct levels demonstrated a unidirectional association between internalizing symptoms and career adaptability. Results of models at subtler dimension levels indicated a series of transactional links over time between career adaptability dimensions/ambivalence and depressive symptoms in particular. Career adaptability dimensions and career ambivalence predicted later anxiety symptoms rather than the reverse. Group model comparisons showed no difference across waves and genders. These findings shed light on the dynamic nature of the associations during adolescence between career adaptability/ambivalence and internalizing symptoms, particularly at subtler dimensional levels, which should be considered in relevant clinical and educational practices.

Zou, J. (2024). **The peer effect of persistence on student achievement**. *Economics of Education Review*, *102*, 102574. https://doi.org/10.1016/j.econedurev.2024.102574
Little is known about the impact of peer personality on human capital formation. The paper studies the impact of peers' persistence, a personality trait reflecting perseverance in the face of challenges and setbacks, on student achievement. Exploiting student-classroom random assignments in middle schools in China, I find that having more persistent peers improves student achievement. I identify three mechanisms: (i) an increase in students' own persistence and self-disciplined behaviors, (ii) teachers exhibiting greater responsibility and patience, along with increased time spent on teaching preparation, and (iii) the formation of endogenous friendship networks characterized by academically successful peers and fewer disruptive peers, especially among students with similar levels of persistence.

Valeurs

Baillifard, A., Ertz, O., Lecorney, S., & Martarelli, C. (2024). **Mythes écologiques du numérique**. *Formation et profession*, *32*(1), 13. https://doi.org/10.18162/fp.2024.a322

Barthes, A. (2023). **Internationalisation de l'enseignement supérieur par les objectifs de développement durable : pluriculturalisme, diversité, interculturalité?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 28-39. https://doi.org/10.26443/mje/rsem.v58i1.10180
Major international organizations guide the curricular orientations to be followed by European universities. The idea behind this orientation is to tackle major societal challenges by responding, among other things, to the Sustainable Development Goals (SDGs). We examine the curricula content related to the internalization of master's degrees through the participation in European programs. We note the risks of weakening scientific references linked to the fragmented modes of calls for projects and the risks of referring to a single model, between benchmarks, exchanges of good practices, and unequal access to funding. This raises issues of reorganization of international power hierarchies through university systems and once again questions diversity and multiculturalism in curricula.

Batista, P., Ribeiro, P., Moreno, A., & Oliveira-Silva, P. (2024). **Education for Sustainability: The Role of Education and Neurosciences**. *Mind, Brain, and Education*, *18*(3), 216-225. https://doi.org/10.1111/mbe.12422
The concept of sustainability has been gaining prominence due to its social, economic, and environmental implications. The urgency surrounding this issue continues to mount as we strive to achieve the Sustainable Development Goals outlined in the 2030 Agenda. To achieve these goals, it is imperative to harness scientific knowledge and innovative educational approaches. Pedagogical approaches can be a powerful ally to behavioral change, playing a decisive role in educating sustainable communities. Concurrently, neuroscientific basis has been used as a relevant tool to foster knowledge on human behavior, namely value attribution and decision-making. In this work, we emphasize the construction of 1-day workshops with high school students, focusing on neuro-based processes underlying sustainable choices. Several innovative pedagogical methods have been employed to encourage the development of critical knowledge and promote the adoption of more sustainable behavior. This article discusses the connection between sustainable consumption and neuroscience, highlighting the vital role of education in shaping the consciousness of responsible citizens. The diversity of educational activities, the stimulation of creativity, and critical thinking cannot only improve the acquisition of concepts but also contribute to the education of citizens who are informed and capable of making responsible and conscious decisions.

Boelen, V. (2023). **Une didactique transversale écoformatrice centrée sur le sujet : pour une éducation à la diversité, à la fois biotique et épistémologique**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 100-121. https://doi.org/10.26443/mje/rsem.v58i1.10174
The environmental crisis calls for diversity education that extends beyond humanity and involves all living beings around the question of living together on Earth. The purpose of this article is to develop an educational proposal based on ecological living together that opens the reflection on welcoming epistemological diversity to develop a finer understanding of our relation to the world. A general didactic of Bildung centered on the Subject in his relationship to the world is proposed. This place-based learning approach mobilizes a dimension of our humanity – spirituality – often dismissed though central to us all. Spirituality would then become part of diversity education that considers diversity amongst all living beings, as well epistemology diversity by integrating indigenous epistemologies.

Bourke, R., Pullen, R., & Mincher, N. (2024). **Understanding ethical drift in professional decision making: dilemmas in practice**. *International Journal of Inclusive Education*, *28*(8), 1417-1434. https://doi.org/10.1080/13603116.2021.1992679
Educational psychologists face challenging decisions around ethical dilemmas to uphold the rights of all children. Due to finite government resources for supporting all learners, one of the roles of educational psychologists is to apply for this funding on behalf of schools and children. Tensions can emerge when unintended ethical dilemmas arise through decisions that compromise their professional judgement. This paper presents the findings from an exploratory study around educational psychologists' understandings and concerns around ethical dilemmas they faced within New Zealand over the past 5 years. The study set out to explore how educational psychologists manage the ethical conflicts and inner contradictions within their work. The findings suggest that such pressures could influence evidence-based practice in subtle ways when in the course of

decision making, practitioners experienced some form of ethical drift. There is seldom one correct solution across similar situations. Although these practitioners experienced discomfort in their actions they rationalised their decisions based on external forces such as organisational demands or funding formulas. This illustrates the relational, contextual, organisational and personal influences on how and when 'ethical drift' occurs.

Café pédagogique. (2024, août 30). **Focus sur le retard français en matière d'éducation au développement durable**. Consulté 6 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/08/30/le-retard-francais-en-matiere-deducation-au-developpement-durable/
Les débuts d'année scolaires offrent l'occasion de prendre de bonnes résolutions. Pour cette rentrée 2024, conscients du retard pris par la France, certains enseignants sont décidés à s'engager pleinement dans

CLEMENT, L., KANITOM, K., MARTIN, V., NOC, S., PLESSIS, M., RAMBAUD, L., … al, et. (2023). ***État des lieux des enjeux de l'éducation à l'environnement et au développement durable au Togo et au Sénégal***. Consulté à l'adresse https://www.coalition-education.fr/depotWeb/Rapport-EEDD-Senegal-Togo_VF-pdf.pdf
El Massoudi, N. (2024). **Paving the path to peace through citizenship education in a new social contract**. *PROSPECTS*, *54*(2), 491-498. https://doi.org/10.1007/s11125-024-09688-7
Trust in the potential of education as a common good is the cornerstone of the bond between citizens and their institutions. Changing current patterns entails lifting barriers to a culture of peace and uprooting all forms of violence. Education needs to be resilient enough through its citizen education to provide a framework for thriving societies. Governing education as a common good requires questioning educational models and curricula, considering how notions of peace are integrated into those models, which can serve as a basis for schooling as an integral part of society for the well-being and advancement of citizens. Therefore, we ask, how can citizenship education impact public institutions peace-wise? And conversely, how can citizenship education foster proximity peace and disseminate ethics for citizens, the planet, and peace building How can citizenship education be beneficial to society as a whole? This article attempts to address these questions by exploring the benefits of rethinking curriculum beyond performance, while recentering and converging efforts into educating caring citizens in peace with each other and their environments.

Éthier, M.-A., & Lefrançois, D. (2023). **L'histoire à l'école, deux pas en arrière ou un pas en avant? Nature de la pensée historienne et attitude didactique à adopter pour prendre en compte la diversité dans l'éducation citoyenne**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 78-99. https://doi.org/10.26443/mje/rsem.v58i1.10187
Distinguishing between the plurality of cultural identities, registers of knowledge and epistemological norms has sparked debates in history teaching. Some decolonial currents argue that a history teaching centered on historical thought, defined by sexias and others, promotes a eurocentric view of history. These criticisms apply to certain curricula and historians, not to the operation of historical thought itself, which values epistemological norms that are resistant to the instrumentalization of history. Developing historical thinking in the classroom would promote students' intellectual autonomy, critical thinking, and tolerance, as opposed to substituting one narrative for another.

However, the article expresses doubts about the ability of the school, in its current state, to provide the necessary conditions for this development.

FESSEAU, N., & ROUMÉGOUS, M. (2024). ***L'engagement social et citoyen dans les projets Erasmus et le Corps européen de solidarité***. Consulté à l'adresse https://agence.erasmusplus.fr/wp-content/uploads/2024/06/FINAL_ERASMUS_N23.pdf
L'étude, confiée au cabinet Planète publique, vise à mieux connaître les projets intégrant la priorité « Participation à la vie démocratique, valeurs communes et engagement citoyen » de la programmation 2021-2027 d'Erasmus+, notamment à cerner les motivations et effets de ces projets sur le parcours d'engagement des participants. Le Guide du programme Erasmus+ décrit ainsi la priorité : « Le programme favorise la citoyenneté active et l'éthique dans le cadre de l'apprentissage tout au long de la vie ; il encourage l'acquisition de compétences sociales et interculturelles, l'esprit critique et l'éducation aux médias. (…) L'accent est mis sur la sensibilisation au contexte de l'Union européenne (UE) et à sa compréhension, notamment en ce qui concerne les valeurs communes de l'UE, les principes d'unité et de diversité, ainsi que le patrimoine social, culturel et historique ».

Giunco, K., & Sellers, K. M. (2024). **When Anti-CRT Becomes Anti-Care: Navigating Curricular Controversies Amid Voucher-Induced Changes to a Private Religious School Landscape**. *Journal of Cases in Educational Leadership*, *27*(3), 55-69. https://doi.org/10.1177/15554589241237696
As access to private religious education expands through vouchers, public discourse has positioned these schools as politically neutral spaces. Teachers who seek to ethically care for students are thus placed in a predicament. In this article, we present the fictive case study of a middle school teacher in a suburban Catholic school that has accepted vouchers and consequently undergone significant demographic and political shifts. When the teacher makes a curricular decision that responds in caring and critical ways to their students, they face a wave of parental opinions that call their instruction and ethical aims into question.

Hajj-Hassan, M., Chaker, R., & Cederqvist, A.-M. (2024). **Environmental Education: A Systematic Review on the Use of Digital Tools for Fostering Sustainability Awareness**. *Sustainability*, *16*(9), 3733. https://doi.org/10.3390/su16093733
Recently, sustainable development practices have increased attention as climate change and environmental impacts have increased. Interventions to encourage sustainability awareness are developing, so fostering them through education is crucial. Evidence-based studies conducted in this field have suggested the use of different digital tools to promote environmental learning gains and to foster better sustainability awareness among students. Following the PRISMA method, we found 21 articles published between 2013 and 2023 showing an interest in the use of digital tools in environmental education to foster sustainability awareness among learners. Findings indicate that virtual reality tools and climate change topics are the most trending in this research area. Further, the results show a positive impact of the use of digital tools on students' concern for the sustainability of the planet.

Lakhno, M. (2024). **Green or green-washed? Examining sustainability reporting in higher education**. *Higher Education Quarterly*, *78*(3), 1099-1122. https://doi.org/10.1111/hequ.12513

Sustainability reporting has gained popularity across various fields, and the higher education sector is no exception. Higher education institutions across the globe are voluntarily investing time and resources into showcasing their activities and progress in sustainable development. Are these efforts just superficial instances of following a trend or do they exemplify a path towards an in-depth transformation in the area of sustainability, as it is called for by the United Nations Sustainable Development Goals 2015–2030? This article aims to answer this question by studying public sustainability reports of the top 50 UK universities, focusing on their self-reflective elements and thematic comprehensiveness.

Long, K. (2024). **Teaching Students About Race and Racism: Navigating Dimensions of Political Ideology**. *Journal of Cases in Educational Leadership*, *27*(3), 96-105. https://doi.org/10.1177/15554589241259407
This teaching case explores the complexities of teaching students about race and racism, a struggle complicated by political efforts to restrict the discussion of critical educational theories. It emphasizes the political ideologies that faculty must consider as they teach in an academic setting. The case narrative illuminates the complexity of diverse and divisive political ideologies that veer from scholarship into emotion. This case offers questions for further reflection on solutions to these challenges.

López-Fuentes, A. V., & Fernández-Fernández, R. (2024). **Analysing the potential of Disney-Pixar films for educating young children in inclusive values**. *International Journal of Inclusive Education*, *28*(8), 1616-1633. https://doi.org/10.1080/13603116.2021.2008532
The use of films in the classroom is not new, as they promote critical thinking and reflection (Prats, Lluis. 2005. Cine para Educar. Barcelona: Belacqua). However, their role in promoting inclusive values with young learners remains relatively unexplored. Films have been considered a powerful pedagogical tool that helps students be in contact with the Other, creating new feelings of understanding and emotional attachment (Saito, Haito. 2010. "Actor-Network Theory of Cosmopolitan Education." Sociological Theory 29 (2), 124–149). In the present work, the pedagogical potential of three Disney-Pixar films is explored to educate young learners in inclusive values related to difference and diversity. To do this, the authors perform a formal analysis using eight key elements linked to inclusive education and the Spanish curriculum for infant education. Results show that these elements are present, with a higher predominance of portraying different races or ethnicities, and the display of border transgressions, demonstrating they may enhance young learners' learning of inclusive values in the classroom.

Moretti, L. (2023). **Expérimentation d'une stratégie éducative développant un territoire apprenant sur le territoire insulaire Corse : impacts sur le profil écocitoyen des élèves**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 122-143. https://doi.org/10.26443/mje/rsem.v58i1.10177
Cet article présente les fondements, la méthodologie et les résultats d'une recherche-action visant la modélisation, l'expérimentation et l'évaluation d'une stratégie éducative basée sur la construction d'un territoire apprenant. Fondée sur la valorisation des liens élèves-territoire, elle met à l'épreuve l'hypothèse considérant la composante patrimoniale du territoire comme un levier de développement éducatif pour une éducation à une écocitoyenneté de qualité, entendue comme une écocitoyenneté émancipée : responsable, désireuse et capable d'engagements. La méthodologie consiste en une analyse comparative de trois lots d'élèves représentatifs de trois degrés

croissants de participation au territoire apprenant. Les résultats obtenus permettent de mettre en avant des impacts positifs et statistiquement significatifs sur les profils écocitoyens des élèves actifs, auteurs et constructeurs du territoire apprenant.

OCDE : Organisation de coopération et de développement économiques. (2024). ***Promoting green and digital innovation : The role of upskilling and reskilling in higher education***. Consulté à l'adresse https://www.oecd-ilibrary.org/docserver/feb029df-en.pdf?expires=1726825707&id=id&accname=guest&checksum=40F54E51F1D499654F891F1F65B0CA35
This analytical report, the last in a series of four, was prepared by the OECD Higher Education Policy Team as part of the Education and Innovation Practice Community (EIPC), an action of the European Union's New European Innovation Agenda, flagship 4 on "Fostering, attracting and retaining deep tech talent". EIPC seeks to bring together peers from policy and practice to advance understanding of the competencies that can trigger and shape innovation for the digital and green transitions, and the mechanisms through which higher education can contribute to their development across three stages of education: secondary education; higher education; and adult upskilling and reskilling. Drawing on module B of the Higher Education Policy Survey 2022 and case studies, this report examines how public authorities can promote upskilling and reskilling in higher education to contribute to the green and digital transitions. It first offers a typology of the higher education-based upskilling and reskilling offer observed in OECD countries before describing four key action areas: setting system-wide strategies; supporting provision; attracting and supporting learners; and securing industry and employer engagement.

Petit, M., & Gagné, A. (2024). **Pour une utilisation éthique du numérique en supervision de stage**. *Apprendre et enseigner aujourd'hui : revue du Conseil pédagogique interdisciplinaire du Québec*, *13*(2), 76-79. https://doi.org/10.7202/1111368ar
Cet article explore l'intégration du numérique dans la supervision des stages en enseignement, notamment lorsqu'elle se déroule à distance. Si la vidéo s'avère l'outil incontournable d'une telle supervision (notamment pour l'autoévaluation de la personne stagiaire et la rétroaction de la personne superviseure), le numérique peut aussi être au service d'une « observation indirecte » de ce qui se passe en stage. Considérant des préoccupations éthiques en lien avec l'utilisation du numérique, une charte éthique pour encadrer la supervision de stage à distance (Petit et al., 2023) est proposée, promouvant des principes d'accès équitable, de fiabilité, de littératie numérique, de consentement, de gestion des situations délicates et de respect des exigences professionnelles.

Porter, C. J., Okello, W. K., & Stewart, T. J. (2024). **"Letting Go": exploring the nuance of (Black feminist) epistemologies**. *International Journal of Qualitative Studies in Education*, *37*(7), 1868-1883. https://doi.org/10.1080/09518398.2023.2233937
As scholars, teachers, and researchers within academe we have, at times, felt the gravity, nuance, and depth of Black feminist theories and epistemologies have resulted in articulations and manifestations so flat they are rendered illegible and almost always universally synonymous. While there are certainly deep and rich connections among and between Black feminist theories, and while their proliferation has been often mutually facilitative, they are worthy of distinction. Our paper explores how the genealogy of Black women's theorizing has survived through its varying conceptualizations through

explicating Womanism; Black Feminist Thought; and Endarkened Feminisms. We illustrate the genealogy of Black women's theorizing and suggest moving away from the singular meanings that, ultimately, reduce their public force and utility in higher education research and practice.

Poutrain, V. (2024, juillet 1). **Une nouvelle éducation à la sexualité dans les établissements scolaires ?** Consulté 8 juillet 2024, à l'adresse The Conversation website: http://theconversation.com/une-nouvelle-education-a-la-sexualite-dans-les-etablissements-scolaires-229055
De la prévention des violences sexistes ou sexuelles à la lutte contre les discriminations, les enjeux de l'éducation à la sexualité sont nombreux. Retour sur les évolutions de cet enseignement.

Reimers, F. M. (2024). **Education purposes for a sustainable future**. *PROSPECTS*, *54*(2), 285-292. https://doi.org/10.1007/s11125-023-09674-5
This essay explains that periodic examination of the goals of education is essential for educational institutions to ensure they are adequately preparing students to address the challenges of the present and build a better future. It argues that education is an ethical enterprise, and that clear and shared goals provide education institutions with direction and coherence. Rapid societal changes challenge educational institutions to revisit whether their goals are supporting teaching students so they can develop the necessary knowledge, skills and dispositions to address them. The article discusses three accelerating existential challenges—challenges to human rights, democratic decline, and climate change—and argues that they require schools, universities, and systems to educate students to understand and be able and committed to address them. These three challenges also influence educational institutions, and the development of institutional strategies can help create synergies among functions and processes in schools and universities to help students develop the knowledge, skills, and dispositions that can help understand and mitigate climate change and declines in human rights and democracy.

Tavant, M. (2023). **Taille, secteur et type du collège : évaluation de leur rôle dans le développement des compétences citoyennes des collégiens**. *e-JIREF*, *9*(3), 52-74. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/214
Alors que l'institution scolaire française est de plus en plus incitée à former des citoyens éclairés, cet article vise à étudier le lien, encore peu exploré, entre les contextes scolaire et familial et les compétences citoyennes. Notre recherche a tenté de mesurer l'effet des caractéristiques contextuelles exogènes à l'établissement (taille de l'établissement, géolocalisation, secteur de recrutement, type), qui sont difficilement contrôlables, sur le niveau de compétences citoyennes des élèves. Ce travail se base sur les données du Cnesco, recueillies auprès de 3158 élèves de 3ème, scolarisés dans 126 collèges. Les résultats, obtenus à partir de modèles multiniveaux, ont montré de faibles effets des caractéristiques contextuelles exogènes sur les niveaux d'engagement citoyen, de tolérance, de solidarité et d'adhésion aux valeurs civiques chez les jeunes. Les caractéristiques individuelles des élèves jouent un rôle plus marqué dans le développement de compétences citoyennes, plus particulièrement, le niveau de compétences citoyennes est plus élevé au sein de contextes scolaires défavorisés ou d'éducation prioritaire, lorsque les élèves sont issus de milieu socioéconomique favorisé.

Tibbitts, F. (2024). **Revitalizing the mission of higher education through a human rights-based approach**. *PROSPECTS*, *54*(2), 401-409. https://doi.org/10.1007/s11125-023-09654-9
This article proposes that in a new social contract for education, reimagined universities should be institutions that are human rights-centered. A human rights mission incorporates conventional university policies oriented toward diversity, equity, and inclusion (DEI) but goes beyond this traditional framework by drawing attention to root causes of systemic violations of human rights (including violence within the university itself) and inclusive processes of internal reform, oriented towards social justice involving especially the voices of the most marginalized. This article begins with a presentation of the application of the human rights framework to university settings, including binding legal standards, soft policies, and a holistic framework known as the human rights-based approach. A human rights-centered university is one that will undertake change with an orientation toward deep transformation that will enable the university to fulfill its core aims to foster values such as respect, empathy, equality, and solidarity and promote active citizenship to address the pressing needs of society.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2024). ***Education and climate change: learning to act for people and planet***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000389801/PDF/389801eng.pdf.multi
Le Rapport mondial de suivi sur l'éducation propose une nouvelle série visant à faire progresser le dialogue sur les relations entre l'éducation et les autres ODD. Ce premier document sur le changement climatique examine son impact croissant sur l'éducation avant de se tourner vers le rôle de l'éducation dans l'action climatique. Il soutient que l'éducation au changement climatique doit s'adapter pour réaliser son potentiel. Le paradigme éducatif ne peut reposer uniquement sur le transfert de connaissances, il doit aussi se concentrer sur l'apprentissage social, émotionnel et orienté vers l'action.

von Gillern, S., Rose, C., & Hutchison, A. (2024). **How students can be effective citizens in the digital age: Establishing the Teachers' Perceptions on Digital Citizenship Scale**. *British Journal of Educational Technology*, *55*(5), 2093-2109. https://doi.org/10.1111/bjet.13434
As teachers are purveyors of digital citizenship and their perspectives influence classroom practice, it is important to understand teachers' views on digital citizenship. This study establishes the Teachers' Perceptions of Digital Citizenship Scale (T-PODS) as a survey instrument for scholars to investigate educators' views on digital citizenship for their students. Drawing upon existing research, a theorized model of digital citizenship was developed and validated via a confirmatory factor analysis (CFA), resulting in a 14-item four-factor model. Factor constructs include digital ethics, participation and engagement, informed citizens and civic know-how. As teachers' views can shift over time, particularly with the emergence of new technologies, scholars can utilize T-PODS as they investigate educators' perceptions of digital citizenship across time and context.Practitioner notesWhat is already known about this topic Digital citizenship is crucial for modern society and involves becoming a well-informed and responsible participant in digital spaces. A few instruments exist for measuring digital citizenship, which have focused on the behaviours and perceptions of young people, including children and university students. Teachers play an important role in helping children develop their digital citizenship skills. What this paper adds This study presents a new validated model that conceptualizes four key constructs of digital citizenship: digital ethics, participation and engagement, informed citizen and civic know-how. It also

demonstrates the relationship between these constructs and their connections to the literature. This article also establishes the Teachers' Perceptions of Digital Citizenship Scale (T-PODS), a 14-item survey instrument that measures teachers' perceptions of these four constructs. Implications for practice and/or policy Researchers and educators can use T-PODS to understand teachers' perceptions of digital citizenship across time, locations and contexts. Drawing upon the four key constructs, teachers can identify and address constructs, skills and processes that are most applicable to their students and educational goals. Policymakers and curriculum developers can utilize these four constructs to develop both targeted and well-rounded digital citizenship educational experiences.