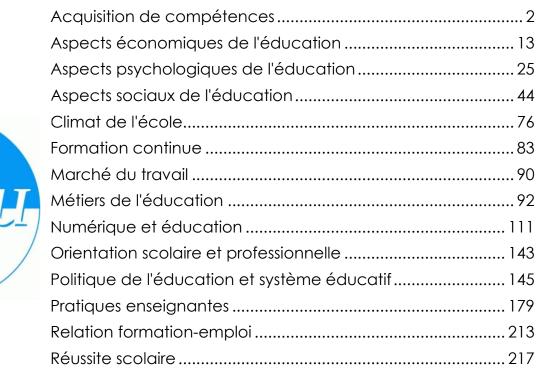# Veille de l'IREDU

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Acquisition de compétences

Aalioui, L., Huet, N., & Labeye, E. (2023). ***Soft Skills, New Concept of Metacognition ?*** Présenté à 7 th Canadian International Conference on Advances in Education, Teaching & Technology. Consulté à l'adresse https://shs.hal.science/halshs-04709688
Soft skills called in different ways (non-cognitive skills, non-technical skills, generic skills...), are skills that develop throughout life. The study of these skills remains unclear in current research with weak theoretical frameworks, sometimes, evoking a non-conscious learning of these skills while others link them to personality traits. Nevertheless, these soft skills are characterized by their vast field of application, linked to both personal and professional life. They are mainly interpersonal, intrapersonal, emotional, methodological skills and/or meta-skills that contribute to the efficiency of various tasks. Strongly favoured by the labour market, the acquisition of these skills is the subject of growing number of studies. However, there is a lack of consensus on their definition and naming, mainly due to the very varied theoretical fields (marketing, economics, sociology...). These various terms, give rise to different meanings that generates confusion. Therefore, the aim of this communication is to clarify the concept of soft skills through a critical study, to categorize the different types of soft skills mentioned above and to show how processes underlying these skills refer to processes and metacognitive knowledge. In this context, we will present the current research to better understand the acquisition and application of soft skills within an adult learning organization. Indeed, our ongoing research will allow us to lead understand the acquisition of soft skills and to identify whether this direction of research supports the need for an awareness of one's own cognitive functioning. Consequently, we will develop how considering metacognition in research of soft skills could remedy the theoretical gaps.

Alexandre, F., Mercier, C., Palaude, A., & Romero, M. (2024). ***Modeling Creative Problem-Solving Tasks from a Computational and Neuroeducational Approach*** (p. 27) [Report]. Consulté à l'adresse Inria & Labri, Univ. Bordeaux website: https://inria.hal.science/hal-04691371
Creativity is a complex process that has been studied in different fields with a high level of diversity in relation to the types of tasks, contexts, and assessment methodologies. In this study, we focus on ill-defined individual creative problem-solving (CPS) tasks with the objective of creating a computational model based on the regulatory process of CPS, inspired by the neuroscientific knowledge of the related cognitive processes, and artificial cognitive architectures. The model operationalization considers the emergent character of the path engaged by the learner when solving an ill-defined task and the geometrization of this path within a problem space describing the task. Stimulus-based and goal-directed creative behavior are then distinguished on the computational processes underlying creativity. Through a computational and neuroeducational approach, the study introduces a model of creative problem-solving tasks and provides an operational geometric definition of problem-solving tasks, emphasizing the challenges associated with ill-defined problems. We finish discussing creativity as a semantic grounding process with a focus on data representation, as well as symbolic data manipulation using inference and metric space algorithms.

Batdı, V., Elaldı, Ş., Özçelik, C., Semerci, N., & Özkaya, Ö. M. (2024). **Evaluation of the effectiveness of critical thinking training on critical thinking skills and academic**

achievement by using mixed-meta method. *Review of Education*, *12*(3), e70001. https://doi.org/10.1002/rev3.70001
Critical thinking is among the basic skills for learning needed in the twenty-first century. In order to develop students' critical thinking skills, it is very important to include different teaching practices in education that will enable them to think critically. The impact of these practices on learners is also curious. In this study, it was aimed to evaluate the effectiveness of critical thinking training (CTT) on critical thinking skills and academic achievement with the mixed-meta method. As a result of the literature review, quantitative (meta-analysis) and qualitative (meta-thematic analysis) findings were obtained. Quantitative studies scanned from some databases in line with certain criteria were analysed with CMA 2.0 and MetaWin programs, and learning level, implementation process and course area moderator analyses were conducted. As a result of the analysis, it was seen that the effect sizes of critical thinking-based practices on learners' academic achievement and critical thinking skills were positive with a large-scale effect at a large level. Qualitative studies on the other hand were analysed with the Maxqda program. As a result of the analysis, the emerging themes were found to be 'the effect of CTT on the cognitive domain', 'the effect of CTT on the affective domain', 'the effect of CTT on the social domain', 'the effect of CTT on the delivery of the course', 'suggestions for CTT' and 'the problems encountered in CTT'. The findings revealed that CTT had a positive effect on academic achievement and development of critical thinking skills. Context and implications Rationale for this study This literature review provides evidence of the effect of critical thinking training on academic achievement and critical thinking skills. Why the new findings matter The review demonstrates that the effect sizes of critical thinking-based practices on learners' academic achievement and critical thinking skills were positive, with a large-scale effect at a large level. Implications for education programmes and researchers Considering the results obtained that critical thinking practices have a positive effect on academic achievement and critical thinking skills, it can be suggested that more activities and content be prepared in primary and secondary education programmes that will enable students to develop their critical thinking skills. Since more general and comprehensive results can be obtained in terms of qualitative and quantitative aspects with mixed-meta analysis, it may be recommended to use the relevant method in different subject areas for future research.

Chachkine, E., Al Khatib, J., & Saboya, F. (2024). **Dimensions idéelle et vécue d'un dispositif de formation qui professionnalise à la recherche : une évaluation du parcours doctoral de l'école doctorale**. Consulté à l'adresse https://hal.science/hal-04700149
The aim of this research is to understand whether there is a gap between an 'ideal' doctoral programme designed in a multidisciplinary doctoral school in the social and human sciences in France and the programme 'lived' by the doctoral students who are learning to carry out research there. The design of the 'ideal' programme, i.e. underpinned by an epistemo-axiological logic of action (Albero,2018), is guided by the French doctoral decree of 2016. To gauge the gap between the ideal and the lived, which is underpinned by a logic of subjective and existential action (ibidem), a written questionnaire with open questions was administered to the doctoral school's apprentice researchers. A comprehensive analysis of the responses reveals the various ways in which the respondents (n=30) become professionalised in research, both inside and outside the institution, and shows a good convergence between the ideal and the lived programme.

Chen, Y. Y., Ting, C. H., Ghazali, S. R., & Ling, A. A. (2024). **Enhancing children's well-being using Malaysian-adapted version Super Skills for life (M-SSL) among primary school children in Malaysia**. *Psychology in the Schools*, *61*(10), 3891-3906. https://doi.org/10.1002/pits.23258

With the increasing prevalence of mental health issues among children, there is a growing need to implement school-based preventive programs for emotional well-being in Malaysia. Super Skills for Life (SSL) is a transdiagnostic preventive program designed based on the cognitive-behavioral therapy concept to address emotional problems among children. This study examined the effectiveness of the M-SSL program in reducing depressive and anxiety symptoms as well as other psychological issues such as social competency, worries, cognitive and emotional regulation in a sample of Malaysian children between the ages of 10 and 12. A quasi-experimental preintervention and postintervention research design was conducted. A total of 165 primary school children ($M = 10.9$, $SD = 0.72$) were recruited with 88 of them randomly assigned to the intervention group. All of them were asked to complete a questionnaire consisting of demographic data, the Centre for Epidemiologic Studies Depression Scale Revised, Spencer Children's Anxiety Scale, Strength and Difficulties Questionnaires, Social Skills Questionnaires and Cognitive Emotional Regulation Questionnaires. Children in the M-SSL group significantly reported lower levels of depressive scores during follow-up assessment compared to the children in the control group. They also showed significant improvement in their depressive subscale scores, social worries scores, and the way they perceived an event as compared to the control group. These findings provide initial support for the effects of M-SSL, suggesting that it is a valuable resource for the prevention of depressive symptoms and for improving social worries among children.

Cohen-Azria, C. (2024, septembre 18). **Être (ou naître) visiteur de musée : les sorties scolaires démocratisent-elles l'accès à la culture ?** Consulté 25 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/etre-ou-naitre-visiteur-de-musee-les-sorties-scolaires-democratisent-elles-lacces-a-la-culture-237886

Il ne suffit pas de passer les portes d'un musée pour aussitôt en acquérir les codes. Dans quelle mesure les visites scolaires peuvent-elles donner aux enfants le goût des sorties culturelles ?

Cudel, C., Hobigand, N., Anne-Gaëlle, J., Lidolf, S., Mocquet, B., Philip, J., … Thierry, S. (2024). ***APC épanouie : Workshop NCU2Amue***. Consulté à l'adresse Amue ; Avignon université ; Université Bordeaux ; Université Gustave Eiffel (2020-....) ; Université Haute Alsace ; Université Paul valéry - Montpellier III website: https://hal.science/hal-04706045

Ce rapport propose une analyse approfondie du workshop organisé par l'UHA dans le cadre de la convention NCU2Amue, centré sur l'Approche Par Compétences (APC) au sein de 5 universités françaises et avec l'Amue. Il contextualise l'initiative « Nouveaux cursus à l'université » (NCU), financée par le Programme d'investissements d'avenir (PIA 3), qui vise à diversifier les formations pour améliorer la réussite en premier cycle. Au cours des deux journées de workshop, tenues en mars 2023 à l'Université de Haute Alsace, les participants ont exploré plusieurs thématiques clés. Celles-ci incluent l'identification de bonnes pratiques issues des expériences NCU, l'APC comme levier d'attractivité pour les programmes universitaires, et les moyens de favoriser l'engagement durable des parties prenantes envers cette approche pédagogique. L'articulation entre l'évaluation des compétences et la diplomation ainsi que l'évolution des systèmes d'information pour soutenir l'APC ont également été abordées. Le rapport se structure autour de six

sessions, permettant d'interroger la pertinence et l'impact des outils numériques associés à l'APC et de projeter une vision prospective pour 2030. En croisant les perspectives de divers acteurs académiques, ce workshop a permis de dégager des pistes concrètes pour atteindre une APC épanouie, soulignant ainsi son rôle essentiel dans la transformation des pratiques pédagogiques au sein des universités.

Denny, J.-L., Bayle, I., Dietemann, L., Blank, J. C. G., & Durrive, L. (2024). **Les infirmiers en pratique avancée : un processus de reconnaissance professionnelle à l'épreuve du terrain**. *Formation emploi. Revue française de sciences sociales*, (167), 211-234. Consulté à l'adresse https://journals.openedition.org/formationemploi/13007
Le métier d'Infirmier en Pratique Avancée (IPA) constitue une des réponses aux enjeux actuels de santé publique. L'article éclaire le processus de reconnaissance professionnelle de six IPA à l'entrée dans le métier, selon une perspective anthropologique par entretiens individuels et collectifs. Les résultats documentent l'approche d'une vision globale du patient, le repérage de la continuité de la profession d'infirmier dans le métier d'IPA, le recours à du bricolage pour construire le périmètre d'action et la mobilisation de compétences en marketing. Des interpellations touchant à la formation, aux métiers de la santé et aux gouvernances politiques sont esquissées.

Griffin, M. K., Brown, M., White, K., Richardson, D., Summers, K., Hanson, M., & Wagner, M. C. (2024). **Examining the malleability of young children's flexible attention to numerical and spatial magnitudes**. *Early Childhood Research Quarterly*, 69, 166-176. https://doi.org/10.1016/j.ecresq.2024.08.003
Math ability is critical to children's future school and career success, and prior studies show that flexible attention to magnitudes (FAM) predicts children's future math abilities over and above other early math skills. FAM broadly refers to the ability to switch flexibly between attending to different dimensions of magnitude (e.g., size and numerosity). In the current study, we created an intervention using number books to test, for the first time, the malleability of children's FAM ability. A randomized experiment was conducted with 116 preschool-age children (Mage = 55.6 months; 54.3 % female) to test our hypothesis that FAM ability is malleable and can be trained using number books. The intervention included four conditions to which children were randomly assigned: size-to-number, mixed, conventional counting, and non-numerical. The experimental conditions were size-to-number and mixed, while the conventional counting and non-numerical conditions served as controls. Consistent with our hypothesis, children significantly improved in FAM task performance from pre- to post-intervention within the experimental groups, but not within the control groups. Furthermore, children in the two experimental conditions combined significantly improved number line estimation scores from pre- to post-intervention, unlike the combined two control conditions. Implications of these findings on the development of future FAM interventions are discussed.

Hollenstein, L., & Brühwiler, C. (2024). **The importance of teachers' pedagogical-psychological teaching knowledge for successful teaching and learning**. *Journal of Curriculum Studies*, 56(4), 480-495. https://doi.org/10.1080/00220272.2024.2328042
Effective teacher education is expected to ensure that future teachers acquire professional knowledge that is relevant for coping successfully with the requirements of their teaching practice. To strengthen evidence-based teacher education, we need to better understand which teacher education outcomes are predictive for high-quality instruction and student learning. This study hence investigates the impact of teachers'

pedagogical-psychological teaching knowledge (PPTK) on student's perception of instructional quality and students' achievement in mathematics. The study is based on longitudinal data of 28 early career primary school teachers and their students (n = 509). The results indicate PPTK as a significant predictor for students' perception of teachers' classroom management as well as teachers' quality of explaining. PPTK and teachers' cognitive activation as perceived by students are significant predictors for students' mathematics achievement. These results emphasize the importance of PPTK for successful learning processes in mathematics in primary school. The findings are discussed regarding their relevance for the effectiveness of teacher education.

Khodabandeh, F., & Mombini, A. (2024). **Exploring the effect of augmented reality technology on high school students' vocabulary learning, personality traits, and self-efficacy in flipped and blended classes**. *Education and Information Technologies*, *29*(12), 16027-16050. https://doi.org/10.1007/s10639-024-12486-5
Incorporating augmented reality (AR) technology into education has the incredible capacity to elevate the quality of learning encounters significantly. In flipped and blended classrooms, where technology complements traditional instruction, investigating the effect of AR on vocabulary learning, self-efficacy, and personality traits becomes crucial due to the immense potential AR holds for enhancing learning experiences.This study explores the effects of AR on EFL high school students' vocabulary learning, personality traits, and self-efficacy in flipped and blended classes. The study involved the selection of participants according to their scores on the Oxford Young Learners Placement Test at the Elementary level. These individuals were then randomly divided into two experimental groups and one control group. Pre-tests assessed initial vocabulary abilities, while self-efficacy and personality traits questionnaires measured students' perceptions. AR-based instruction was implemented in flipped and blended classes, with all groups receiving vocabulary instruction over 12 sessions. Participants independently used a Vocabulary Builder AR app on their cell phones for AR-based instruction. Post-tests and the same self-efficacy and personality traits questionnaires were administered after the treatment to assess changes in perceptions. The findings revealed that the experimental groups demonstrated superior performance compared to the control group in terms of vocabulary learning, self-efficacy, and personality traits. The research showcases the beneficial effects of implementing AR on students' vocabulary learning, self-efficacy, and personality traits.The findings hold implications for the development of innovative instructional approaches, curriculum design, and the integration of technology in language education.

Leyva, D., Yeomans-Maldonado, G., Weiland, C., Guo, Q., & Shapiro, A. (2024). **Home food practices and Latino kindergarteners' academic skills**. *Early Childhood Research Quarterly*, 69, 131-140. https://doi.org/10.1016/j.ecresq.2024.08.001
Latino parents support children's academic skills through their involvement in daily living activities. Prior work has focused on conventional literacy (e.g., book reading) and numeracy activities (e.g., teaching numbers). Less-visible home activities that are high-priority, high-value cultural practices in Latino communities are food sharing (e.g., eating together) and food-related household chores (e.g., grocery shopping together). This study examined whether food sharing and food-related household chores contributed to children's academic skills beyond conventional literacy and numeracy activities, in a sample of 152 Latino parents from low-income households and their kindergarten children (M age = 67.24 months; 51.32% female). At the beginning of kindergarten,

parents completed a home learning activities questionnaire and children's literacy and math skills were assessed. We found that food sharing, but not food-related household chores, positively related to children's literacy skills (vocabulary), beyond conventional literacy and numeracy activities. Food sharing and food-related household chores did not relate to children's math skills. Findings suggest the need to consider food sharing and food-related household chores as part of the constellation of Latino home learning activities that are likely to support children's academic skills.

Lin, Z., Gukasyan, G., & Nasyrova, L. (2024). **Virtual reality in cultural education: Cultural integration and academic performance of migrant students in the context of cultural capital**. *Education and Information Technologies*, *29*(12), 15325-15351. https://doi.org/10.1007/s10639-024-12450-3
This research aims to investigate the correlation between the academic performance of migrant students and their cultural integration within the context of international education. Additionally, it seeks to identify an optimal acculturation strategy that enhances the academic outcomes of migrant students and explores the influence of VR technology-based learning on acculturation and academic performance. The study conducted an online survey among 1032 participants from China, Vietnam, Mongolia, Turkmenistan (studying at RUDN University in Moscow, Russian Federation), and Uzbekistan, Tajikistan, Turkmenistan (studying at Kazan (Volga Region) Federal University in Yelabuga, Russian Federation), forming the primary sample (N = 400). The research utilized Berry's 2D acculturation model (2005) and Schwartz's questionnaire (1992) to assess acculturation strategies. A virtual reality experiment involved 100 students using Oculus Rift and Rhino-Unity technology. Academic performance, acculturation, and stress levels were measured post-virtual excursions. The SL-ASIA (26-item) and ILS (31-item) surveys assessed acculturation levels and stress. The research identified intégration as the most effective acculturation strategy (35%), fostering improved academic performance, expanded cultural boundaries, and the development of global cultural capital. Analyzing the relationship between academic performance and acculturation tendencies revealed that the majority of students with « Excellent » (49%) and « Good » (59%) grades exhibited a high level of integration. Those with « Satisfactory » grades showed a tendency towards marginalization (32%). In the realm of cultural education through virtual reality technology, the study demonstrated that immersive VR learning environments can enhance academic performance, reduce psychological and acculturation stress, and multiply adaptive resources essential for acculturation in a new culture. Although the abstract highlights the research objectives, it requires modification for grammatical correctness. Additionally, the methodology for data collection and analysis needs to be explicitly mentioned for clarity.

Luo, J., & Chan, C. K. Y. (2024). **Assessing students' holistic development in China: managerialism, market, and performativity as policy technologies**. *Asia Pacific Education Review*, *25*(4), 885-895. https://doi.org/10.1007/s12564-023-09842-4
With the rise of accountability measures in education, many policymakers have also argued the need to record, assess, and certify students' holistic development. However, using China as a case, we caution how a policy-driven reform on the assessment of holistic development might fall into the pitfall of performativity. Borrowing from Ball's (Ball, Journal of Education Policy 18:215–228, 2003) seminal work on policy technologies, we investigate the ways in which management cultures, market logic, and performance indicators have figured in China's assessment policies on students' holistic development.

Using the findings as a base, we further discuss and problematize how these policies could have rendered students "managed," "marketized," and "performative," influencing what it means to become a "holistic" student.

Mcharo, H. B., & Wandela, E. L. (2024). **The relationship between Project-Based Assessments and Students' Creativity in Secondary Schools**. *British Journal of Education*, *12*(10). Consulté à l'adresse https://eajournals.org/bje/vol12-issue10-2024/the-relationship-between-project-based-assessments-and-students-creativity-in-secondary-schools/
This study investigates the relationship between the frequency of project-based assessments and the enhancement of creativity among secondary school students. Employing a mixed-methods approach, data were collected from a sample of 100 students, 55 teachers and 02 academic masters across two secondary schools. The findings reveal a significant positive correlation between the regular implementation of … The Relationship Between Project-Based Assessments and Students' Creativity in Secondary Schools Read More »

Nkansah, J. O., & Oldac, Y. I. (2024). **Unraveling the attributions of digital literacy skills and knowledge gap in Ghana's higher education: Undergraduate students voices in a phenomenological study**. *Education and Information Technologies*, *29*(12), 15249-15268. https://doi.org/10.1007/s10639-024-12483-8
Any undergraduate student lacking the knowledge and skills for digital technology will find it challenging to succeed academically and thrive in the 21st -century higher education setting. This study employed a novel conceptual framework built from ecological theory to investigate the attributions of the knowledge and skill gap in digital literacy among Ghanaian undergraduate students. A phenomenological qualitative design with a purposive sampling technique was implemented to collect data from 16 undergraduates in a large public university in Ghana in a four-months period. The findings show several factors responsible for students' digital literacy knowledge and skills gap. Undergraduates have ascribed these reasons to various macro and micro factors. The students attributed their skills gap to personal, parental, institutional, and government factors, pointing to the need for concerted action from national and international policymakers and educators alike. This paper argues that university lecturers, administrators, the Ministry of Education, and policymakers in Ghana should collaboratively redesign comprehensive, persuasive, and integrated digital literacy approaches to benefit undergraduate students at all levels.

OCDE. (2024). *How to Advance the Teaching and Assessment of Social and Emotional Skills*. https://doi.org/10.1787/21e9ed91-en
Social and emotional skills are increasingly recognised as critical skills and are, thus, being increasingly introduced in the curricula in many countries. Recent evidence demonstrates that stronger social and emotional skills are associated with more positive life outcomes, such as higher academic success, job performance and employment, while also positively correlating with better mental health, civic engagement and prosocial behaviours. Critically, evidence indicates different skills impact different life outcomes. Evidence also clearly establishes that most social and emotional skills are teachable, thus able to be improved through deliberate educational interventions, which is an incentive for teachers, schools and policy makers to invest in social and emotional learning. The majority of assessments on social and emotional skills currently

used in school settings relies on teacher- and self-reports, but there are also many promising innovative tools being developed, which rely on direct measurement of behaviours. In certain settings, these can potentially allow for more objective, standardised and comparable data on students' performance. Some educational actors voice concerns on whether focusing on social and emotional skills can compromise academic teaching. Others express the need for clear instructions on how to teach these skills effectively, while raising concerns about how to assess these skills fairly and use the assessment results appropriately. This policy brief recommends strategies and actionable policies that policy makers can adopt to advance the social and emotional development of children and adolescents, ensuring high-quality, evidence-based teaching and assessment that lead to long-term benefits in students' lives.

OECD. (2024). ***Bridging Talent Shortages in Tech: Skills-first Hiring, Micro-credentials and Inclusive Outreach***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/employment/bridging-talent-shortages-in-tech_f35da44f-en
Talent shortages in the tech sector pose significant challenges for firms, workers and governments, hindering productivity, innovation, job satisfaction and economic growth. To address these shortages, this report emphasises the importance of a...

Ouattara, C. A. T., Tang, Y., Luo, S., Okagbue, E. F., Diallo, B. S., Onyinye, N. E., … Kante, N. C. (2024). **Exploring the competency-based approach curriculum in secondary education in Mali with the core players' experiences**. *Journal of Curriculum Studies*, *56*(4), 432-447. https://doi.org/10.1080/00220272.2024.2375220
Curricular reforms oftentimes cause more problems than they solve. Teachers' being kept out of curricular activities is one main reason for a reform to plummet. In this qualitative study, we examined the Malian curricular policy from two aspects—reform and teaching and learning. Guided by Fischer's argumentative approach theory, this analysis involved 18 participants. While officials and principals were interviewed, teachers were both interviewed and observed. We tried to elaborate on the power of arguments to further principals' and teachers' concerns and needs in curriculum related tasks. We discovered that CBA reform has the potential to harness learner's chances to learn better. The identified challenges like the intricate dialogue between authorities and teachers need to be lifted to unlock the full potentiality of the reform and achieve goals. We also found that advocating for teachers' inclusion in curriculum-making remains as important as upskilling teachers' competence to contribute to curriculum processes. (Re-)Designing standardized textbooks can address the issues of curriculum content overload and concept opacity. This can also help unify practices and align content with contextual norms. To curb congestion, a typical phenomenon in resources-scarce areas like Mali, more classes or schools should mushroom.

Postigo, Á., González-Nuevo, C., García-Fernández, J., García-Cueto, E., Soto, C. J., Napolitano, C. M., … Cuesta, M. (2024). **The Behavioral, Emotional, and Social Skills Inventory: A Spanish Adaptation and Further Validation in Adult Population**. *Assessment*, *31*(7), 1525-1547. https://doi.org/10.1177/10731911231225197
Social, emotional, and behavioral (SEB) skills encompass a broad range of interpersonal and intrapersonal abilities that are crucial for establishing and maintaining relationships, managing emotions, setting and pursuing goals, and exploring new learning opportunities. To address the lack of consensus regarding terminology, definition, and assessment of SEB skills, Soto et al. developed the Behavioral, Emotional, and Social Skills

Inventory (BESSI), which consists of 192 items, 32 facets, and 5 domains. The objective of the current study was to adapt the BESSI to Spanish (referred to as BESSI-Sp) and enhance the overall understanding of the BESSI framework. A sample of 303 people was employed with a mean age of 30.35 years (SD = 14.73), ranging from 18 to 85 years. The results indicate that the BESSI-Sp demonstrates strong psychometric properties. Its facet- and domain-level structure aligns with the theoretical expectations and closely resembles the English-language source version. The facets exhibit high reliability (mean ω = .89), and the scores demonstrate adequate stability after 3 to 4 weeks (mean rICC = .77). The BESSI-Sp also displays evidence of convergent validity and integrates well with the Big Five framework, providing incremental validity for various outcomes. We discuss the implications of these findings for the assessment of SEB skills and future research in this field.

Ramassamy, M. (2024). **L'apprentissage de la construction d'une preuve mathématique dans l'enseignement supérieur aux Antilles : Une étude comparative des perceptions et des capacités des étudiants et des conceptions des enseignants** (Thesis). Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2792

Rauterkus, H., Hennemann, T., Hagen, T., Krull, J., Nitz, J., Eiben, K., … Hanisch, C. (2024). **Teachers' ability to regulate their emotions predicts their levels of stress in primary schools in Germany**. *Journal of Curriculum Studies*, *56*(4), 468-479. https://doi.org/10.1080/00220272.2024.2312391
Teaching remains a profession that is associated with certain health risks. Teachers complain of psychosomatic experiences such as exhaustion, fatigue, headache, and tension more than people in other professions. High levels of stress amongst teachers also pose a risk for students, as this is associated with poorer teaching quality and lower learning success. Negative emotional responses to external stressors are decisive in the development of teacher stress. Therefore, emotional competence (EC), meaning the ability to perceive one's own emotions and the emotions of others, and the ability to regulate and express one's own emotions can be a meaningful piece of the puzzle around teachers' mental health. For this purpose, 265 teachers at inclusive primary schools in Germany were surveyed about how they experience stress and on the components of EC. Multi-level regression analyses showed that perceived stress was predicted by the 'regulation and control of one's own emotions' (std. B = - 0.53, p < .001), but not by the 'perception and understanding of one's own emotions' and the 'emotions of others' or by the 'expression of emotions'. Emotion regulation abilities can thus be understood as one factor that helps protect teachers' health. The results are discussed in the context of teacher training and professional development.

Ronderos, N., Foster-Heinzer, S., Flick-Holtsch, D., Shavelson, R. J., Mariño, J. P., Solano-Flores, G., & Perfetti, M. C. (2024). **Construct overlap in cross-national assessment: critical thinking in the teacher education curricula of two countries**. *Journal of Curriculum Studies*, *56*(4), 514-535. https://doi.org/10.1080/00220272.2024.2312392
The significance of critical thinking (CT) has grown worldwide in recent years. In teacher education, for example, educators are expected to impart this skill to students but we lack comprehensive international comparative research on CT in pre-service teachers. To begin to develop such assessments, we comparatively analysed CT in Colombia's and Switzerland's teacher education intended curricula. We examined 384 curriculum

documents at the national (macro), institutional (meso), and course-specific (micro) levels. The documents included 73 from Colombia and 311 from Switzerland. We also conducted interviews with nine teacher educators, four from Colombia and five from Switzerland. Our analysis revealed that while both countries provide similar opportunities for student teachers to acquire CT skills, there are differences in the percentage of documents that reflect CT or any of its facets, and few university courses include several CT facets. Our findings suggest the possibility for international CT assessment with appropriate cultural and contextual adaptations. However, the results also highlight the need for better alignment within training curricula and a more cohesive approach to CT, ensuring that CT is not only mentioned in official macro-level documents but is also comprehensively integrated into the micro level.

Saadati, F., Larrain, M., Bastian, A., Felmer, P., & Kaiser, G. (2024). **Adapting german instruments and validating their use to measure chilean mathematics teachers' professional competence**. *Journal of Curriculum Studies*, 56(4), 413-431. https://doi.org/10.1080/00220272.2024.2322494
Improving the effectiveness of teacher professional development programmes is crucial for enhancing education, and assessing teacher professional competence is vital. This study aimed at adapting and validating instruments originally developed in Germany as part of a follow-up study to TEDS-M (Teacher Education Development Study-Mathematics), intending to present a valid instrument that can measure professional competence among Chilean teachers. The study encompassed 79 Chilean mathematics in-service teachers. The methods used to assess the validity evidence of the noticing instrument are outlined, including evidence based on test content, evidence of internal structure, and evidence of relations to other variables. Challenges related to terminology and cultural references were addressed. The applied Rasch model revealed a strong correlation between situation-specific skills in both general pedagogy (P_PID) and mathematics teaching aspects (M_PID). Regarding the correlations between the noticing and other facets of teachers' professional knowledge, positive significant associations were found between M_PID and mathematics knowledge components. General pedagogical knowledge showed connections with P_PID. The findings demonstrate the validity of instrument use in the Chilean context based on various validity measures; however, the results show the importance of considering the cultural influence of competence measurements considering the educational practices of the target population. Overall, the study contributes to the ongoing effort to develop culturally sensitive measurement tools for teacher competence.

Silver, A. M., Miller, P., Votruba-Drzal, E., Libertus, M. E., & Bachman, H. J. (2024). **Parent predictors of the home math environment and associations with toddlers' math skills**. *Early Childhood Research Quarterly*, 69, 88-100. https://doi.org/10.1016/j.ecresq.2024.07.007
Mounting evidence suggests that home engagement in mathematics is related to variability in early math skill. Although prior work has investigated parental predictors of home math engagement more broadly, it remains understudied whether the same factors relate to toddlers' home math environment, and if home math experiences are associated with toddlers' math skills. Here we asked whether parents' beliefs, attitudes, and experiences with math relate to their engagement in home numeracy and spatial activities with toddlers and are associated with toddlers' developing number and spatial skills (N = 189). We find that a broad range of parent factors, including parents' beliefs about the importance of math, math growth mindset beliefs, math anxiety, and math

coursework, predicts parents' frequency of engaging in numeracy activities with toddlers. Furthermore, home number activities predicted toddlers' number skills. Parents' math beliefs, attitudes, and experiences all had positive indirect effects on toddlers' number skills through associations with number activities. However, none of these parent factors predicted home spatial activities, and we saw no association between home spatial activities and toddlers' spatial skills. Altogether, these results suggest that even at very young ages, parent factors shape the home environment and toddlers' early numeracy learning, but we did not detect associations for spatial skills.

Tan, T. X., Wang, J. H., Zhou, Y., & Deng, Y. (2024). **Young children's pre-academic and social skills: role of parents' locus of control and children's ADHD behaviours**. *Oxford Review of Education*, *50*(5), 641-657. https://doi.org/10.1080/03054985.2023.2268517
Our study examined young children's pre-academic and social skills in relation to parental locus of control and children's behaviours of ADHD. The participants were parents of 1,502 children from four Chinese kindergartens (Mage = 4.59, SD = 0.93; Girls: 51.40%). Data on six domains of children's pre-academic and social skills, parental external and internal locus of control, and children's inattention and hyperactivity/impulsivity were obtained with the Early Learning and Development for Children Aged 3 to 6 years, the Parental Locus of Control scale, and the ADHD Rating Scale-IV Preschool Home Version respectively. Hierarchical regression results showed that controlling for other variables, higher scores in parental external locus of control and child inattention behaviours significantly predicted lower scores in all six domains, while higher scores in internal locus of control and child hyperactivity/impulsivity behaviours predicted higher scores in all six domains (R2 ranged from 18.0% to 47.0%). Noticeably, parental locus of control explained a smaller amount of the variance (1.0–5.0%) than behaviours of ADHD (5.0–11.0%) in the children's outcomes.

Wang, M., Vasilyeva, M., & Laski, E. V. (2024). **Words matter: Effect of manipulating storybook texts on parent and child math talk**. *Early Childhood Research Quarterly*, 69, 65-77. https://doi.org/10.1016/j.ecresq.2024.07.002
Children who experience greater math talk during home math activities demonstrate higher levels of math knowledge. The current study was designed to test whether the features of storybooks affect the amount and kind of extratextual math talk parents and preschool children produce during storybook reading. Parent-child dyads (N = 50) were randomly assigned to one of two conditions: implicit or explicit. The implicit condition involved a storybook with math elements embedded only in the illustrations; whereas, the explicit condition included the same set of illustrations as well as numeric and spatial words in the text. Both parents and children in the explicit condition produced more math-related utterances than those in the implicit condition. Among parents, the difference in quantity of talk was present across a range of different types of math talk. Mediation analyses showed that condition affected parent math talk via child math talk and child math talk via parent math talk. These results point to the bidirectional relation between parent and child math talk during storybook reading and the importance of the features of learning materials on that talk.

Weir, A., Mukamurera, J., & Jutras, F. (2024). **Acquis d'une formation transversale à l'éthique professionnelle chez des finissantes et finissants d'un baccalauréat en éducation préscolaire et enseignement primaire au Québec**. *Éthique en éducation et en formation : les Dossiers du GREE*, (16), 105-124. https://doi.org/10.7202/1112943ar

La nature et la complexité du travail enseignant requièrent diverses compétences professionnelles, dont la compétence éthique. La formation initiale à l'éthique professionnelle se donne dans des cours spécifiques et/ou de façon transversale. Pour connaître les acquis de formation qui permettent d'assumer l'éthique professionnelle au terme d'un baccalauréat en enseignement au Québec lorsque la formation éthique est faite de façon transversale, huit entrevues semi-dirigées ont été menées auprès de personnes finissantes d'un baccalauréat en éducation préscolaire et enseignement primaire dans une université en région. Les résultats de l'analyse qualitative montrent que l'éthique des finissantes et finissants est centrée sur l'acte d'enseigner et que c'est grâce aux situations de pédagogie active et d'expérience concrète en formation en classes universitaires et en contexte authentique de pratique qu'elle se développe. Les limites de la formation transversale à l'éthique professionnelle sont constatées et l'importance de cours spécifiques et d'un modèle de développement graduel est relevée.

Weyers, J., Ligtvoet, R., & König, J. (2024). **How does pre-service teachers' general pedagogical knowledge develop during university teacher education? Examining the impact of learning opportunities and entry characteristics over five time points using longitudinal models**. *Journal of Curriculum Studies*, 56(4), 448-467. https://doi.org/10.1080/00220272.2024.2355923
General pedagogical knowledge (GPK) is regarded as a central component of the competence that teachers acquire during university teacher education. However, existing research on GPK typically uses only one or two measurement points to assess development and identify influencing factors. The present study draws on an annual survey of pre-service teachers' GPK over 5 measurement points during the course of university teacher education (i.e. over the standard five-year study period). Latent growth curve models were used to assess knowledge development and explore potential influences. Knowledge development was best described as an increasing trend that flattens out over time. While students' initial knowledge levels differed, their knowledge increase showed little interindividual variance. Initial knowledge level was related to the use of learning opportunities at the beginning of the study programme, but no significant association was identified between knowledge growth and increased learning opportunities over time. Moreover, initial knowledge level was predicted by the grade point average achieved in secondary school examinations but not by intrinsic motivation. Overall, the findings indicate that university teacher education effectively promotes GPK, with the entry phase being of particular significance.

Aspects économiques de l'éducation

Alshubiri, F., Mughrabi, H. H. A. L., & Alhousary, T. (2024). **Foreign higher education and corruption: is host country knowledge a blessing or a curse? Empirical evidence from MENA countries**. *Asia Pacific Education Review*, 25(4), 959-977. https://doi.org/10.1007/s12564-024-10000-7
The present study aimed to investigate the relationship between foreign higher education and corruption in 14 home countries in the MENA region and 13 host countries from 2007 to 2021. Panel-estimated generalized least squares, robust least squares MM estimation, dynamic panel data estimation, and one-step difference generalized method of moments was used to overcome heterogeneity and endogeneity issues and increase robustness. The study adopted the positive grease-the-wheels theory of corruption and the greed or need (GONE) theory in which the need for corruption

develops into greed for corruption, revealing a significant positive relationship between foreign higher education and corruption in the MENA countries. Meanwhile, the sand-in-the-wheel theory of corruption and anti-corruption mechanisms that encourage less greed per the GONE theory revealed a significant negative relationship between foreign higher education and corruption in origin countries after students returned to their home countries. The study findings support the idea that foreign knowledge is a blessing for MENA countries. Furthermore, there was a significant positive relationship between foreign higher education and corruption in the host countries because students adapted to the host country's environment. The main conclusion was that governments should encourage students to study abroad in countries with less corruption, supporting the main hypothesis, which posited that ethics and values are adopted abroad and transferred to home countries. Furthermore, constitutional reform and economic development should be adopted to implement the anti-corruption system and control public spending on education.

Anti Partey, P., Annim, S. K., Yidana, M. B., & Sebu, J. (2024). **Estimating the extent of educational resource deprivation among basic schools and its effect on quality education in Ghana**. *International Journal of Educational Development*, *109*, 103077. https://doi.org/10.1016/j.ijedudev.2024.103077
Policymakers continue to contend with the challenge of measuring and classifying schools concerning educational resources, which makes it difficult for policy development and implementation towards efficient allocation of the scarce resources available to education managers. This study, therefore, sought to estimate the extent of educational resource deprivation among Basic Schools in Ghana and find out its effect on the delivery of quality education. The study used data from the Annual School Census (ASC Data) (2015/16–2018/19) and Basic Education Certificate Examination (BECE) pass rates (2015/16–2018/19) The findings revealed that the extent of educational resource deprivation has improved from 45.1 % in 2015/16–35.4 % in 2018/19 with higher regional disparities. The incidence of deprivation has also improved from a highest 83.6 % to a lowest 77.9 % while the intensity of the deprivation in Ghanaian basic schools changed from 49.6 % to 46.7 % with the northern sector of the country, especially the Brong Ahafo Region recording highest levels of deprivation. Again, it was found that quality basic education as evident in performance in BECE is determined by the availability of library facilities and ICT infrastructure, the nature of school building, supervision, teacher-pupil ratio, and availability of professional teachers. The study recommends the adoption of the Multidimensional Education Resource Deprivation Index (MERDI) as a guiding index in Ghana's educational resource distribution. Also, the Ghana Education Service should prioritise the deployment of quality teachers and the distribution of textbooks and other reading materials.

Ayyar, S., Bolt, U., French, E., & O'Dea, C. (2024). *Imagine your Life at 25: Gender Conformity and Later-Life Outcomes* (NBER Working Paper N° 32789). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32789.htm
Using thousands of essays written by 11-year-olds in 1969, we construct an index measuring girls' conformity to gender norms then prevalent in Britain. We link this index to outcomes over the life-cycle. Conditional on age-11 covariates, a one standard deviation increase in our index predicts a 3.5% decline in lifetime earnings, due to lower wages and fewer hours worked. Education, occupation and family formation mediate

half of this decline. Holding skills constant, girls who conform less to gender norms live in regions with higher female employment and university attendance, highlighting the role of the environment in which girls grow up.

Bagot, L., Dutey, C., de Formel, C., Liogier, V., & Rousseau, S. (2024). *Le financement de l'éducation en 2023 : comptes de l'éducation 2023 provisoire et 2002 définitif - Éléments de comparaison internationale pour 2021* (N° 2024-E08). Consulté à l'adresse DEPP-MEN website: https://www.education.gouv.fr/le-financement-de-l-education-en-2023-415375
La Direction de l'évaluation, de la prospective et de la performance (DEPP) publie les principaux résultats du compte de l'éducation pour 2023. Ces indicateurs ont un statut provisoire. Ils sont accompagnés des résultats définitifs pour l'année 2022 et des dernières comparaisons internationales disponibles, à valeur sur l'année 2021.

Bils, M., Kaymak, B., & Wu, K.-J. (2024). **Labor Substitutability among Schooling Groups**. *American Economic Journal: Macroeconomics*, *16*(4), 1-34. https://doi.org/10.1257/mac.20220288
Given worldwide trends in education, wage premium for schooling, and real GDP, we derive a lower bound for the long-run elasticity of labor substitution across schooling groups of around 4, which is far higher than values commonly used in the literature. We exploit our bound to reexamine the importance of human capital in cross-country income differences, including the roles of school quality versus the skill bias of technology in the greater efficiency gains from schooling in richer countries.

Binelli, C., Comi, S. L., Meschi, E., & Pagani, L. (2024). *Every Cloud Has a Silver Lining: The Role of Study Time and Class Recordings on University Students' Performance during COVID-19* (IZA Discussion Paper N° 17173). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17173.htm
We study the impact of the COVID-19 pandemic and its side effects on the academic achievement of students in a large university located in a northern Italian region severely affected by the pandemic. Thanks to the richness of our data, we can investigate for the first time the role of two specific channels: the increase in study time due to the exceptionally strict confinement measures adopted and the availability of class recordings. We use administrative data on four cohorts of students merged with original survey data. We adopt a fixed-effect difference-in-differences approach, where we compare the outcomes of students from different enrolment cohorts observed in the same semester of their academic career before and after the COVID-19 outbreak. We find a generalized positive effect of the COVID-19 pandemic on students' academic achievement in terms of both earned credits and GPA. We provide evidence that both increased study time and the availability of class recordings contributed to mediating this positive effect.

Bottan, N., & Bernhardt, D. (2024). *Small Fish in a Big Pool: The Discouraging Effects of Relative Assessment* [The Warwick Economics Research Paper Series (TWERPS)]. Consulté à l'adresse University of Warwick, Department of Economics website: https://econpapers.repec.org/paper/wrkwarwec/1511.htm
This paper studies the impact of relative assessment on performance using a quasiexperiment: club-level swimming competitions in the US. By exploiting the agegroup structure, where swimmers are assessed against peers within their age group and experience a significant shift in relative standing upon aging up, we identify the causal

effects of being assessed against better-performing peers. Using a regression discontinuity design, we find that swimmers, on average, swim significantly slower after aging up. This effect is similar across genders and is most pronounced among swimmers in the middle and top of the ability distribution, while those in the bottom third show no significant change. Our findings highlight the importance of considering the psychological impacts of relative assessment in competitive environments.

Chen, K.-M., Currie, J., Ding, H., & Lo, W.-L. (2024). *School Milestones Impact Child Mental Health in Taiwan* (NBER Working Paper N° 32842). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32842.htm
This study uses administrative health insurance records in Taiwan to examine changes in child mental health treatment around four school milestones including: Primary and middle school entry, high stakes testing for high school, and high stakes testing for college entry. Leveraging age cutoffs for school entry in Taiwan, we compare August-born children to children born in September of the same year. The former hit all the milestones one year earlier than the latter, enabling us to identify each milestone's effect. We find that entry into both primary school and middle schools is associated with increases in mental health prescribing, not only for ADHD but also for depression. Middle school entry is also associated with increases in the prescribing of anti-anxiety and antipsychotic medications. Perhaps surprisingly, there is no run-up in the use of psychiatric medications prior to high-stakes tests. But the use of psychiatric medications falls sharply following the tests. These effects are stronger in counties where both parents and children have higher educational aspirations. Hence, the use of psychiatric drugs increases at junctures when educational stresses increase and falls when these stresses are relieved.

Collet, X., & Beaupère, N. (2024). **Les vulnérabilités étudiantes avant et pendant la crise sanitaire**. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4656
Cet article analyse la réussite aux examens au regard des situations de fragilité vécues par les étudiants, à partir de deux enquêtes quantitatives menées en 2017 (avant la crise sanitaire liée à la Covid-19) et en 2021 (pendant la crise sanitaire). Un indicateur synthétique est expérimenté, permettant de mesurer trois dimensions : la première est centrée sur les difficultés financières (impossibilité de faire face à ses besoins, ne pas manger à sa faim et renoncer aux soins) ; la deuxième est liée aux conditions de vie (nécessité de travailler, rencontrer de grandes difficultés concernant son logement, perception de l'état de santé physique et psychologique) ; et la troisième cible l'isolement social (absence d'aide des proches et sentiment de solitude). Cet indicateur met ainsi en lumière les profils d'étudiants les plus fragiles et souligne que les situations de vulnérabilité ont, d'une part, augmenté sous l'effet de la crise sanitaire, et d'autre part, influent sur la durée des parcours d'études et la réussite au diplôme.

D'Agostino, T., & Madero, C. (2024). **How integration changed us: The long-term impact of socio-economic school integration**. *International Journal of Educational Development*, *109*, 103096. https://doi.org/10.1016/j.ijedudev.2024.103096
This paper examines the life trajectories of low-income children who, in the late 1960s and early 1970s, were integrated into Saint George's College, an elite private school in Santiago, Chile. Utilizing primarily qualitative methods, this study focuses on the retrospective experiences and perceptions of former students. It investigates the

outcomes for low-income students who attended Saint George's as part of a socio-economic integration program, which has inspired both a film and recent policy debates on reforming Chile's national school choice system. Findings indicate a significant perceived impact on educational attainment and social mobility for former low-income students, primarily through transformed aspirations, as well as positive experiences for elite students entailing broadened social perspectives, empathy, and greater commitment to equity in social and political spheres. The study discusses theoretical contributions and policy implications related to aspirations formation, the social composition of schools, and the role of social integration in elite educational settings.

Elom, C. O., Onyeneke, R. U., Ayerakwa, H. M., Atta-Ankomah, R., Deffor, E. W., & Uwaleke, C. C. (2024). **The role of information and communication technologies and access to electricity on education in Africa**. *Education and Information Technologies*, 29(12), 15501-15532. https://doi.org/10.1007/s10639-024-12504-6
Access to quality education for all children is important for achieving the Sustainable Development Goals especially in Africa. However, information and communication technologies (ICTs) and access to electricity have continued to be burning issues hindering access to quality education in Africa. However, empirical evidence on the impact of ICTs and access to electricity on primary education in Africa is rare. This paper, therefore, investigates the impacts of information and communication technologies and access to electricity on the education of children in Africa. The study used rich data on primary school enrolment, education expenditure, access to electricity, fixed broadband subscriptions, fixed telephone subscriptions, mobile cellular subscriptions, and individuals using the internet in Africa obtained from the World Development Indicators. Leveraging on panel autoregressive distributed lag model, we find that fixed broadband subscriptions, mobile cellular subscriptions, individuals using the internet, and access to electricity exert significant impacts on school enrolment in Africa. We find from the Granger causality test result a unidirectional causality between school enrolment and mobile phone subscription. Furthermore, we identified bidirectional causalities between school enrolment and access to electricity, education expenditure, fixed telephone subscriptions, fixed broadband subscriptions, and individuals using the internet. We conclude that information and communication technologies improve education in Africa.

Fernández, A. B., Neilson, C., & Zimmerman, S. (2024). *Elite universities and the intergenerational transmission of human and social capital* [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp2026.htm
Do elite colleges help talented students join the social elite, or help incumbent elites retain their positions? We combine intergenerationally-linked data from Chile with a regression discontinuity design to show that, looking across generations, elite colleges do both. Lower-status individuals who gain admission to elite college programs transform their children's social environment. Children become more likely to attend high-status private schools and colleges, and to live near and befriend high-status peers. In contrast, academic achievement is unaffected. Simulations combining descriptive and quasi-experimental findings show that elite colleges tighten the link between social and human capital while decreasing intergenerational social mobility.

Ferreira, J., & Sandholtz, W. (2024). *Free Schooling Reverses Sibling Rivalry* (IZA Discussion Paper Nᵒ 17228). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17228.htm

We use administrative data to measure sibling spillovers on academic performance before and after Tanzania's introduction of Free Secondary Education (FSE). Prior to FSE, students whose older siblings narrowly passed the secondary school entrance exam were less likely to go to secondary school themselves; with FSE, the effect became positive. Negative spillovers in the pre-reform period were concentrated in poorer regions; positive spillovers in the post-reform period were largest for lower-performing younger siblings. This suggests that FSE alleviated financial constraints, allowing families to distribute educational investments more equitably rather than concentrating resources on high-performing children.

Fouopi Djiogap, C., Manga, J. R. A., Onana, S. P., & Bitoto, F. E. (2024). **Does fiscal decentralization improve people's access to health and education services in Cameroon?** *African Development Review*, 36(3), 457-470. https://doi.org/10.1111/1467-8268.12770

We study the effects of fiscal decentralization on people's access to health and education services in Cameroon. It is generally believed that fiscal decentralization is an essential way to improve people's access to social services such as education and health. After reviewing the literature, we employed the Driscoll and Kraay estimate in a sample of 45 rural and urban municipalities for the period 2010–2020 to find our results. The results show that fiscal decentralization has a positive effect on the number of classrooms per pupil and the number of desks per pupil. At the same time, it negatively affects public hospitals per capita and the state of public hospitals. To improve people's access to education and health services in Cameroon, it is necessary to encourage the transfer of powers to municipalities. There is a need to control the actions of local officials to avoid mismanagement of resources that will not benefit the population. Also, the responsibility for selecting communal projects financed via the public investment budget within the framework of decentralization should be exclusively that of municipal executives, and not that of the central government.

Frumin, I. (2024). **The cost to education development: A personal story**. *International Journal of Educational Development*, 109, 103089. https://doi.org/10.1016/j.ijedudev.2024.103089

This personal narrative details the experiences of the founding director of the Institute of Education at the Higher School of Economics in Moscow, reflecting on the development of educational precedents in post-Soviet Russia. The text outlines the establishment and rise of a few new innovative educational organizations, marking their impact through innovative practices rather than conventional policy reforms. The author argues that creating educational precedents—specific, practical examples of successful education strategies—is more resilient and effective than broad policy reforms or regulatory innovations. These precedents, once established, tend to endure through their intrinsic merits and practical success, despite shifting political landscapes and regulatory environments. The personal story underscores the complex interplay between educational innovation and political reaction in Russia.

Gao, C. Y., Shen, W., & Xu, H. (2024). **Will COVID pandemic intensify the inequality in transnational education participation?** *Asia Pacific Education Review, 25*(4), 1037-1050. https://doi.org/10.1007/s12564-024-09941-w
The expansion of student international mobility has been discussed increasingly with respect to concerns about social inequality. The outbreak of the COVID pandemic has exacerbated the risks of studying abroad. Due to the differences in the ability of students from different social backgrounds to cope with risks, the inequality of opportunities for studying abroad may further expand. Based on the survey of 1256 college graduates between January and March 2021, this study analyses the impact of family background on the choice of studying abroad under the background of the epidemic. The research shows that the inequality in transnational education participation has been intensified by the pandemic. Findings of mediation analysis suggested that family background has powerful influences on students' willingness to continue with their overseas study plan after the pandemic. It shapes students' decision on whether go abroad or not directly, via their mentality of the pandemic, and through their past educational choices (field of study) and attainment (university type). Our study provides a more nuanced understanding of the way how COVID pandemic affects students from different backgrounds.

Giacobino, H., Huillery, E., Michel, B., & Sage, M. (2024). **Schoolgirls, Not Brides: Education as a Shield against Child Marriage**. *American Economic Journal: Applied Economics, 16*(4), 109-143. https://doi.org/10.1257/app.20220443

Graveleau, S. (2024, septembre 24). **« Rester chez mes parents, c'est le filet de sécurité, ça me permet de rembourser mon prêt, de mettre de l'argent de côté »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/24/les-tanguy-je-n-ai-pas-completement-choisi-de-vivre-avec-mes-parents-mais-je-ne-suis-pas-malheureux_6330659_4401467.html
Entre contraintes économiques, injonction à l'autonomie et confort du nid familial, quelque cinq millions de jeunes adultes, des « Tanguy », vivent encore chez leurs parents.

Guénée, L., & Bedo, Y. (2024). **Faim d'études. Trajectoires de recours à l'aide alimentaire et budgets étudiants, du « néo-arrivant » au boursier héritant de la précarité familiale (ÉtuCris, Paris, 2021-2022)**. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4567
Symbole de la précarité étudiante, l'aide alimentaire est le point de rencontre de la population décrite dans cet article, plus hétéroclite qu'il n'y paraît. L'enquête « ÉtuCris », menée à l'hiver 2021-2022 dans des distributions alimentaires, surtout parisiennes, permet d'avancer que des étudiants étrangers, en mobilité internationale, y sont principalement présents. Ce sont d'abord des « néo-arrivants » en France, confrontés à un choc social et à des épreuves administratives. On trouve aussi des personnes étrangères plus « installées », comptant avant tout sur elles-mêmes pour se loger de façon indépendante et joindre les deux bouts. Enfin, des personnes françaises héritant de la précarité familiale, majoritairement boursières, constituent la troisième sous-population de cet échantillon. Le recours à un guichet de l'assistance est un appoint économique, dans un contexte de limitation des composantes principales des budgets estudiantins : les subsides institutionnels, l'aide familiale et l'emploi.

Guichard, H. (2024). **Penser la santé mentale et les conduites suicidaires chez les étudiant·e·s au prisme de la précarité**. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4709
L'objectif de cet article est double. D'abord, il vient investir un champ peu exploité en sciences sociales, celui des conduites suicidaires et de la santé mentale étudiante. En second lieu, il complète les analyses psychologiques et psychiatriques, qui s'intéressent moins aux déterminants sociaux qu'aux facteurs cliniques associés à ces conduites chez les étudiant·e·s. À partir d'une étude quantitative de l'enquête sur la « Santé des étudiants (ESE) », produite par l'Observatoire de la vie étudiante (OVE), l'article construit un faisceau multidimensionnel de la précarité et analyse ses conséquences sur les tentatives de suicide (TS) et pensées suicidaires (PS) chez les étudiant·e·s d'université. En croisant ces dimensions avec la position des étudiant·e·s dans les rapports sociaux, l'article montre que la précarité s'inscrit différemment dans les milieux sociaux estudiantins, produisant des conséquences plurielles sur la souffrance psychique étudiante, en défaveur des plus précaires.

Hirmas, A., & Engelmann, J. B. (2024). *Learning the value of Eco-Labels: The role of information in sustainable decisions* (Tinbergen Institute Discussion Paper N° 24-024/I). Consulté à l'adresse Tinbergen Institute website: https://econpapers.repec.org/paper/tinwpaper/20240024.htm
Sustainability ratings help consumers understand the environmental impact of their purchases. Such ratings have increased the consumers' sustainable choices in the electrodomestics and housing markets. In the particular case of energy labels, sustainable products are also associated with private benefits due to future cost reductions in energy expenditure. These results question the potential effectiveness of sustainability ratings for other products, such as food, where the link between environmental and private benefits is less clear. In two incentivized experiments (N=749), we study how consumers use sustainability ratings when these ratings are dissociated from private benefit, i.e. product quality. Participants chose between two products based on their quality and sustainability, which were presented in separate rating scales, alongside the products' prices. Furthermore, we study how consumers integrate the usage of ratings with other information provided from other sources. Halfway through the experiment, we provide information regarding the underlying value behind the ratings. Using a between-subject design, we modify the information provided and analyze the impact of such information on the participants' subsequent choices. Our findings indicate that even when sustainability ratings are not connected to the products' quality, participants make use of them to decide which products to buy. We also find that participants underreact to new information, and make inefficient choices based on their decisions from before. Moreover, to track the participants' attention and analyze potential heterogeneous usage of the information we use process-tracing methods. We find that participants show highly heterogeneous attention patterns, which are linked to differential weighting of the product's attributes (price, quality, and sustainability) during the decision. While our information treatment has little effect on attention allocation to individual attributes, participants correctly recall the information at the end of the experiment. These results suggest that participants partially neglect new information, and anchor to their initial decision rules formed before the information treatments.

Hull, M., & Yan, J. (2024). ***The Impact of Children's Access to Public Health Insurance on Their Cognitive Development and Behavior*** (IZA Discussion Paper N° 17190). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17190.htm
While a large literature examines the immediate and long-run effects of public health insurance, much less is known about the impacts of total program exposure on child developmental outcomes. This paper uses an instrumental variable strategy to estimate the effect of cumulative eligibility gain on cognitive and behavioral outcomes measured at three points during childhood. Our analysis leverages substantial variation in cumulative eligibility due to the dramatic public insurance expansions between the 1980s and 2000s. We find that increased eligibility improves child cognitive skills and present suggestive evidence on better behavioral outcomes. There are notable heterogeneous effects across the subgroups of interest. Both prenatal eligibility and childhood eligibility are important for driving gains in the test scores at older ages. Improved child health is found to be a mediator of the impact of increased eligibility.

Jang, S. (2024). **Capital mechanisms driving parental activism in South Korea: Perspectives from parentocracy, meritocracy, and a Bourdieusian analysis of capital**. *International Journal of Educational Development*, *109*, 103104. https://doi.org/10.1016/j.ijedudev.2024.103104
This article considers the capital-related mechanisms behind parental activism against the Future School reform in South Korea, employing two theoretical frameworks: the parentocracy ideology and a Bourdieusian Analysis of Capital. The findings from discourse and social network (geolocational) analyses suggest that the activism is primarily driven by parents' belief in meritocracy (testocracy), rooted in dominant educational norms. The efforts of parents to secure children's high exam scores indicate that parentocracy is a 'continuum' from meritocracy, rather than its next stage. The intersection of parental activism with capital and habitus highlights the complexities between parentocracy, meritocracy, and inequality, necessitating further analysis.

Kato, M., & Kobakhidze, M. N. (2024). **Transnational juku: Japanese shadow education institutions in Hong Kong, Beijing, and Shanghai**. *Asia Pacific Education Review*, *25*(4), 1083-1093. https://doi.org/10.1007/s12564-024-09946-5
Japan has a longstanding history of shadow education, which has evolved, transformed, and extended beyond its borders. Japanese shadow education institutions, known as juku, have expanded worldwide, including in Asia, the US, and Europe, offering offline and online tutoring services mainly for Japanese expatriates. This study examines the role and features of juku, specifically in Beijing, Hong Kong, and Shanghai. It identifies 20 different juku, analyzes their types, and explains a different type of juku, the "Japanese cultural supplementary school," that caters to expatriate parents aiming to nurture Japanese culture and traditions in their children. Although the Japanese juku phenomenon has previously attracted the attention of scholars, there is a gap in the literature when it comes to transnational juku and its operation outside Japan. This paper contributes to informing scholars, policymakers, and the public on the transnational movement of shadow education as a global phenomenon.

Launay, J. (2024). **Comprendre les évolutions de la vulnérabilité étudiante depuis 15 ans à partir d'une analyse des protections dont disposent les étudiant-es inscrit-es en premier**

cycle à l'université d'Angers. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4622

Quels liens pouvons-nous opérer entre le niveau de vulnérabilité étudiante et le type de ressources dont disposent les individus (solidarités familiales, aides sociales, recours à une activité rémunérée, etc.) ? À partir d'un cycle d'enquêtes par questionnaire mené à l'université d'Angers en 2008, en 2011 et plus récemment en 2022, l'article propose de rendre compte de l'augmentation de l'insécurité sociale ces quinze dernières années à l'aune de la reconfiguration du système de protection assurant la population étudiante face à un certain nombre de risques (financiers, relationnels, psychologiques, etc.). Alors qu'en Europe les systèmes d'aides aux étudiant-es convergent vers un renforcement du rôle du marché (Antonucci, 2014), nos résultats font ressortir qu'en France c'est avant tout le rôle de la famille qui s'est vu renforcé. Derrière le recul de l'État social et l'ébranlement progressif des solidarités publiques, nous montrerons dans quelle mesure les inégalités sociales entre les étudiant-es se creusent.

Lavado, P., Yamada, G., Armas, J., & Gonzalez, M. (2024). *Signaling Effects on the Labor Market: Winners and Losers of University Licensing in a Higher Education Reform* (IZA Discussion Paper Nº 17212). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17212.htm

We investigate the effects of a higher education reform on the labor market outcomes of college graduates in Peru. The cornerstone of this piece of legislation was a licensing process whereby a newly created higher education superintendency evaluated every existing university on minimum quality criteria to grant or deny their operating license. We find that, conditionally on being employed, the effects of this reform on the college graduates of universities that were granted (denied) the license were two: an effect of around 6.5% (-9%) on monthly wages and a less precisely estimated effect of approximately 4 p.p. (-3.5 p.p.) on the probability of being formally employed. Our work provides evidence of the existence of winners and losers as a consequence of this ambitious higher education reform in Peru.

Leonard, K. L., & Hompashe, D. (2024). **Untapped human capital in Africa**. *International Journal of Educational Development*, *109*, 103093. https://doi.org/10.1016/j.ijedudev.2024.103093

We argue and demonstrate that human capital services—health, education and behavioral health—suffer from underutilized human capital. Healthcare providers, teachers, mothers and poor people have significant funds of knowledge about how to improve human capital that they do not use. This problem is not unique to Africa, but it is particularly pernicious in that setting due to historically low state capabilities. We demonstrate measurement methods that establish this gap and discuss approaches to research and policy that could be used to close the gap.

Malamud, O., Mitrut, A., Pop-Eleches, C., & Urquiola, M. (2024). *Self-, Peer-, and Teacher Perceptions under School Tracking* (NBER Working Paper Nº 32892). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32892.htm

We examine student, teacher, and peer perceptions of effort, ability, performance, and self-confidence in Romania's highly tracked schools. We find that: (1) students just above a cutoff—tracked into high-achieving classes—have less favorable self-perceptions than those just below ("big-fish-little-pond" effects); (2) students perceive peers in their classes

more favorably ("in-group bias"); (3) this bias is stronger in lower-achieving classes; (4) students perceive themselves more positively than others perceive them ("illusory superiority"); (5) this bias is stronger among lower-achieving students ("Krueger-Dunning effects"). In short, being tracked into lower-achieving classes does not appear to negatively affect self-perceptions.

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.

Mendel, M. (2024). *Nonstandard Educational Careers and Inequality* [CRC TR 224 Discussion Paper Series]. Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://econpapers.repec.org/paper/bonboncrc/crctr224_5f2024_5f592.htm
Individuals from low-income backgrounds perform worse than their higher income peers in school. If individuals from low-income backgrounds enter university, they are more likely to do so after dropping out of high school or finishing vocational training. I refer to trajectories that involve vocational training or high school dropout before entering university as alternative paths to university. This paper asks whether alternative paths to university promote social mobility. To reach this goal, I specify a dynamic model of education that follows individuals from low-income backgrounds in the Netherlands during adolescence and early adulthood. The model shows that despite initial achievement gaps, many individuals from low-income backgrounds have high returns from finishing a bachelor's degree later. They face substantial dropout risk, however, when entering higher education. Alternative paths to university substantially increase university graduation rates and wages among individuals from low-income backgrounds. The main explanation for this result is that many individuals from low-income backgrounds face substantial uncertainty when deciding about their future education at sixteen. Imposing flexibility between different educational careers consequently improves outcomes significantly.

Molénat, X. (2024, septembre 20). **Après le Covid, des étudiants toujours aussi précaires, et plus fragiles psychologiquement**. Consulté 25 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/apres-covid-etudiants-toujours-precaires-plus-fragiles-psyc/00112455

Plusieurs recherches récentes montrent que les difficultés économiques des étudiants sont restées relativement stables après la crise sanitaire, mais qu'elles s'accompagnent plus souvent d'une santé mentale détériorée.

Ngo, D., & Dustan, A. (2024). **Preferences, Access, and the STEM Gender Gap in Centralized High School Assignment**. *American Economic Journal: Applied Economics*, 16(4), 257-287. https://doi.org/10.1257/app.20220450

Nocito, S., & Venturini, A. (2024). *Inter-Institutional Cooperation and Migrants' Financial Education: An Italian Case Study* (IZA Discussion Paper № 17214). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17214.htm
This study evaluates the effect of a financial education program on migrants, emphasizing the importance of inter-institutional cooperation. The Italian case study, the « Welcome-ED » project—a partnership between the Municipality of Turin and the Turin Museum of Savings (MoS)—aimed to provide tailored financial education to diverse migrant groups, relying on cooperation with various local migration center entities: cooperatives, non-profit associations, and provincial centers for adult education. Our evaluation reveals a significant positive increase in migrants' financial literacy after participating in the project. Furthermore, when we redefine the MoS evaluation criteria employing a model from Item Response Theory (IRT), we document that the post-course migrants' greatest improvement was in the topic identified as most difficult by the IRT model. The study documents variations in the project's results, with migrants from cooperatives and non-profit associations benefiting more than those from provincial centers for adult education, primarily due to the different compositions of the migrant groups served. Our findings also highlight the significance of financial education for African migrants, a substantial part of migrants in Europe. The program evaluation underscores the essential role of cooperation between public and private institutions, cooperatives, and non-profit associations in expanding the reach and effectiveness of financial education projects for migrants. We finally emphasize the strengths and limitations of the program, providing recommendations for future enhancement of similar initiatives.

Sergi, F., & Dechaux, P. (2024, septembre 26). **Avant l'IA, les « révolutions » informatiques ont-elles vraiment bouleversé la recherche en économie ?** Consulté 27 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/avant-lia-les-revolutions-informatiques-ont-elles-vraiment-bouleverse-la-recherche-en-economie-238258
L'IA aurait, aux dires de prestigieuses revues, le « potentiel pour révolutionner la recherche » en économie. Mais qu'en a-t-il été de précédentes innovations informatiques pareillement présentées ?

Setren, E. (2024). *Busing to Opportunity? The Impacts of the METCO Voluntary School Desegregation Program on Urban Students of Color* (NBER Working Paper № 32864). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32864.htm
School assignment policies are a key lever to increase access to high performing schools and to promote racial and socioeconomic integration. For over 50 years, the Metropolitan Council for Educational Opportunity (METCO) has bussed students of color

from Boston, Massachusetts to relatively wealthier and predominantly White suburbs. Using a combination of digitized historical records and administrative data, I analyze the short and long run effects of attending a high-performing suburban school for applicants to the METCO program. I compare those with and without offers to enroll in suburban schools. I use a two-stage least squares approach that utilizes the waitlist assignment priorities and controls for a rich set of characteristics from birth records and application data. Attending a suburban school boosts 10th grade Math and English test scores by 0.13 and 0.21 standard deviations respectively. The program reduces dropout rates by 75 percent and increases on-time high school graduation by 13 percentage points. The suburban schools increase four-year college aspirations by 17 percentage points and enrollment by 21 percentage points. Participation results in a 12 percentage point increase in four-year college graduation rates. Enrollment increases average earnings at age 35 by $16,250. Evidence of tracking to lower performing classes in the suburban schools suggests these effects could be larger with access to more advanced coursework. Effects are strongest for students whose parents did not graduate college.

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.

Aspects psychologiques de l'éducation

An, Q. (2024). **Implementation of intelligent painting systems in art education as a way of developing student self-efficacy and involvement: Post Lingnan Painting Spirit**. *Education and Information Technologies*, 29(12), 15173-15189. https://doi.org/10.1007/s10639-024-12461-0
The importance of using innovative technologies in modern education is continuously growing. This paper examines the influence of intelligent painting systems (IPS) on student self-efficacy and involvement. The conducted study involved 234 students from the Guangzhou Academy of Fine Arts. An experimental approach was used to ensure scientific validity of the study. The experimental group trained using the IPS (based on deep learning and uses a fine-tuned ResNet-50 model), whereas the control group studied according to traditional methods. The results obtained upon completion of the training confirmed the positive influence of the implemented system. The Multivariate analysis of variance (MANOVA) also showed statistically significant differences between the groups. The practical significance of the study lies in the fact that it justifies the

introduction of intelligent systems into art education to increase its effectiveness as well as student involvement. The findings of the study have important implications for the development of educational and artistic policy. Furthermore, they contribute to the improvement of teaching methods and the quality of education in this field. The study can also serve as an impetus for further research on the use of technology in education and its impact on pedagogical practice.

Bottan, N., & Bernhardt, D. (2024). *Small Fish in a Big Pool: The Discouraging Effects of Relative Assessment* [The Warwick Economics Research Paper Series (TWERPS)]. Consulté à l'adresse University of Warwick, Department of Economics website: https://econpapers.repec.org/paper/wrkwarwec/1511.htm
This paper studies the impact of relative assessment on performance using a quasiexperiment: club-level swimming competitions in the US. By exploiting the agegroup structure, where swimmers are assessed against peers within their age group and experience a significant shift in relative standing upon aging up, we identify the causal effects of being assessed against better-performing peers. Using a regression discontinuity design, we find that swimmers, on average, swim significantly slower after aging up. This effect is similar across genders and is most pronounced among swimmers in the middle and top of the ability distribution, while those in the bottom third show no significant change. Our findings highlight the importance of considering the psychological impacts of relative assessment in competitive environments.

Chen, K.-M., Currie, J., Ding, H., & Lo, W.-L. (2024). *School Milestones Impact Child Mental Health in Taiwan* (NBER Working Paper N° 32842). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32842.htm
This study uses administrative health insurance records in Taiwan to examine changes in child mental health treatment around four school milestones including: Primary and middle school entry, high stakes testing for high school, and high stakes testing for college entry. Leveraging age cutoffs for school entry in Taiwan, we compare August-born children to children born in September of the same year. The former hit all the milestones one year earlier than the latter, enabling us to identify each milestone's effect. We find that entry into both primary school and middle schools is associated with increases in mental health prescribing, not only for ADHD but also for depression. Middle school entry is also associated with increases in the prescribing of anti-anxiety and antipsychotic medications. Perhaps surprisingly, there is no run-up in the use of psychiatric medications prior to high-stakes tests. But the use of psychiatric medications falls sharply following the tests. These effects are stronger in counties where both parents and children have higher educational aspirations. Hence, the use of psychiatric drugs increases at junctures when educational stresses increase and falls when these stresses are relieved.

Chen, Y. Y., Ting, C. H., Ghazali, S. R., & Ling, A. A. (2024). **Enhancing children's well-being using Malaysian-adapted version Super Skills for life (M-SSL) among primary school children in Malaysia**. *Psychology in the Schools*, *61*(10), 3891-3906. https://doi.org/10.1002/pits.23258
With the increasing prevalence of mental health issues among children, there is a growing need to implement school-based preventive programs for emotional well-being in Malaysia. Super Skills for Life (SSL) is a transdiagnostic preventive program designed based on the cognitive-behavioral therapy concept to address emotional problems

among children. This study examined the effectiveness of the M-SSL program in reducing depressive and anxiety symptoms as well as other psychological issues such as social competency, worries, cognitive and emotional regulation in a sample of Malaysian children between the ages of 10 and 12. A quasi-experimental preintervention and postintervention research design was conducted. A total of 165 primary school children ($M = 10.9$, $SD = 0.72$) were recruited with 88 of them randomly assigned to the intervention group. All of them were asked to complete a questionnaire consisting of demographic data, the Centre for Epidemiologic Studies Depression Scale Revised, Spencer Children's Anxiety Scale, Strength and Difficulties Questionnaires, Social Skills Questionnaires and Cognitive Emotional Regulation Questionnaires. Children in the M-SSL group significantly reported lower levels of depressive scores during follow-up assessment compared to the children in the control group. They also showed significant improvement in their depressive subscale scores, social worries scores, and the way they perceived an event as compared to the control group. These findings provide initial support for the effects of M-SSL, suggesting that it is a valuable resource for the prevention of depressive symptoms and for improving social worries among children.

Chen, Y.-C., Hwang, G.-J., & Lai, C.-L. (2024). **Motivating students to become self-regulatory learners: A gamified mobile self-regulated learning approach**. *Education and Information Technologies*, *29*(12), 15533-15556. https://doi.org/10.1007/s10639-024-12462-z

Self-regulatory learning skills are recognized as an essential factor motivating students to learn. The lack of self-regulatory learning skills could reduce students' learning performance. Therefore, engaging students in making learning plans, executing the plans, and reflecting on their learning remains a challenge for teachers. To address this problem, this study proposes a gamified mobile self-regulated learning approach which provides multiple gamified rewards to motivate students' self-regulatory learning skills. Gamified elements were integrated into students' self-regulated learning stages to guide them in efficiently exploring how to achieve their goals and making deep learning reflections. To investigate the effect of this proposed approach on students' learning outcomes, two classes of students were recruited to conduct the experiment. The learning approach was used by the experimental group (N = 22) while the conventional mobile self-regulated learning approach was used by the control group (N = 22). Both groups of students' performance on the mathematics learning achievement test, SRL learning sheets, and goal-achieving intentions were collected and analyzed. The results showed that the gamification mechanism improved the students' learning achievement as well as their goal-setting and reflection performance. However, the students who used the proposed approach reached similar monitoring performance as those students who learned without gamification. This study confirmed the feasibility of introducing a gamification mechanism into self-regulated learning, and revealed how to apply multiple game elements in instructional activities to enhance students' learning intentions.

Choi, Y., & Sung, J. (2024). **Do Key Predictors of Academic Resilience Differ Across Cultures? Evidence From Korea and the US**. *Youth & Society*, *56*(7), 1237-1262. https://doi.org/10.1177/0044118X241227563

This study aimed to compare key predictors of academic resilience in the distinctive socio-cultural contexts of South Korea and the United States, employing a machine-learning-based random forest technique. Using PISA 2018 data, we focused on students

in the bottom 25% of family socioeconomic status, totaling 1,654 in South Korea and 1,175 in the US. The results showed that individual factors, such as meta-cognition, joy of reading, self-concept of reading, and work mastery, were ranked highly in both countries. On the other hand, self-efficacy and students' expectation of higher education were specific to Korea, while fixed mindset and meaning in life were specific to the US. Based on these findings, this study highlighted the need for culturally responsive policies to nurture academic resilience among disadvantaged youth.

Cranston, C. M. (2024). ***Comparing the Informational Judgements of Autistic and Typically Developing Children: A Pilot Study*** (Masters, Concordia University). Consulté à l'adresse https://spectrum.library.concordia.ca/id/eprint/993565/
The moral judgements we make, and how we make them, have a critical impact on our ability to function in any social groups we are part of. They are informed by a plethora of social factors, but less is known about how the way moral judgements are formed may vary between individuals with Autism Spectrum Disorder (ASD) and their neurotypical peers. Previous research suggests autistic individuals may differ in the way they form and implement moral judgements, however, often the way these studies are implemented do not play to strengths of autistic individuals. This study gathered qualitative data from four typically developing and four autistic 7–10-year-old children, using a novel task that asked them to consider four scenarios focused on peer altercations in a school context. Each scenario manipulated different information about the victims and the perpetrators, to determine if there was any variation between the two groups in the way this information was interpreted and used toward forming a moral judgement. Many similarities were found between groups, as well as several variations that suggest there may be different underlying assumptions between the two groups about the information given in each scenario. These variations were most salient in the areas of apologizing, the accidental nature of the incident, focusing on specific story details, and focusing on others' feelings and intentions. These findings indicate that autistic individuals may hold different assumptions about the world around them that influence their interpretation of moral scenarios.

Drissi, S., Chefrour, A., Boussaha, K., & Zarzour, H. (2024). **Exploring the effects of personalized recommendations on student's motivation and learning achievement in gamified mobile learning framework**. *Education and Information Technologies*, 29(12), 15463-15500. https://doi.org/10.1007/s10639-024-12477-6
In this research, a GAmified Mobile Leaning Framework (GAMOLEAF) developed as a new intelligent application designed for mobile devices to ensure learning, assessing, and advancing learners' knowledge in programming complex data structures in Java programming language. GAMOLEAF adopted motivational strategies to solve motivational problems during the COVID-19 pandemic by employing a gamification module, that integrates levels, scores, badges, leaderboard, and feedback. Furthermore, in order to assist learners to find useful and relevant lessons and best solutions for each data structure, GAMOLEAF incorporated personalized recommendations through two intelligent modules: a Lessons Recommendation Module (LRecM) and a problem-solving Solutions Recommender Module (PSSORecM). LrecM aims to provide learners with personalized lessons depending on the ratings collected explicitly from them. Whereas, PSSORecM bases on learners' behaviors and directs them to consult other solutions. Both modules were based on the collaborative filtering method and used Matrix Factorization (MF) applying Singular Value Decomposition (SVD) and Negative

Matrix Factorization (NMF) algorithms, respectively. To explore how the integration of personalized recommendations and gamification impact on students motivation and learning achievements in higher education to learning programming complex data structures course using mobile technologies, especially in difficult times like COVID-19, an experiment was carried out to compare the learning achievement and motivation of 90 students divided into three groups (control group, first experimental group, and second experimental group) using three versions of GAMOLEAF respectively: GAMOLEAF-V1 without gamification and without recommendation, GAMOLEAF-V2 integrating gamification only and GAMOLEAF-V3 integrating both gamification and recommendation. The One-way ANOVA (analysis of variance) test and Post hoc Tukey test were employed to analyze the performances of the three groups before and after the learning activity. The results suggested that the students who learned with GAMOLEAF-V3 using gamification and recommendation achieved significantly better learning achievement than those who learned with GAMOLEAF-V2 and GAMOLEAF-V1. From the experimental results, it was found that the gamification applied in GAMOLEAF-V2 and GAMOLEAF-V3 had significantly better effectiveness in improving only students' motivation without improving their learning achievement. Moreover, the analysis result of the learning achievement indicated that the students in the second experimental group showed significantly higher learning achievement using GAMOLEAF-V3 in comparison with those in both the control group and the first experimental group who used GAMOLEAF-V1 and GAMOLEAF-V2 respectively. Such findings indicate that the personalized recommendations offered by the Lessons Recommendation Module (LRecM) and the problem-solving Solutions Recommender Module (PSSORecM) in GAMOLEAF-V3 may be one of the reasons why the learning achievement of students was increased.

ElSayad, G. (2024). **Drivers of undergraduate students' learning perceptions in the blended learning environment: The mediation role of metacognitive self-regulation**. *Education and Information Technologies*, 29(12), 15737-15760. https://doi.org/10.1007/s10639-024-12466-9
In student-centric learning environments, such as blended learning, students' metacognitive self-regulation is required to plan, monitor, and control their learning processes and achieve positive learning outcomes. The lack of metacognitive self-regulation may lead students to encounter difficulties that, eventually, affect their learning perceptions. Therefore, understanding how to drive students' metacognitive self-regulation is essential to delivering an effective blended learning process that supports students' learning perceptions. This study examines the structural relationships between academic self-efficacy, student–student interaction, student–lecturer interaction, metacognitive self-regulation (including planning, monitoring, and regulating), and perceived learning using structural equation modeling. The data were collected from 1675 undergraduate students who experienced blended learning at Egyptian universities. The findings revealed that academic self-efficacy, student–student interaction, and student–lecturer interaction have significant direct effects on the planning, monitoring, and regulating dimensions of metacognitive self-regulation. Furthermore, metacognitive self-regulation dimensions not only influence perceived learning but also mediate the effects of academic self-efficacy, student–student interaction, and student–lecturer interaction on perceived learning, except for monitoring, which has an insignificant mediation effect on the relationship between student–student interaction and perceived learning. The findings of this study may help

researchers, practitioners, and stakeholders gain deep insights regarding how to promote tertiary students' metacognitive self-regulation and learning perceptions during the blended learning experience.

Estriegana, R., Teixeira, A. M., Robina-Ramirez, R., Medina-Merodio, J.-A., & Otón, S. (2024). **Impact of communication and relationships on student satisfaction and acceptance of self- and peer-assessment**. *Education and Information Technologies*, 29(12), 14715-14731. https://doi.org/10.1007/s10639-023-12276-5
This study presents a learning-oriented assessment experience and examines the impact of communication and relationships on student satisfaction and on the acceptance of self- and peer-assessment. To this end, an analysis was conducted based on the data collected from engineering students in a subject with a high degree of creativity. The answers of online surveys (n = 180) were examined by using the structural equation modelling technique (SEM). The results indicate that effective, frequent, and timely communication and quality relationships play an important role in ensuring that formative assessment, based on teamwork, feedback and self- and peer-assessment, is perceived as easy to implement and useful for learning and skills development, which also increases student satisfaction. In addition, these perceptions have an important impact on students' acceptance of self- and peer-assessment, although students show more confidence in the teacher's judgement and concern about the validity and reliability of their peers' marks.

Flores, M., Sala-Bars, Í., Ortiz, M., & Duran, D. (2024). **Does reciprocal peer observation promote the transfer of learning to teaching practice?** *Psychology in the Schools*, 61(10), 3873-3890. https://doi.org/10.1002/pits.23259
This paper investigates whether Reciprocal Peer Observation is an effective practice for promoting Teacher Professional Development. It focuses on analysing the Improvement Goals transfer processes stemming from teachers' own educational approach, which teachers identify during Reciprocal Peer Observation. A total of 230 teachers, paired together, conducted a second classroom observation, focused on a specific Improvement Goals to assess the extent of their transfer. The findings indicate that Improvement Goals transfer to classroom practice occurs predominantly. The study analyses predictive and facilitating factors that contribute to this process. The results reveal that collaborative culture and collective agency are predictive factors for transfer. Similarly, personal factors arising from reflection and awareness of one's own practices, alongside the support of the partner, could promote the identified processes of improvement. In conclusion, Reciprocal Peer Observation can be regarded as a highly effective practice for identifying Improvement Goals and transferring them to the classroom, benefiting Teacher Professional Development.

Gilligan, C. (2024). **Reprint: In a Different Voice: Women's Conceptions of Self and of Morality**. *Harvard Educational Review*, 94(1), 55-91. https://doi.org/10.17763/1943-5045-94.1.55
As theories of developmental psychology continue to define educational goals and practice, it has become imperative for educators and researchers to scrutinize not only the underlying assumptions of such theories but also the model of adulthood toward which they point. Carol Gilligan examines the limitations of several theories, most notably Kohlberg's stage theory of moral development, and concludes that developmental theory has not given adequate expression to the concerns and experience of women.

Through a review of psychological and literary sources, she illustrates the feminine construction of reality. From her own research data, interviews with women contemplating abortion, she then derives an alternative sequence for the development of women's moral judgments. Finally, she argues for an expanded conception of adulthood that would result from the integration of the "feminine voice" into developmental theory.

Gomersall, S., & Floyd, A. (2024). **The impact of resilience acquisition on students transitioning to university during covid-19: a follow up study with Myanmar students**. *Asia Pacific Education Review*, 25(4), 1161-1174. https://doi.org/10.1007/s12564-024-09972-3
In our previous study (Gomersall & Floyd, in Asia Pacific Education Review 24:447–459, 2022), we reported that a group of Myanmar students, who studied online for their high school qualifications during COVID-19, reported drawing on a range of factors to enable them to overcome the adversity and continue their education. Moreover, they claimed that they had benefited from the online experience and were ready to progress to university. This study returns one year later to interview some of the original participants to see if their perceptions became reality. In addition, a group of students from the 2020 cohort are also interviewed so that a comparison can be made between the last group of students who studied 'normally' before COVID-19, and those who experienced online learning for the first time. This study addresses a gap in the literature by examining student perspectives of the ways in which they thrived as a result of digitally enhanced learning. We conclude that learning online enabled students to develop personally, enhance their digital skills, and acquire skills and knowledge that could be utilised again in the future. Moreover, those who studied online in both high school and university found the process of commencing online studies at university easier, which supports the tentative conclusion that even in low resource settings, it would be beneficial for schools to explore integrating more digital skills into the classroom.

Guichard, H. (2024). **Penser la santé mentale et les conduites suicidaires chez les étudiant·e·s au prisme de la précarité**. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4709
L'objectif de cet article est double. D'abord, il vient investir un champ peu exploité en sciences sociales, celui des conduites suicidaires et de la santé mentale étudiante. En second lieu, il complète les analyses psychologiques et psychiatriques, qui s'intéressent moins aux déterminants sociaux qu'aux facteurs cliniques associés à ces conduites chez les étudiant·e·s. À partir d'une étude quantitative de l'enquête sur la « Santé des étudiants (ESE) », produite par l'Observatoire de la vie étudiante (OVE), l'article construit un faisceau multidimensionnel de la précarité et analyse ses conséquences sur les tentatives de suicide (TS) et pensées suicidaires (PS) chez les étudiant·e·s d'université. En croisant ces dimensions avec la position des étudiant·e·s dans les rapports sociaux, l'article montre que la précarité s'inscrit différemment dans les milieux sociaux estudiantins, produisant des conséquences plurielles sur la souffrance psychique étudiante, en défaveur des plus précaires.

He, G., Hua, T., Liang, F., & Su, A. (2024). **Can growth mindset always promote students' math achievement? Perspectives from Chinese university students**. *Psychology in the Schools*, 61(10), 3926-3941. https://doi.org/10.1002/pits.23264
Although the growth mindset is essential to students' math achievement, its mechanism of influence remains uncertain, particularly for college students. Accordingly, this study

explored the relationship between college students' growth mindset and their math achievement, as mediated by their self-efficacy and reasoning ability. The study data were gathered by surveying 576 undergraduates taking various undergraduate programs at a Chinese university. Our results showed that (1) students' growth mindset did not directly predict their math achievement; (2) self-efficacy mediated the relationship between students' growth mindset and their math achievement; and (3) the growth mindset affected students' math achievement through the chain-mediation of self-efficacy and reasoning ability. Overall, the finding that the growth mindset indirectly benefits Chinese college students' math achievement provides invaluable guidance to higher education professionals aiming to develop more effective math programs. Moreover, the mediating effects of self-efficacy and reasoning ability were also theoretically important to better understand the potential influence mechanism of the growth mindset on college students' math achievement.

Heikkinen, H. L. T., & Keränen-Pantsu, R. (2024). **Making Sense of Narrativity**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 179-200). https://doi.org/10.1007/978-3-031-68350-3_11
What does narrativity actually mean? The essence of narrativity lies in its ability to convey human experience through the telling of stories. In research, political rhetoric and everyday speech the concept of narrative has been used in a variety of ways, often ambiguously. The purpose of this chapter is to clarify the concepts related to narrativity, not only from an educational point of view, but starting from a broader framework with implications for society, politics and media. Drawing from a wide range of structuralist-narratological, epistemological and philosophical-anthropological views, we introduce the following six ways of understanding narrativity as: (1) an existential dimension, (2) an epistemological dimension, (3) a data dimension, (4) a methodological dimension, (5) a research report dimension, and (6) a practice dimension. These dimensions cannot be divided into exclusive categories. However, for analytical purposes we address each dimension in turn. We then move on to clarify the concepts related to narrativity by examining the central concepts of story, narrative and narrative discourse and their related concepts from a narratological point of view.

Hull, M., & Yan, J. (2024). *The Impact of Children's Access to Public Health Insurance on Their Cognitive Development and Behavior* (IZA Discussion Paper N° 17190). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17190.htm
While a large literature examines the immediate and long-run effects of public health insurance, much less is known about the impacts of total program exposure on child developmental outcomes. This paper uses an instrumental variable strategy to estimate the effect of cumulative eligibility gain on cognitive and behavioral outcomes measured at three points during childhood. Our analysis leverages substantial variation in cumulative eligibility due to the dramatic public insurance expansions between the 1980s and 2000s. We find that increased eligibility improves child cognitive skills and present suggestive evidence on better behavioral outcomes. There are notable heterogeneous effects across the subgroups of interest. Both prenatal eligibility and childhood eligibility are important for driving gains in the test scores at older ages. Improved child health is found to be a mediator of the impact of increased eligibility.

Jiang, Y., Feng, Y., Qi, J., He, R., & Chao, M. (2024). **The relationship between bullying victimization and academic performance among adolescents: The chain mediating roles of social anxiety and short video addiction**. *Psychology in the Schools*, *61*(10), 3859-3872. https://doi.org/10.1002/pits.23267
To investigate how bullying victimization affects academic performance and the mediating effects of social anxiety and short video addiction among adolescents, a questionnaire survey was conducted on 2055 secondary school students in China. A Structural Equation Model was employed to analyze the data. The results showed that bullying victimization, social anxiety, short video addiction, and academic performance correlated significantly with each other. Bullying victimization directly influenced academic performance, and indirectly affected academic performance through the independent mediator of short video addiction, and the chain mediation of social anxiety and short video addiction. This study provides a novel perspective on understanding the underlying mechanisms through which bullying victimization impacts academic performance, emphasizing the importance of addressing the adverse effects of bullying among adolescents.

Kahan, S., & Rahill, S. (2024). **Effectiveness and acceptability of remote consultation to promote positive behaviors in preschoolers**. *Psychology in the Schools*, *61*(10), 3982-4004. https://doi.org/10.1002/pits.23262
One of the roles of school psychologists is consultation, an indirect service delivery method in which the consultant (i.e., the school psychologist) supports students' academic, behavioral, and social-emotional functioning through collaborating with teachers and parents. Conjoint Behavioral Consultation (CBC), also known as Teachers and Parents as Partners (TAPP), is unique in that teachers and parents work together during the consultation process to improve elementary, middle, and high school students' functioning. This study evaluted the effects of CBC for children in early childhood when conducted via remote delivery. A nonconcurrent multiple baseline across participants design was used to evaluate the efficacy of CBC at improving outcomes for children in early childhood at home and school. Additionally, teacher and parent acceptability of CBC and CBC provided remotely were assessed. Participants included four parent-teacher-student triads. Results found CBC to improve difficulties for preschool children across settings. Additionally, CBC acceptability via remote delivery was high for both parents and teachers.

Kettunen, A., Uitto, M., & Lutovac, S. (2024). **Exploring the Use of Pre-service Teachers' Visual Narratives to Study Emotions**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 85-101). https://doi.org/10.1007/978-3-031-68350-3_6
This chapter explores the use of pre-service teachers' visual narratives to study emotions. Narratives tend to be understood as oral or written, but visual narratives are stories told through, by or with images and can evoke emotions and help to tell stories that might otherwise be overlooked. Prior research has made claims about the benefits of using visual narratives in research but has rarely focused on what the use of visual narratives enable when studying the emotions in the process of becoming a teacher. Through the visual narratives produced by one pre-service teacher and the other participants' conversations around them in the arts-based workshop, we demonstrate how the use of visual narratives enabled the embodiment of emotions and collective emotions to

emerge. The findings show how visual narratives can be used for studying emotions in the process of becoming a teacher.

Launay, J. (2024). **Comprendre les évolutions de la vulnérabilité étudiante depuis 15 ans à partir d'une analyse des protections dont disposent les étudiant-es inscrit-es en premier cycle à l'université d'Angers**. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4622
Quels liens pouvons-nous opérer entre le niveau de vulnérabilité étudiante et le type de ressources dont disposent les individus (solidarités familiales, aides sociales, recours à une activité rémunérée, etc.) ? À partir d'un cycle d'enquêtes par questionnaire mené à l'université d'Angers en 2008, en 2011 et plus récemment en 2022, l'article propose de rendre compte de l'augmentation de l'insécurité sociale ces quinze dernières années à l'aune de la reconfiguration du système de protection assurant la population étudiante face à un certain nombre de risques (financiers, relationnels, psychologiques, etc.). Alors qu'en Europe les systèmes d'aides aux étudiant-es convergent vers un renforcement du rôle du marché (Antonucci, 2014), nos résultats font ressortir qu'en France c'est avant tout le rôle de la famille qui s'est vu renforcé. Derrière le recul de l'État social et l'ébranlement progressif des solidarités publiques, nous montrerons dans quelle mesure les inégalités sociales entre les étudiant-es se creusent.

Leslie, T. (2024). **Listening as Resistance**. *Harvard Educational Review*, 94(1), 106-111. https://doi.org/10.17763/1943-5045-94.1.106

Lim, J., & Lee, M. (2024). **The buffering effects of using avatars in synchronous video conference-based online learning on students' concerns about interaction and negative emotions**. *Education and Information Technologies*, 29(12), 16073-16096. https://doi.org/10.1007/s10639-024-12508-2
Avatar use has been proposed as a method to address students' social anxiety and hesitancy to interact with other people in synchronous online environments. Nonetheless, there is a dearth of research examining the effects of avatar-based interactions on students' emotions and motivation. A quasi-experimental research was conducted to examine the effects of avatar-based interaction on students' self-efficacy, affects related to interaction, emotions, and learning outcomes in a synchronous video conferencing-based online learning environment. Seventy-one participants were recruited from three sections of one required teacher training course for elementary school pre-service teachers. All sections followed the same course structure and had the same learning content. Forty-three students in two sections were assigned to the experimental group and used avatar-based interaction. Twenty-eight students in one section was assigned to the control group and interacted using webcams. The results showed that the avatar-based interaction effectively alleviated students' concerns and negative emotions. We found no significant difference in perceived learning achievement between the two groups, although the experimental group showed the higher course satisfaction than the control group. The current findings support the potential mitigation effect of avatar-based interaction on social anxiety during video conferencing-based online learning. Avatar use can be an effective alternative to assuage students' social concerns, thereby fostering active engagement in social interactions within various synchronous online learning environments, such as the Metaverse.

Liu, D., Mao, Y., Lory, C., Lei, Q., & Zeng, Y. (2024). **The effect of computation interventions for students with autism spectrum disorder: A meta-analysis and systematic review**. *Psychology in the Schools*, 61(10), 3907-3925. https://doi.org/10.1002/pits.23261
Computation is foundational to learning many mathematics concepts, as well as a functional skill in everyday life. Yet students with autism spectrum disorder (ASD) often have challenges in learning computation skills. The current study aimed to provide quantitative and descriptive analyses of single-case experimental studies on computation interventions for students with ASD. Our systematic search and screening procedures yielded a total of 16 eligible studies for the final analyses. An analysis of publication bias indicated an absence of publication bias in the included studies. Tau-U was used to calculate the overall intervention effect, resulting in an omnibus effect of 0.90 (95% CI [0.81, 1.00]), indicating a medium effect. Moderator analyses showed that variables such as study design, participant characteristics, intervention characteristics, and target skills did not moderate intervention effects. However, some evidence-based practices were identified to significantly moderate maintenance effects. Implications for researchers and practitioners are discussed.

Malamud, O., Mitrut, A., Pop-Eleches, C., & Urquiola, M. (2024). *Self-, Peer-, and Teacher Perceptions under School Tracking* (NBER Working Paper N° 32892). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32892.htm
We examine student, teacher, and peer perceptions of effort, ability, performance, and self-confidence in Romania's highly tracked schools. We find that: (1) students just above a cutoff—tracked into high-achieving classes—have less favorable self-perceptions than those just below ("big-fish-little-pond" effects); (2) students perceive peers in their classes more favorably ("in-group bias"); (3) this bias is stronger in lower-achieving classes; (4) students perceive themselves more positively than others perceive them ("illusory superiority"); (5) this bias is stronger among lower-achieving students ("Krueger-Dunning effects"). In short, being tracked into lower-achieving classes does not appear to negatively affect self-perceptions.

Meusel, F., Scheller, N., Rey, G. D., & Schneider, S. (2024). **The influence of content-relevant background color as a retrieval cue on learning with multimedia**. *Education and Information Technologies*, 29(12), 16051-16072. https://doi.org/10.1007/s10639-024-12460-1
Color has been investigated as a signaling cue in multimedia learning environments, guiding the learner's attention and as an emotional design element, increasing the learner's motivation and, thus, improving learning outcomes. Retrieval cues (e.g., visual cues, odor, sound) facilitating memory retrieval have been primarily investigated in learning simple word lists. Contrary to additional retrieval cues, the background color is a component that is always present in multimedia learning environments. This study investigates if the background color of learning texts as retrieval cue can enhance learning and affect cognitive load and motivation. Hypotheses are formulated according to the Cognitive-Affective Theory of Learning with Multimedia (CATLM) and in the setting of context-dependent memory, specifically the Information, associated Context, and Ensemble Theory (ICE). A 2 (related vs. unrelated background color) × 2 (with vs. without colors in the learning test) -factorial between-subjects design with an additional control group was utilized. For the control group, the background of the learning texts and learning questions was white. In total, 191 native German speakers

were randomly assigned to the five groups. The findings indicate that relying solely on the background color as a retrieval cue is insufficient. Instead of facilitating memory retrieval, the background color remains context information stored separately from the item information. However, the results should be approached carefully as learning outcomes may be subject to ceiling and floor effects.

Molénat, X. (2024, septembre 20). **Après le Covid, des étudiants toujours aussi précaires, et plus fragiles psychologiquement**. Consulté 25 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/apres-covid-etudiants-toujours-precaires-plus-fragiles-psyc/00112455
Plusieurs recherches récentes montrent que les difficultés économiques des étudiants sont restées relativement stables après la crise sanitaire, mais qu'elles s'accompagnent plus souvent d'une santé mentale détériorée.

Pérez-Marco, M., Gonzálvez, C., Fuster-Rico, A., Vicent, M., Fernández-Sogorb, A., & Aparicio-Flores, M. D. P. (2024). **Adolescent school refusal and academic self-efficacy: A latent profile and regression analysis**. *Psychology in the Schools*, 61(10), 4041-4056. https://doi.org/10.1002/pits.23263
School refusal is a serious problem that negatively affects academic performance, connection to school, and socioemotional well-being of students. Numerous scientific works have suggested that school refusal is associated with internalizing problems. However, it is necessary to determine how this condition may affect certain academic variables, such as perceived academic self-efficacy. This study has three objectives: to identify school refusal profiles according to the Kearney and Silverman functional model (1990); to analyze differences in means based on the identified profiles of perceived academic self-efficacy; and to determine the predictive capacity of school refusal on perceived academic self-efficacy. Participants consisted of 2357 Spanish students (56.8% girls), aged 13–17 (M = 15.24, SD = 1.26). They were administered the School Refusal Assessment Scale-Revised (SRAS-R) and the Academic Situation-Specific Perceived Self-Efficacy Scale (ASSPSE). Three profiles of school refusal were identified using Latent Profile Analysis, and the differential functioning of these profiles was determined using the academic self-efficacy dimension. Mixed profiles of school refusal obtained the lowest mean scores on the academic self-efficacy dimension. The findings are discussed with regard to the importance of enhancing perceived academic self-efficacy to prevent school attendance problems in adolescents and young children.

Phillips-Berenstein, M., Willner, T., & Gati, I. (2024). **Psychosocial Readiness for College: A Multidimensional Model and Measure for Students Entering College in Their Twenties**. *Journal of Career Assessment*, 32(4), 623-649. https://doi.org/10.1177/10690727231186770
Dropping out of college is often linked to insufficient academic or psychosocial readiness. Therefore, assessing students' readiness, preferably before they begin their first year of college, may help identify those at risk of dropping out. The present study aimed to develop and test a multidimensional measure that assesses psychosocial factors promoting student persistence. The Psychosocial Readiness for College questionnaire (PRCq) aims to assess the readiness of students who have deferred entering college to their twenties and comprises six dimensions: Academic Self-Efficacy, Educational Commitment, Social Comfort, Campus Engagement, Self-Discipline, and Resilience. The PRCq was administered to five cohorts of first-year college students in Israel (N = 7,382). The PRCq demonstrated good psychometric properties, and exploratory and

confirmatory factor analyses supported its six dimensions. The PRCq demonstrated measurement invariance across age, gender, SES, first vs. non-first-generation students, and institution type. The PRCq's construct validity was supported by the negligible associations between the scale scores and high-school GPA and pre-college scholastic aptitude test, and the pattern of associations with the Big-5 personality factors. The PRCq's predictive validity was supported by the student dropout rate after one year. Implications for students at risk of dropping out and interventions to decrease this risk are discussed.

Rafla, J., Schwartz, K., Yoshikawa, H., Hilgendorf, D., Ramachandran, A., Khanji, M., … Wuermli, A. (2024). **Cluster randomized controlled trial of a phone-based caregiver support and parenting program for Syrian and Jordanian families with young children**. *Early Childhood Research Quarterly*, 69, 141-153. https://doi.org/10.1016/j.ecresq.2024.07.004
For refugee caregivers who may live in remote areas or be a highly mobile population, creating parenting programs that fit their needs and accommodate their mobility can be highly beneficial. In this article, we evaluate a 6-month, audio-only early childhood development (ECD) intervention delivered via phone (3 calls per month) to caregivers of Syrian and Jordanian backgrounds in Jordan. A sample of stipended community health volunteers (CHVs; N = 99) and their caseloads of caregivers (n = 2,298) was randomized to calls with health and nutritional content (control group) or calls with health, nutritional, and added parenting and caregiver-focused content (including content adapted from the Reach Up and Learn model). Hypothesized outcomes included reduced caregiver depressive and anxiety symptoms, parenting stress, and harsh discipline; increased parent-child learning activities and parenting self-efficacy. Exploratory outcomes (all caregiver-reported) included child development; and caregiver engagement in activities related to health and child learning following the calls. Exposure to the treatment condition resulted in a statistically significant reduction in caregivers' depressive symptoms (d=-0.11). No other statistically significant impacts were found. Implications of these findings for caregiver interventions are discussed.

Rauterkus, H., Hennemann, T., Hagen, T., Krull, J., Nitz, J., Eiben, K., … Hanisch, C. (2024). **Teachers' ability to regulate their emotions predicts their levels of stress in primary schools in Germany**. *Journal of Curriculum Studies*, 56(4), 468-479. https://doi.org/10.1080/00220272.2024.2312391
Teaching remains a profession that is associated with certain health risks. Teachers complain of psychosomatic experiences such as exhaustion, fatigue, headache, and tension more than people in other professions. High levels of stress amongst teachers also pose a risk for students, as this is associated with poorer teaching quality and lower learning success. Negative emotional responses to external stressors are decisive in the development of teacher stress. Therefore, emotional competence (EC), meaning the ability to perceive one's own emotions and the emotions of others, and the ability to regulate and express one's own emotions can be a meaningful piece of the puzzle around teachers' mental health. For this purpose, 265 teachers at inclusive primary schools in Germany were surveyed about how they experience stress and on the components of EC. Multi-level regression analyses showed that perceived stress was predicted by the 'regulation and control of one's own emotions' (std. B = - 0.53, p < .001), but not by the 'perception and understanding of one's own emotions' and the 'emotions of others' or by the 'expression of emotions'. Emotion regulation abilities can thus be

understood as one factor that helps protect teachers' health. The results are discussed in the context of teacher training and professional development.

Rigaud, K. (2024). ***L'application de la pleine conscience pour renforcer l'état d'esprit de développement dans l'enseignement supérieur en France : une approche permettant de réduire le taux d'échec et d'améliorer la santé mentale des étudiant·es ?*** (Phdthesis, Université d'Artois). Consulté à l'adresse https://hal.science/tel-04706723
Cette thèse explore les liens entre les croyances relatives à l'état d'esprit de développement et la pleine conscience, en s'inscrivant dans le cadre des recherches contemporaines sur les interventions psychologiques dans le milieu académique. Le contexte académique est marqué par des défis croissants liés à la santé mentale et à la performance des étudiant·es, ce qui justifie l'exploration de nouvelles approches comme l'intégration de la pleine conscience et des états d'esprit de développement. Le projet s'est articulé autour de trois axes principaux. Tout d'abord, nous avons étudié comment les croyances sur la pleine conscience, c'est-à-dire la manière dont les individus perçoivent la capacité à développer cette compétence, peuvent influencer les performances académiques. Ensuite, nous avons analysé l'impact des intentions et de l'auto-efficacité dans l'utilisation de la pleine conscience sur le bien-être et la santé mentale, des aspects cruciaux pour la réussite académique. Enfin, nous avons développé et adapté une intervention psycho-sociale visant à promouvoir un état d'esprit de développement dans le contexte de l'enseignement supérieur français, en intégrant des stratégies de pleine conscience dans les matériels d'intervention. Cette intervention avait pour objectif d'améliorer à la fois la santé mentale et la performance des étudiant·es. Nos résultats incluent la validation de l'Échelle de l'État d'Esprit sur la Pleine Conscience par des analyses factorielles, qui ont mis en évidence des liens significatifs entre des croyances malléables à propos de la pleine conscience et les performances académiques. Par ailleurs, la validation des échelles mesurant l'intention et l'auto-efficacité à utiliser la pleine conscience a permis de révéler des associations significatives avec des indicateurs de santé mentale. Enfin, l'adaptation française de l'intervention intégrant l'état d'esprit de développement et la pleine conscience a montré des bénéfices significatifs pour les étudiant·es, tant en termes de santé mentale que d'orientation vers l'apprentissage. Elle semble particulièrement bénéfique pour les étudiant·es présentant un état d'esprit fixe concernant la pleine conscience, améliorant leur taux de réussite ainsi que leur intention et auto-efficacité d'utiliser la pleine conscience. Ainsi, cette thèse contribue à enrichir les théories existantes sur l'état d'esprit et la pleine conscience et propose une des premières tentatives d'intervention visant à promouvoir un état d'esprit de développement dans l'enseignement supérieur français. Les résultats ouvrent ainsi des perspectives stimulantes pour la recherche et les pratiques pédagogiques dans ce domaine.

Rogers, L. O. (2024). **Lessons on Listening from Carol Gilligan for the Psychological Study of Human Development**. *Harvard Educational Review*, 94(1), 98-105. https://doi.org/10.17763/1943-5045-94.1.98

Ross, P. M., Scanes, E., & Locke, W. (2024). **Stress adaptation and resilience of academics in higher education**. *Asia Pacific Education Review*, 25(4), 829-849. https://doi.org/10.1007/s12564-023-09829-1
Academics in higher education around the world indicate high levels of stress from multiple sources. The COVID-19 pandemic has only served to intensify stress levels.

Adaptation and resilience are needed if academics, particularly those focused on education and teaching, are to endure, learn, and bounce back during this era of stress and contribute to education quality and student learning. This review is organized to answer two key questions. First, what are the main forms of stress for academics, especially those focused on education and teaching? Second, what are the responses of academics to stress and is the concept of resilience relevant to understand the consequences for academic careers oriented toward education and education quality? To answer these questions, we first critically review the literature on the responses of academics to stress and the concept of resilience, which has been employed by multiple disciplines, including teacher education. We then broadly define the resilience of academics as their capacity to learn from and adapt to stress; our definition is perhaps less about individual personality characteristics and more associated with the relational aspect of the socioecological higher education ecosystem. There are, however, limits to resilience and its potential effects on education quality and student learning. Given higher education's adverse operating environment and the significant contributions of academics to the knowledge economy and graduate quality, understanding and building the resilience of academics to adapt and succeed has never been more critical.

Shang, L.-D., Rowe, F., & Lin, E. S. (2024). **Estimating the causal impact of non-traditional household structures on children's educational performance using a machine learning propensity score**. *Asia Pacific Education Review*, *25*(4), 939-957. https://doi.org/10.1007/s12564-023-09916-3
Over the past two decades, family structures have diversified. International migration has led to a rise in the number of families in which at least one parent is foreign-born. Increases have also been observed in both the rate of partnership separation, leading to a greater number of single-parent households and an increase in the number of families where grandparents have assumed caring responsibilities for their grandchildren. Evidence indicates a strong relationship between family structure and children's educational outcomes. Parental involvement is well documented as a key ingredient for the educational success of children. Drawing on Taiwanese multi-wave survey data (Taiwan Assessment of Student Achievement) and a machine-learning-based propensity score algorithm for multiple treatments, this paper aims to determine the various relationships between children from different household structures (two-parent households, skipped generation households, single-parent households, and immigrant households) and their cognitive knowledge (measured by test scores). Key findings reveal that children from skipped generation households achieve the lowest performance scores and that those from immigrant households tend to perform even better than children from traditional two-parent households in certain disciplines. Our results suggest that policy interventions targeted at providing remedial education and/or financial assistance are needed to support children from skipped generation families to redress existing educational disadvantages in Taiwan.

Shum, K. Z. (2024, septembre 15). **La psychologie positive, un atout pour le bien-être des élèves ?** Consulté 25 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/la-psychologie-positive-un-atout-pour-le-bien-etre-des-eleves-227248
De l'Australie au Danemark en passant par l'Afrique du Sud et la Chine, des écoles mettent en place des programmes autour de la psychologie positive. De quoi s'agit-il ?

Snider, N. (2024). **How Did We Get Here?** *Harvard Educational Review*, 94(1), 121-135. https://doi.org/10.17763/1943-5045-94.1.121

Stansbury, E. (2023). ***Concepts : Learning and Generalization : a developmental approach*** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://theses.hal.science/tel-04651198
A remarkable ability, that one may take for granted, is the ability to name object that you encounter for the first time when these are members of categories you know. This is possible thanks to our conceptual system and our ability to generalize names between same category members. It is priceless for organizing the world around us and communicating. Research has shown that learning words in a comparison setting – with multiple items associated to the novel word rather than one – favors correct generalization. In the following work, first we review the work on novel word generalization and their suggestions about the mechanisms that may underlie novel word generalization. Second, we investigate how one generalizes novel words? We question which strategies are used to generalize novel words, what are their temporal dynamics, which processes may underlie them. We address this question in two different and complementary ways. We investigate novel noun generalization strategies with eye tracking data to reveal the strategies' profile and their developmental course. Then we investigate novel noun generalization performances in free-choice rather than forced choice-design to change the task's constraints and consider a wider scope of children's considered generalizations. These studies reveal for the first-time clear novel noun generalization strategy patterns. The patterns are stable across development: it is the child's ability to apply the strategy efficiently that develops. The studies also suggest that novel noun generalization may be considered with two corposants: children's sensitivity to same category items and their willingness to follow a given categorization rule.

Sun, Z., Cheng, N., Liu, J., Wu, M., Meng, X., Liu, C., … Wang, Z. (2024). **Stop hurting each other: Bidirectional longitudinal relationships and sex differences between parents' negative expressiveness and offspring's problem behaviors**. *Early Childhood Research Quarterly*, 69, 78-87. https://doi.org/10.1016/j.ecresq.2024.07.003
This longitudinal study explored the bidirectional longitudinal relationships and sex differences in negative expressiveness among parents and internalizing/externalizing problems in their offspring. A total of 185 father-mother dyads from China participated in this study. Fathers and mothers independently completed three rounds of self-report questionnaires assessing family negative expressiveness, while mothers also reported on their offspring's problem behaviors at the same intervals. The mean age of infants at the initial participation was 1.23 years (SD = .13). The results revealed that offspring internalizing problems at Time 1 (T1) positively predicted maternal negative expressiveness at Time 2 (T2), and maternal negative expressiveness at T1 positively predicted offspring externalizing problems at T2. Furthermore, paternal negative expressiveness at T2 mediated the relationship between early offspring externalizing problems at T1 and later internalizing problems at Time 3 (T3). The cross-lagged model also uncovered sex-specific patterns: paternal and maternal negative expressiveness predicted subsequent problem behaviors in boys, whereas problem behaviors in girls predicted paternal and maternal negative expressiveness. Notably, paternal negative expressiveness at T2 was a significant mediator for the continuity of externalizing problems in girls from T1 to T3, indicating a dynamic vicious circle with the family system. These

findings highlight that the bidirectional longitudinal relationships between parents' negative expressiveness and offspring's problem behaviors are closely related to the sex of both parents and their offspring. Specifically, parents' negative expressiveness exacerbated offspring's problem behaviors (especially for boys), and offspring's problem behaviors exacerbated parents' negative expressiveness (especially for girls). Future interventions targeting parents' negative expressiveness and offspring's problem behaviors should consider the roles of sex differences among parents and infants.

Takyi Mensah, E., Chen, M., Ntim, S. Y., Shen, T., Asanga, A. A., Aboagye, M. O., & Gabrah, A. Y. B. (2024). **International students' intercultural sensitivity and academic adaptation in Chinese universities: The mediating role of general health**. *Psychology in the Schools*, *61*(10), 4005-4025. https://doi.org/10.1002/pits.23268
The quest to flourish academically and acquire skills needed for job opportunities has brought people from different cultures and countries to closely interact. Using Vygotsky's sociocultural theory, this study examines the relationship between international students' intercultural sensitivity and academic adaptation and the mediating role of general health. A one-way analysis of variance and structural equation model were conducted to assess the differences and relationships between the constructs, utilizing 338 respondents. The findings showed that male, doctoral, and English-taught students reported significantly higher academic adaptation. Students who have no or less COVID-19 related issues reported higher general health. Further, the regression results revealed that intercultural sensitivity is related to academic adaptation, and general health partially mediated the intercultural sensitivity and academic adaptation relationship. These findings demonstrate that intercultural sensitivity nurtures students' self-esteem and mental toughness, which allow them to reap good health outcomes that impact academic adaptation. The practical implications and limitations of the study have been discussed.

Tolman, D. L. (2024). **Asking an Unasked Question and the Radical Act of Listening: A Story About Relationships**. *Harvard Educational Review*, *94*(1), 112-120. https://doi.org/10.17763/1943-5045-94.1.112

Tsega, T. W. (2024). **Ethical decision-making approach of school counseling: A concurrent mixed methods study for taking actions**. *Psychology in the Schools*, *61*(10), 3961-3981. https://doi.org/10.1002/pits.23265
The main purpose of this research was to identify ethical decision-making approaches in school counseling. The study focused on the experiences of secondary school counselors in Addis Ababa, Ethiopia. A concurrent triangulation mixed methods design was used for getting a complete understanding of ethical decision-making approaches of school counseling. Forty participants were involved in the quantitative part of the study, while six participated in the qualitative part of the study. For the quantitative aspect, a survey was utilized, and the data were analyzed using tables, frequencies, and percentages. The result showed that participants used variety of approaches to deal with ethical challenges for school counseling, including open discussion, personal sense of morality, and respecting code of students' discipline. However, the least percentage (22.5%, n = 9) has observed for using of code of ethics in counseling profession. In the qualitative part, semi-structured in-depth interviews were used to explore the experiences of ethical decision-making and the meaning of those experiences for secondary school counselors currently practicing at Addis Ababa city. Qualitative data were analyzed by using

thematic analysis technique. The major ethical decision-making approaches identified in school counseling were (a) building a good relationship and guaranteed confidentiality, (b) referral linkage, (c) training for students and collaboration, and (d) life experience and personal sense of morality. The most common meanings attributed to dealing with ethical challenges in school were the urge to share information with to get personal relief, feeling of stress, and gain personal satisfaction from acts of compassion. Implications are forwarded to support school counselors in taking an action for professional development and to promote quality of school counseling practices.

Turnbull, K. L. P., DeCoster, J., Downer, J. T., & Williford, A. P. (2024). **Elucidating linkages of executive functioning to school readiness skill gains: The mediating role of behavioral engagement in the PreK classroom**. *Early Childhood Research Quarterly*, 69, 38-48. https://doi.org/10.1016/j.ecresq.2024.07.001
This study investigated links of executive functioning to gains in school readiness skills and explored the mediating role of children's behavioral engagement in the PreK classroom. We collected direct assessments of executive functioning (EF) and observations of behavioral engagement for 767 children (mean age 52.63 months) from racially/ethnically diverse, low-income backgrounds three times over the PreK year. We also measured school readiness in the domains of language, literacy, and math using direct assessments and collected teacher-report measures of socialemotional-behavioral skills and approaches to learning. Our analyses addressed the following three research questions: 1) To what extent does children's EF predict school readiness skill gains during PreK? 2) To what extent does children's behavioral engagement in PreK classrooms predict school readiness skill gains? 3) To what extent does behavioral engagement mediate the relation of EF with school readiness skill gains? We observed that EF was positively related to gains in language, math, and approaches to learning. Regarding behavioral engagement, Negative Classroom Engagement was negatively related to gains in literacy, math, social-emotionalbehavioral skills, and approaches to learning while Positive Task Engagement was positively related to gains in approaches to learning. Negative Classroom Engagement significantly mediated the effects of EF on gains in the domains of literacy, socialemotional-behavioral skills, and approaches to learning. We describe implications of these findings for promoting children's ability to learn and thrive in PreK contexts with a focus on their engagement with teachers, peers, and learning activities.

Weatherton, M., Schussler, E. E., Brigati, J. R., Ferguson, H., Boyd, I., & England, B. J. (2024). **Is Support in the Anxiety of the Beholder? How Anxiety Interacts with Perceptions of Instructor Support in Introductory Biology Classes**. *CBE—Life Sciences Education*, 23(4), ar45. https://doi.org/10.1187/cbe.24-02-0092
High levels of student anxiety are negatively related to degree persistence, academic achievement, and student perceptions of instructor support. Anxiety levels vary along many axes—among classes, within students in the same class, and over time—creating a dynamic emotional landscape in classrooms. In this study, we examined the relationship between student anxiety levels and perceptions of instructor support within three introductory biology classes at two timepoints during a semester. Data on student anxiety levels and perceptions of instructor support were supplemented by open-ended student explanations of instructor support characteristics. We found a significant negative correlation between student anxiety level and instructor support ratings at wk 4 for all three classes. By wk 14, this correlation persisted in classes 1 and 3 but not class 2,

where support ratings no longer significantly varied with anxiety levels. Analyses of open responses revealed that lower-anxiety students in classes 1 and 3 were more positive about how the instructors answered questions and higher-anxiety students in class 2 were more positive about their instructor's pedagogical practices. We suggest that these instructor practices should be investigated as potential factors to equalize perceptions of instructor support by students with different anxiety levels in introductory biology.

Wei, J., Yi, C., Ti, Y., & Yu, S. (2024). **The Implications of Meaning in Life on College Adjustment Among Chinese University Freshmen: The Indirect Effects via Academic Motivation**. *Journal of Happiness Studies*, 25(6), 65. https://doi.org/10.1007/s10902-024-00774-3
This research examined whether college freshmen's sense of meaning in life predicted changes in their college adjustment over time, and whether academic motivations played indirect effects underlying these predictive effects. Chinese college freshmen (N = 1183; Mage = 18.61 years; 60% female) from eight public universities reported on their presence of meaning, search for meaning, academic motivations, as well as college adjustment in the academic, social, and emotional domains twice over six months. The more presence of meaning freshmen possessed, the greater self-determined motivation they had for academics, which predicted improved academic adjustment over time. Freshmen's presence of meaning also predicted overtime improvement in academic, social, and emotional adjustment via less non-self-determined academic motivation. The greater tendency freshmen had to search for meaning, the greater self-determined but not non-self-determined academic motivation they had, which predicted improved academic adjustment over time. The findings highlighted the importance of cultivating students' sense of meaning in life at the start of their college life or earlier.

Xu, J., Yu, L., & Zhang, X. (2024). **Bridging the Gender Gap in Academic Engagement among Young Adults: The Role of Anticipated Future Sex Discrimination and Gender-role Orientation**. *Journal of Youth and Adolescence*, 53(10), 2192-2201. https://doi.org/10.1007/s10964-024-02009-3
Academic engagement is vital for college students, yet existing studies reveal inconsistencies in how gender influences academic engagement. Building upon the statistical discrimination theory and identity-based motivation theory, this study develops an integrated model to examine gender differences in college students' academic engagement. Further, the role that gender-role orientation in influencing academic engagement was investigated. Using a sample of 524 college students (Mage = 21.11, SD = 1.98; 47.7% women) from a large university collected in two time periods, the findings indicate that in the Chinese context, women anticipate higher future sex discrimination than men. However, gender-role orientation restores parity between men and women through a moderated mediation: egalitarian gender-role orientation has a stronger effect on women's anticipated future sex discrimination than on men's, resulting in increased academic engagement of women. The findings highlight the need to consider female students' egalitarian beliefs in gender-related academic research.

Yue, H., Yang, G., Bao, H., Bao, X., & Zhang, X. (2024). **Linking negative cognitive bias to short-form video addiction: The mediating roles of social support and loneliness**. *Psychology in the Schools*, 61(10), 4026-4040. https://doi.org/10.1002/pits.23260
Although the relationships between some antecedents (such as affective disorders and negative emotions) and short-form video addiction have been verified by previous

studies, the association between negative cognitive bias and this addictive behavior has not been examined, and the underlying psychological mechanisms are still unclear. The present study explored the relationship between negative cognitive bias and short-form video addiction as well as the mediating roles of social support and loneliness in this association. The participants of the current study included 336 university students (197 females). The findings showed that (1) negative cognitive bias was positively correlated with short-form video addiction; (2) social support and loneliness separately mediated the relationship between negative cognitive bias and short-form video addiction; and (3) social support and loneliness sequentially mediated the relationship between negative cognitive bias and short-form video addiction. These results might be helpful for understanding the relationships and the underlying psychological mechanisms between these study variables. Future studies were encouraged to investigate effective intervention approaches for relieving negative cognitive bias, which might be conducive to decreasing the severity of short-form video addiction.

Zheng, J., Cheung, K., Sit, P., & Lam, C. (2024). **Unraveling the relationship between ESCS and digital reading performance: A multilevel mediation analysis of ICT-related psychological needs**. *Education and Information Technologies*, 29(12), 15067-15085. https://doi.org/10.1007/s10639-024-12458-9
The era of information and communication technology (ICT) has popularized adolescents' digital reading activities in their daily lives. Most prior studies focused on identifying significant factors that foster digital reading performance. Although educational quality is of great concern, it is crucial to consider the issue of educational equity in the digital world. Our study aims to unfold the mediating roles of ICT-related psychological needs between economic, social, and cultural status (ESCS) and digital reading performance. A multilevel mediation analysis was adopted for 36,490 students from six high-performing Asian regions participating in the Programme for International Student Assessment (PISA). The results indicated that perceived ICT autonomy significantly mediated the relationship in most Asian regions, while perceived ICT competence yielded mixed roles. Interestingly, the suppression effects were detected between ESCS, ICT in social interaction, and digital reading. Our research findings offer fresh insights into narrowing the digital divide in the online reading environment for adolescents.

Aspects sociaux de l'éducation

Adair, J. K., Park, S., Alonzo, M., McManus, M. E., Odim, N., Lee, S., … Colegrove, K. S.-S. (2024). **Equitable access to agency-supportive early schooling contexts for young children of color**. *Early Childhood Research Quarterly*, 69, 49-64. https://doi.org/10.1016/j.ecresq.2024.06.003
Over the past thirty years, developmental and learning sciences have started to illuminate the need for better access to anti-racist, culturally sustaining early childhood education and care programs. While physical access to programs continues to be an urgent need in the U.S., many communities of color continue to demand access to early childhood education spaces that are safe for their children to learn - programs that are working hard to root out racism and White supremacy from their policies and practices. In this study, we draw upon over 350 hours of data from teachers of young children ages 3-8 years old to offer a detailed, qualitative exploration of how racism impacts children's early learning experiences across early childhood bilingual, inclusion, and multiracial

classrooms that serve majority children of color. We examine the policy implications of racism on children's access to agentic learning experiences at school. We also discuss how the findings from our study suggest guidance for programs and policies that want to increase access to agency-supportive environments for young children of color.

Arar, E. A.-Z., & Tlili, A. (2024). **Research on teachers of colour and minoritised teachers in majoritarian education systems: A scoping review of the literature in the last two decades**. *Review of Education*, *12*(3), e3488. https://doi.org/10.1002/rev3.3488
The world map is changing due to waves of immigration, population and demographic changes in mainland Europe and North America. There is a growing need for a more diverse teacher workforce to close the racial and ethnic gap between students and teachers in populations with high diversity. The scholarship discussing integration challenges facing teachers of colour and minority teachers in majoritarian education systems has yet to be exhaustively analysed and synthesised. Moreover, the literature remains fragmented despite numerous studies emphasising the significance of supporting teachers of colour and minority teachers to ensure equity and inclusiveness in majoritarian education systems to better represent the student body. This study reviews the literature through a bibliometric analysis of 387 peer-reviewed papers on this topic published between 2000 and 2024, followed by a synthesis of the top-cited papers. First, we emphasised the importance of researching the integration of minority teachers and teachers of colour to understand their contribution to students' thriving and the transformation of education systems towards diversity and inclusion. The quantitative analysis is followed by a systematic qualitative synthesis of the top 18 cited papers. The results highlighted that most research on minority teachers and teachers of colour is from the United States and the United Kingdom. They also highlighted the necessity of revisiting curriculums and enhancing relationships with children to raise awareness about issues of systemic racism, cultural responsiveness and deeper inclusion. Recommendations emphasise addressing systemic racism and enhancing cultural responsiveness. These findings can guide future research, policies and practices to support minority teachers' integration and better represent student diversity. Context and implications Rationale for this study The world map is changing due to waves of immigration, population shift, and demographic changes, highlighting the growing need for a more diverse teaching workforce to close the racial and ethnic gaps between students and teachers in highly diverse populations. However, the scholarship discussing the integration challenges faced by teachers of colour and minority teachers in majoritarian education systems remains fragmented and has yet to be exhaustively analysed and synthesised. Therefore, this paper presents a mixed-methods systematic review of recent international evidence on the integration of minority teachers and teachers of colour in majoritarian education systems worldwide. Why the new findings matter This research contributes to further insights in the scholarship foci, including identifying several research gaps related to the integration of teachers of colour and minority teachers. Our findings can inform future policies by enhancing understanding of the unique needs and challenges faced by minoritised teachers within various political, social and educational contexts. This knowledge can guide the training, recruitment, mentoring and retention of minority teachers. Additionally, further comparative research on this topic is necessary to enrich knowledge and contribute to diverse models for preparing, recruiting and retaining teachers of colour, thereby enhancing diversity in schools and fostering the success of minority students. Therefore, this study not only enriches our understanding of the current state of research but also sets the stage for future inquiries that could inform more

nuanced and effective educational policies and practices worldwide. Implications for educational researchers and policy makers Our research findings offer valuable insights for scholars, policy makers, superintendents and school principals who are committed to conducting future empirical research, systematic reviews or implementing policies for the equitable inclusion of minoritised teachers in majoritarian education systems. These insights aim to promote deep diversity and representation. Key takeaways include: This systematic review identifies a research gap concerning the integration of teachers of colour and minority teachers. Addressing this gap involves understanding their unique needs and challenges within various political, social and educational contexts. There is a need for further comparative research on this topic to enhance knowledge and contribute to developing varied models for preparing, recruiting and retaining teachers of colour, thereby improving diversity in schools and supporting the success of minority students. Future policy design and implementation at both the district and school levels should focus on the training, recruitment, mentoring and retention of minority teachers. This includes identifying positive ecological dynamics at both district and school levels that support the integration of minority teachers and teachers of colour. In today's era of digital literacy and artificial intelligence (AI), we recommend researching the applicability, usage and impact of AI programs in enhancing equitable hiring processes. This research should explore how AI can be used to detect early warning signs of exclusion or marginalisation that may contribute to turnover among minority teachers, and how it can facilitate supportive interventions.

Armand, M. K., Herman, P. R., & Honoré, T. O. (2024). **Inequality of educational opportunity among primary school children in Cameroon**. *International Journal of Educational Development*, *109*, 103103. https://doi.org/10.1016/j.ijedudev.2024.103103
Despite several education policies related to the Sustainable Development Goals, educational inequalities persist at the primary school level in Cameroon. However, little is known on students' circumstances and efforts in an attempt to reduce these inequalities. The aim of this paper therefore is to analyse inequality of opportunity in Cameroon's primary education sector. Using the 2014 and 2019 PASEC databases, we decompose students' reading and mathematics test scores based on Shapley and non-parametric approaches to assess the role of household, school and environmental circumstances. Results show that inequality of opportunity contributes between 38.1 % and 46.3 % of total inequality for between 2014 and 2019 in test scores. Interestingly, school factors like school type, location, resources, and class size, have a bigger impact than students' family background. Policies to improve school conditions should focus on rural and under-resourced areas in terms of educational materials, while improving school inspections and reducing class sizes may be more effective in reducing educational inequalities.

Augelli, A., & Benelli, C. (2024). **Vite "difficili". Prospettive nazionali e internazionali sull'educazione in carcere**. *Encyclopaideia*, *28*(69), 1-4. https://doi.org/10.6092/issn.1825-8670/20133

Augelli, A., & Schermi, M. (2024). **Persone "difficili", educazione difficile. In dialogo con il contributo di Piero Bertolini nel lavoro educativo della giustizia**. *Encyclopaideia*, *28*(69), 5-20. https://doi.org/10.6092/issn.1825-8670/19904
The contribution resumes the conversation with work of Piero Bertolini – educator, pedagogist, director of the Institute for Observation and Preventive Custody "C. Beccaria" in Milan (1958-1968) – in relation to old and new deviances. In the footsteps of

his experiences and reflections, we try to investigate the re-educational paths of "difficult" subjects, outside and inside prison, grappling with the fundamental pedagogical question (what is the desired and legitimate margin of educational intervention?), at one of the most critical junctures for the subject in formation (in the conflict that he is experiencing with the world, with the other and with himself?). Can there be an educational orientation of punishment in the penal experience? How to curb the risk that educating intent on punishing profoundly mutates its meaning, to the point of transfiguring itself into violence? How to interpret that obstinacy to seek and to trigger growth in the difficult situations? What directions of meaning indicated by Bertolini need to be taken up, known and actualized in the care of difficult subjects? The hypothesis is that there is a margin for educating in punishment: it is the responsibility of those who pedagogically interpret criminal events to seize and cultivate it.

Avvisati, F., & Wuyts, C. (2024). **The Measurement of Socio-economic Status in PISA**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3991* [Report]. Consulté à l'adresse Organisation for Economic Co-operation and Development (Transnational) website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3991
With each survey cycle, the measurement of socio-economic status in PISA must strike a delicate balance between at-times conflicting goals: accuracy, coverage, cost-efficiency, trend continuity, relevance (keeping up with changes in society) and comparability across countries. Over the past decade, a number of changes were introduced in the instruments and scaling processes; new related questions were added; and experiments were conducted with alternative question formats. In light of these changes, new variables, and experiments, we examine the quality of the indicators and scales that contribute to the index of economic, social and cultural status (ESCS) in PISA. We conclude with implications for questionnaire development, recommendations for scaling, and suggestions for future research.

Ayyar, S., Bolt, U., French, E., & O'Dea, C. (2024). *Imagine your Life at 25: Gender Conformity and Later-Life Outcomes* (NBER Working Paper N° 32789). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32789.htm
Using thousands of essays written by 11-year-olds in 1969, we construct an index measuring girls' conformity to gender norms then prevalent in Britain. We link this index to outcomes over the life-cycle. Conditional on age-11 covariates, a one standard deviation increase in our index predicts a 3.5% decline in lifetime earnings, due to lower wages and fewer hours worked. Education, occupation and family formation mediate half of this decline. Holding skills constant, girls who conform less to gender norms live in regions with higher female employment and university attendance, highlighting the role of the environment in which girls grow up.

Beaupère, N., Érard, C., & Jaoul-Grammare, M. (2024). **Introduction**. *Formation emploi. Revue française de sciences sociales*, (167), 7-13. Consulté à l'adresse https://journals.openedition.org/formationemploi/12842
Ce numéro spécial consacré aux étudiantes « du supérieur » d'aujourd'hui revient sur la « (r)évolution inachevée » étudiée par une partie du groupe de travail sur l'enseignement supérieur (GTES) (Céreq Echanges, n° 21, décembre 2023). Leurs parcours sont appréhendés sous l'angle de leurs « possibles sous conditions », grâce à un

triple parti pris. Le premier consiste à se détacher de la comparaison systématique avec les hommes pour mieux faire apparaître la diversité des parcours et la spéci...

Beaupère, N., Mériot, P., & Schmidt, C. (2024). **Doctorantes en mobilité internationale : voi(x)es de femmes**. *Formation emploi. Revue française de sciences sociales*, (167), 35-56. Consulté à l'adresse https://journals.openedition.org/formationemploi/12852
Cet article s'intéresse aux conditions de la mobilité internationale d'étudiants inscrits en doctorat, notamment celles des femmes, dans deux universités françaises. Il s'appuie sur une enquête par questionnaire et une enquête qualitative par récit de vie auprès de doctorantes étrangères. Si d'un point de vue statistique, les profils de ces étudiants, fortement sélectionnés, tendent à se ressembler, les récits donnent à voir la diversité des expériences vécues par les étudiantes rencontrées. Entre trajectoires linéaires et réorientations, elles mettent en évidence les difficultés rencontrées et les ressources mobilisées pour réaliser leur thèse en France.

Bellicha, A., Dehove, H., & Mofakhami, M. (2024, septembre 24). **Étudiants et alimentation : quand la volonté d'engagement se heurte aux difficultés quotidiennes**. Consulté 25 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/etudiants-et-alimentation-quand-la-volonte-dengagement-se-heurte-aux-difficultes-quotidiennes-233613
Les étudiants ne mangent pas toujours sainement ni conformément à leurs convictions environnementales. Une situation qui s'explique par des contraintes économiques, mais pas seulement. Et qui pourrait changer.

Bernard, P.-Y. (2024, septembre 3). *« C'est en faisant de l'accompagnement des élèves une activité professionnelle à part entière qu'on pourra lutter efficacement contre l'exclusion scolaire »*. Consulté à l'adresse https://www.lemonde.fr/education/article/2024/09/03/c-est-en-faisant-de-l-accompagnement-des-eleves-une-activite-professionnelle-a-part-entiere-qu-on-pourra-lutter-efficacement-contre-l-exclusion-scolaire_6302638_1473685.html
TRIBUNE. Pierre-Yves Bernard, maître de conférences émérite à l'université de Nantes, refuse, dans une tribune au « Monde », l'idée de lutter contre le décrochage scolaire grâce au bénévolat et plaide pour des accompagnements proposés en milieu scolaire.

Borras, I., & Bosse, N. (2024). **Parcours de femmes en reprise d'études à l'université : quand les sphères privée et professionnelle se mêlent à la formation**. *Formation emploi. Revue française de sciences sociales*, (167), 91-109. Consulté à l'adresse https://journals.openedition.org/formationemploi/12864
Analyser les parcours de femmes reprenant des études en cours de carrière sous l'angle de la conciliation des temps et des rôles sociaux apporte un éclairage central sur le déroulement de ces trajectoires féminines et les contextes de retours en formation. Dans une recherche permanente d'équilibre entre sphères personnelle, familiale et professionnelle, la reprise d'études apparaît comme un moyen de maîtriser son parcours. Mais elle représente un temps supplémentaire qui doit trouver sa place. Elle se réalise alors avec une prise en compte d'un ensemble de contraintes et demande un investissement important, révélant la triple journée de ces femmes mères, travailleuses et étudiantes. Leurs récits confirment ainsi que l'inégale répartition des tâches et des rôles au sein des familles continue de peser sur les carrières des femmes et sur leur accès à la formation tout au long de la vie.

Bozonnet, C. (2024, septembre 11). **Les jeunes femmes sont moins confiantes face à l'avenir**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/11/les-jeunes-femmes-sont-moins-confiantes-face-a-l-avenir_6312212_4401467.html
Selon le baromètre annuel réalisé par le Crédoc et l'Injep, sept jeunes sur dix estiment que leur vie actuelle correspond à leurs attentes. Il met en avant des écarts importants selon le genre ou la situation sociale.

Brezicha, K. F. (2024). **Can't Be What You Can't See: The Role of Citizen Role Models in Immigrant Students' Political Development**. *American Journal of Education*, *130*(4), 485-517. https://doi.org/10.1086/730995
Purpose: As the population of immigrant-origin youth continues to increase in the school systems of the United States and Canada, this study examined the relationship between immigrant youths' feelings of belonging and their developing understanding of citizenship. Research Methods/Approach: Adopting an ecological framework, this qualitative, comparative case study explores immigrant students' experiences in two new immigrant destination school districts in Pennsylvania and Manitoba. Findings: Both districts had experienced rapid growth in immigrant students, which raised questions of belonging at both the community and individual levels. Students' feelings of belonging shaped their understanding of citizenship by influencing who they identified as their citizen role models. These citizen role models cultivated the students' feelings of belonging and their political development. Implications: The article concludes by proposing an ecological framework for understanding students' political development. It includes implications for both educators and policy makers.

Chairassamee, N., Chancharoenchai, K., Saraithong, W., & Temsumrit, N. (2024). **Inequality in educational opportunity in Thailand during the COVID-19 pandemic**. *International Journal of Educational Development*, *109*, 103083. https://doi.org/10.1016/j.ijedudev.2024.103083
This study provides lower-bound estimates of inequality in educational opportunity from 2020 to 2021—during the COVID-19 pandemic in Thailand. We also analyze the relationship between school- and local-specific characteristics and inequality in educational opportunity. Using school dropout status as a student's outcome, our study reveals that children's and parental characteristics were the most relevant circumstances at the primary level. However, at the secondary level, access to computers and the internet were more important circumstances contributing to inequality in educational opportunity. The estimated inequality in educational opportunity in 2021 is slightly higher than that in 2020, indicating an increase in inequality from circumstances beyond children's control. School quality and local social and economic factors could be potential drivers to improve equality in educational opportunity in Thailand.

Cioè-Peña, M. (2024). **Writing, Rioting, and Righting Como Negra: A Testimonio of Black Latinx Erasure in Bilingual Education**. *Harvard Educational Review*, *94*(1), 1-24. https://doi.org/10.17763/1943-5045-94.1.1
In this autoethnography, María Cioè-Peña recounts her experiences of Black erasure in bilingual education in US schools, where the focus is on language and an imagined mixed-race collective, centering culture to circumvent race and treating language as

connective yet racially neutral. But languages and how language users are perceived are not race-neutral constructs. Black erasure in bilingual education upholds anti-Blackness and model minority narratives in education and results in tangible exclusion and oppression for Black bi/multilinguals. Supported by theory and history, Cioè-Peña recounts key moments that contributed to her internalization of anti-Black ideology/rhetoric and respectability politics as a bilingual Black Latina, manifesting in the "taming" of her tongue and cultural identity. Through her testimonio, she sheds light on the erasure of Black students in bilingual education programs and research.

Clouse, F. (2024). ***Clinique contemporaine de l'éducation spécialisée*** (Phdthesis, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-04675556
Cette thèse propose de faire émerger les fondements de la clinique de l'éducation spécialisée. Nous avons contextualisé notre champ de pratique à travers une approche historique et problématique du travail social, de l'éducation spécialisée et des approches d'orientation cliniques sciences de l'éducation. Des invariants se sont dégagés grâce à notre revue de littérature et une pré-enquête menée auprès d'éducateurs spécialisés, de directeurs d'établissements médico-sociaux (Dispositif Intégré Thérapeutique Éducatif et Pédagogique - DITEP) et d'une étude de corpus. Cette recherche s'appuie sur une méthodologie croisée quantitative (entretiens auprès de professionnels regroupant plus de 50% des DITEP d'un département français) et qualitative (récits de pratiques). Nous avons aussi réalisé des entretiens auprès de trois figures de l'éducation spécialisée (Joseph Rouzel, Philippe Gaberan, Philippe Chavaroche) pour compléter notre recueil de données. Nos résultats ont permis de caractériser une clinique de l'éducation spécialisée à partir des concepts opératoires spécifiques qui la fondent : sans exhaustivité, le maniement du transfert dans la relation éducative, la rencontre, le quotidien, l'institution, la politique du symptôme, etc. Nous pouvons alors discuter des enjeux des pratiques éducatives en établissement médico-social en contexte néo-libéral en termes d'éthique, de lien social, de dispositifs institutionnels et de formation de travailleurs sociaux.

Collet, X., & Beaupère, N. (2024). **Les vulnérabilités étudiantes avant et pendant la crise sanitaire**. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4656
Cet article analyse la réussite aux examens au regard des situations de fragilité vécues par les étudiants, à partir de deux enquêtes quantitatives menées en 2017 (avant la crise sanitaire liée à la Covid-19) et en 2021 (pendant la crise sanitaire). Un indicateur synthétique est expérimenté, permettant de mesurer trois dimensions : la première est centrée sur les difficultés financières (impossibilité de faire face à ses besoins, ne pas manger à sa faim et renoncer aux soins) ; la deuxième est liée aux conditions de vie (nécessité de travailler, rencontrer de grandes difficultés concernant son logement, perception de l'état de santé physique et psychologique) ; et la troisième cible l'isolement social (absence d'aide des proches et sentiment de solitude). Cet indicateur met ainsi en lumière les profils d'étudiants les plus fragiles et souligne que les situations de vulnérabilité ont, d'une part, augmenté sous l'effet de la crise sanitaire, et d'autre part, influent sur la durée des parcours d'études et la réussite au diplôme.

Cranston, J., & Bennett, A. (2024). **Systemic Racism in Canadian Higher Education: A Rapid Scoping Review of 22 Years of Literature**. *Canadian Journal of Higher Education/La*

Revue Canadienne d'enseignement Supérieur, *54*(1), 103-125. Consulté à l'adresse https://journals.sfu.ca/cjhe/index.php/cjhe/article/view/190069
Although the ideals of higher education promote learning and personal growth irrespective of an individual's social identity including their perceived or declared race, systemic racism continues to subject Indigenous, Black, and otherwise racialized students, staff, and faculty to unwelcoming academic cultures and, at times, hostilities. The aim of this rapid scoping review was to identify and analyze some of the available peer-reviewed, published research literature between 2000 and 2022 focused on systemic racism in the Canadian higher education context. The authors analyzed 32 articles included in the scoping review to identify the theoretical frameworks used to situate each study. In addition, the analysis surfaced concepts related to how systemic racism is structured and enacted. Using a thematic analysis, a narrative summary is also presented to describe the experiences of Indigenous and racialized staff, students, and faculty. This study offers insight to those committed to building healthier academic communities through understandings of systemic racism as it is theoretically framed, conceptualized, and experienced.

D'Agostino, T., & Madero, C. (2024). **How integration changed us: The long-term impact of socio-economic school integration**. *International Journal of Educational Development*, *109*, 103096. https://doi.org/10.1016/j.ijedudev.2024.103096
This paper examines the life trajectories of low-income children who, in the late 1960s and early 1970s, were integrated into Saint George's College, an elite private school in Santiago, Chile. Utilizing primarily qualitative methods, this study focuses on the retrospective experiences and perceptions of former students. It investigates the outcomes for low-income students who attended Saint George's as part of a socio-economic integration program, which has inspired both a film and recent policy debates on reforming Chile's national school choice system. Findings indicate a significant perceived impact on educational attainment and social mobility for former low-income students, primarily through transformed aspirations, as well as positive experiences for elite students entailing broadened social perspectives, empathy, and greater commitment to equity in social and political spheres. The study discusses theoretical contributions and policy implications related to aspirations formation, the social composition of schools, and the role of social integration in elite educational settings.

Delarue-Breton, C., & Crinon, J. (2024). *École, langage, inégalités : Mélanges offerts à Élisabeth Bautier*. Consulté à l'adresse http://www.lambert-lucas.com/livre/ecole-langage-inegalites/#:~:text=M%C3%A9langes%20offerts%20%C3%A0%20%C3%89lisabeth%20Bautier&text=Les%20pratiques%20langagi%C3%A8res%20y%20sont,apprenants%20et%20les%20pratiques%20p%C3%A9dagogiques.
Ce recueil de textes offerts à Élisabeth Bautier est le reflet des très nombreux partages, collaborations et autres échanges scientifiques auxquels elle a contribué, qu'elle a rendu possibles et qu'elle inspire aujourd'hui. Dix textes sont proposés, qui s'intéressent tous, qu'il s'agisse d'enseignement primaire, secondaire ou supérieur, d'oral ou d'écrit, de lecture ou d'écriture, et cela quel que soit le contexte (dans les familles, à l'école, en milieu carcéral ou à l'université), à la part décisive du langage dans les apprentissages. Les pratiques langagières y sont considérées comme des pratiques sociales, ce qui permet de penser les inégalités comme le produit de facteurs multiples impliquant conjointement les dispositions des apprenants et les pratiques pédagogiques.

Contributions de Stéphane Bonnéry, Patrice Bourdon, Sonia Branca, Denis Butlen, Aurélie Chesnais, Lanila Coulange, Jacques Crinon, Catherine Delarue-Breton, Maíra Mamede, Thierry Pagnier, Patrick Rayou, Aline Robert, Jean-Yves Rochex, Caroline Scheepers, Élise Vinel.

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.

Érard, C., & Guégnard, C. (2024). **Sportives à l'université : des possibles sous gages**. *Formation emploi. Revue française de sciences sociales*, (167), 15-34. Consulté à l'adresse https://journals.openedition.org/formationemploi/12849
La pratique sportive d'étudiantes à l'université leur confère un profil atypique au cœur de la jeunesse féminine. Si les unes choisissent les sciences et techniques des activités physiques et sportives (STAPS), domaine d'étude lié aux métiers du sport, les autres associent une pratique sportive de haut niveau à un cursus universitaire en dehors des STAPS. Toutes font du sport un élément déterminant de leur parcours, entre conformité et atypisme, mais toujours sous conditions. Entre héritage et ouverture de nouveaux possibles, entre projections parentales et appui sur des autruis significatifs de l'espace scolaire ou du monde sportif, ces étudiantes font la preuve d'une « insoumission discrète » qui contribue à la « révolution respectueuse » à l'œuvre à l'université et plus encore dans un espace sportif qui résiste fortement à l'entrée des femmes.

Fernández, A. B., Neilson, C., & Zimmerman, S. (2024). *Elite universities and the intergenerational transmission of human and social capital* [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: https://econpapers.repec.org/paper/cepcepdps/dp2026.htm
Do elite colleges help talented students join the social elite, or help incumbent elites retain their positions? We combine intergenerationally-linked data from Chile with a regression discontinuity design to show that, looking across generations, elite colleges do both. Lower-status individuals who gain admission to elite college programs transform their children's social environment. Children become more likely to attend high-status private schools and colleges, and to live near and befriend high-status peers. In contrast, academic achievement is unaffected. Simulations combining descriptive and quasi-experimental findings show that elite colleges tighten the link between social and human capital while decreasing intergenerational social mobility.

Ferreira, J., & Sandholtz, W. (2024). *Free Schooling Reverses Sibling Rivalry* (IZA Discussion Paper N° 17228). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17228.htm
We use administrative data to measure sibling spillovers on academic performance before and after Tanzania's introduction of Free Secondary Education (FSE). Prior to FSE, students whose older siblings narrowly passed the secondary school entrance exam were less likely to go to secondary school themselves; with FSE, the effect became positive. Negative spillovers in the pre-reform period were concentrated in poorer regions; positive spillovers in the post-reform period were largest for lower-performing younger siblings. This suggests that FSE alleviated financial constraints, allowing families to distribute educational investments more equitably rather than concentrating resources on high-performing children.

Fines-Neuschild, M., & Tajmel, T. (2024). **"It's Kind of My Responsibility": An Analysis of the Current EDI Discourse in Canadian STEM Fields and its Potential and Limitations to Contest Intersectional Discrimination**. *Canadian Journal of Higher Education/La Revue Canadienne d'enseignement Supérieur*, *54*(1), 27-41. https://doi.org/10.47678/cjhe.vi.190047
Since 2019, equity, diversity, and inclusion have become institutional priorities for Canadian funding agencies and universities under the acronym EDI. Here, we examine for the fields of science, technology, engineering, and mathematics (STEM) how the current EDI discourse unfolds in scientists' understandings as EDI construct. This study presents data collected through 18 online interviewswith researchers in STEM fields across Canada. For our analysis we apply critical discourse analysis and the matrix of domination. Four themes emerge from our data regarding STEM researchers' understanding of and experience with the EDI construct: (a) EDI astrainable knowledge, (b) EDI as human resources/managerial issue, (c) EDI as assessable performance, and (d) EDI as individual initiative/lonely endeavour. Our findings suggest that the EDI discourse increases the awareness of the underrepresentation ofgroups in STEM fields. However, most interview participants demonstrate an essentialist understanding of identity decontextualized from institutional and structural processes of difference making along axes of gender, race, class, and body, amongst others. This critical discourse-analytical work contributes to an intersectional, power-acknowledging understanding of EDI in Canadian highereducation.

Gao, C. Y., Shen, W., & Xu, H. (2024). **Will COVID pandemic intensify the inequality in transnational education participation?** *Asia Pacific Education Review*, *25*(4), 1037-1050. https://doi.org/10.1007/s12564-024-09941-w
The expansion of student international mobility has been discussed increasingly with respect to concerns about social inequality. The outbreak of the COVID pandemic has exacerbated the risks of studying abroad. Due to the differences in the ability of students from different social backgrounds to cope with risks, the inequality of opportunities for studying abroad may further expand. Based on the survey of 1256 college graduates between January and March 2021, this study analyses the impact of family background on the choice of studying abroad under the background of the epidemic. The research shows that the inequality in transnational education participation has been intensified by the pandemic. Findings of mediation analysis suggested that family background has powerful influences on students' willingness to continue with their overseas study plan

after the pandemic. It shapes students' decision on whether go abroad or not directly, via their mentality of the pandemic, and through their past educational choices (field of study) and attainment (university type). Our study provides a more nuanced understanding of the way how COVID pandemic affects students from different backgrounds.

Giacobino, H., Huillery, E., Michel, B., & Sage, M. (2024). **Schoolgirls, Not Brides: Education as a Shield against Child Marriage**. *American Economic Journal: Applied Economics*, *16*(4), 109-143. https://doi.org/10.1257/app.20220443

Graveleau, S. (2024, septembre 24). **« Rester chez mes parents, c'est le filet de sécurité, ça me permet de rembourser mon prêt, de mettre de l'argent de côté »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/24/les-tanguy-je-n-ai-pas-completement-choisi-de-vivre-avec-mes-parents-mais-je-ne-suis-pas-malheureux_6330659_4401467.html
Entre contraintes économiques, injonction à l'autonomie et confort du nid familial, quelque cinq millions de jeunes adultes, des « Tanguy », vivent encore chez leurs parents.

Grossi, S., & Decembrotto, L. (2024). **Il carcere come generatore di disabilitazione sociale**. *Encyclopaideia*, *28*(69), 21-30. https://doi.org/10.6092/issn.1825-8670/19719
The paper explores the effects of social disablement caused by imprisonment, analyzing how this institution can exacerbate existing disability conditions or create new ones. Through a review of sociological literature, it highlights how the prison context can significantly contribute to an additional level of disablement. Considering the incapacitating effects of imprisonment, it emerges that the prison system acts as a "producer" of social disablement, intensifying marginalization processes and increasing societal disparities. This process is fueled by prison overcrowding, loss of employment and housing, suspension of social assistance, and the breakdown of family ties, creating a vicious cycle that generates and reinforces social disablement. The article underscores the need for greater attention and research in the field of disability within the prison environment, considering the dynamic interaction between individual conditions and contextual factors that influence it. Furthermore, it calls for a critical reflection on the social function and practices of prison institutions, proposing a more inclusive approach that reconsiders penal structures and policies to mitigate the disabling effects of detention.

Guénée, L., & Bedo, Y. (2024). **Faim d'études. Trajectoires de recours à l'aide alimentaire et budgets étudiants, du « néo-arrivant » au boursier héritant de la précarité familiale (ÉtuCris, Paris, 2021-2022)**. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4567
Symbole de la précarité étudiante, l'aide alimentaire est le point de rencontre de la population décrite dans cet article, plus hétéroclite qu'il n'y paraît. L'enquête « ÉtuCris », menée à l'hiver 2021-2022 dans des distributions alimentaires, surtout parisiennes, permet d'avancer que des étudiants étrangers, en mobilité internationale, y sont principalement présents. Ce sont d'abord des « néo-arrivants » en France, confrontés à un choc social et à des épreuves administratives. On trouve aussi des personnes étrangères plus « installées », comptant avant tout sur elles-mêmes pour se loger de façon indépendante et joindre les deux bouts. Enfin, des personnes françaises héritant de la précarité familiale, majoritairement boursières, constituent la troisième sous-population de cet échantillon.

Le recours à un guichet de l'assistance est un appoint économique, dans un contexte de limitation des composantes principales des budgets estudiantins : les subsides institutionnels, l'aide familiale et l'emploi.

Guichard, H. (2024). **Penser la santé mentale et les conduites suicidaires chez les étudiant·e·s au prisme de la précarité**. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4709
L'objectif de cet article est double. D'abord, il vient investir un champ peu exploité en sciences sociales, celui des conduites suicidaires et de la santé mentale étudiante. En second lieu, il complète les analyses psychologiques et psychiatriques, qui s'intéressent moins aux déterminants sociaux qu'aux facteurs cliniques associés à ces conduites chez les étudiant·e·s. À partir d'une étude quantitative de l'enquête sur la « Santé des étudiants (ESE) », produite par l'Observatoire de la vie étudiante (OVE), l'article construit un faisceau multidimensionnel de la précarité et analyse ses conséquences sur les tentatives de suicide (TS) et pensées suicidaires (PS) chez les étudiant·e·s d'université. En croisant ces dimensions avec la position des étudiant·e·s dans les rapports sociaux, l'article montre que la précarité s'inscrit différemment dans les milieux sociaux estudiantins, produisant des conséquences plurielles sur la souffrance psychique étudiante, en défaveur des plus précaires.

Heffernan, T. (2024). **Failing at the basics: disabled university students' views on enhancing classroom inclusion**. *Oxford Review of Education*, *50*(5), 694-709. https://doi.org/10.1080/03054985.2023.2281314
Since the beginning of higher education, universities have remained largely closed off spaces for disabled students. This paper examines how, and why, it has largely been in the last fifty years that these students have slowly been able to enter universities as the sector has made incremental improvements to enable the entry of students from different disability backgrounds. The paper aims to assess the positive steps universities have taken towards more inclusive practices for disabled students, while also using data sourced from a survey of disabled students studying in the Global North to consider what actions might increase equitable practices in university classrooms. Disabled students highlight that for all of the advances and support they receive, so often it is the fundamental elements of classroom inclusion that are still being overlooked, and subsequently, are creating barriers in even the earliest steps into their university careers.

Huamán, D. R. T., Carletti, B., Cordero, R. C., Huamán, A. L. T., Rodriguez, M. A. A., & Castro, L. J. T. (2024). **Esperienze degli insegnanti sulle tematiche di genere**. *Encyclopaideia*, *28*(69), 99-110. https://doi.org/10.6092/issn.1825-8670/17766
Gender issues are still under debate in Latin American societies, especially in the educational sphere; for this reason, the objective of the research was to know the experiences of high school teachers regarding gender issues in the classroom and during their university education. The research was qualitative, phenomenological and 22 teachers participated voluntarily. Unanimity was not found in the use of terms related to gender; most of the participants have been adapting their didactic strategies to give the same opportunities to all their students; in addition, the role of the family in the formation of adolescents and in the construction of stereotypes is recognized. Finally, a lack in gender issues was evidenced in the educational proposal of teacher training centers. According to the above, there is still a long way to go in terms of gender issues in education and teacher training.

Hull, M., & Yan, J. (2024). *The Impact of Children's Access to Public Health Insurance on Their Cognitive Development and Behavior* (IZA Discussion Paper N° 17190). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17190.htm
While a large literature examines the immediate and long-run effects of public health insurance, much less is known about the impacts of total program exposure on child developmental outcomes. This paper uses an instrumental variable strategy to estimate the effect of cumulative eligibility gain on cognitive and behavioral outcomes measured at three points during childhood. Our analysis leverages substantial variation in cumulative eligibility due to the dramatic public insurance expansions between the 1980s and 2000s. We find that increased eligibility improves child cognitive skills and present suggestive evidence on better behavioral outcomes. There are notable heterogeneous effects across the subgroups of interest. Both prenatal eligibility and childhood eligibility are important for driving gains in the test scores at older ages. Improved child health is found to be a mediator of the impact of increased eligibility.

Idowu, S. J. (2024). **Prevalence of Father–Daughter Incestuous Relationship as Perceived by Literate Adults in Nigeria**. *British Journal of Education*, *12*(10). Consulté à l'adresse https://eajournals.org/bje/vol12-issue10-2024/prevalence-of-father-daughter-incestuous-relationship-as-perceived-by-literate-adults-in-nigeria/
The purpose of this study was to ascertain how common father-daughter incestuous relationships are among literate individuals in Nigeria. The study used the descriptive survey approach. All adults in Nigeria who were literate made up the target population. The study's sample was chosen by the application of a multistage sampling technique. Data were gathered using … Prevalence of Father–Daughter Incestuous Relationship as Perceived by Literate Adults in Nigeria Read More »

Jalabert, N. (2024). **Publications scientifiques et différences de genre : le cas des doctorant·es français·es**. *Formation emploi. Revue française de sciences sociales*, (167), 57-89. Consulté à l'adresse https://journals.openedition.org/formationemploi/12964
Cet article aborde les différences en matière de publications scientifiques parmi les doctorantes et doctorants des universités françaises. Il contribue à l'étude des différences de genre dans la recherche académique en s'appuyant sur les données Génération du Céreq (Centre d'études et de recherche sur les qualifications). Ces données permettent d'approfondir les thématiques à un niveau national et avec un large échantillon de disciplines. L'article analyse une cohorte d'une même génération au niveau du doctorat et de l'entrée dans la recherche académique par le biais de la qualification auprès du Conseil national des universités (CNU) qui permet de postuler comme maître de conférences. Les résultats révèlent notamment une probabilité moyenne 26.9 % plus élevée pour les hommes d'avoir publié lors de leur thèse comparativement aux femmes, avec de fortes hétérogénéités entre disciplines. Les femmes tendent donc à moins publier, mais à davantage candidater pour la qualification du CNU, bien que la sélection repose en grande partie sur les publications.

Jaoul-Grammare, M. (2024). **Déclassement et immobilisme : évolution des compromis des diplômées du supérieur (1997-2015)**. *Formation emploi. Revue française de sciences sociales*, (167), 111-142. Consulté à l'adresse https://journals.openedition.org/formationemploi/12884

Depuis deux décennies, le marché du travail en France est caractérisé par l'augmentation de deux phénomènes : le déclassement et la mobilité professionnelle. Pourtant, près d'un tiers des diplômés du supérieur en situation d'emploi n'envisagent pas de mobilité tout en étant considérés comme déclassés d'un point de vue institutionnel. L'objectif de ce travail est d'analyser les éléments pouvant influencer ce type de choix de compromis et leur évolution depuis vingt ans. L'originalité de l'étude repose sur la construction d'un indicateur de compromis qui combine déclassement objectif et immobilité professionnelle. Ainsi, les femmes sont plus enclines à adopter ce comportement, et ce d'autant plus fréquemment que le nombre d'enfants augmente. Parallèlement, nous soulignons une certaine amélioration de la situation des femmes : prioriser la vie familiale et avoir une mère au foyer diplômée du supérieur diminuent la probabilité du choix de compromis des femmes.

Jones, R. L., & Proctor, C. P. (2024). **Pursuing Language Through Critical Metalinguistic Engagement**. *Harvard Educational Review*, 94(1), 25-54. https://doi.org/10.17763/1943-5045-94.1.25
In this article Renata Love Jones and Patrick Proctor introduce the notion of pursuing language to engage in critical dialogue about the nature and focus of language and literacy education in multilingual and multicultural contexts. A persistent threat in language and literacy education is standardization that constrains how language and literacy are operationalized, which further limits how children can bring their unique communicative practices into schools and classrooms. In response, the authors describe pursuing language as a state of being responsive in our language and literacy instruction, with the goal of developing literacy skills through culturally affirming and anti-oppressive practices. They operationalize this pursuit of language in classroom contexts by delineating a framework of critical metalinguistic engagement. The article begins with a theory of languaging and goes on to unpack critical metalinguistic engagement by each of its component parts—critical, metalinguistic, and engagement—and concludes with an argument for being intentional about pursing language through relationships and dispositions that affirm language diversity in educational practice and research.

Kilic, A., & Payet, J.-P. (2024a). *L'école du like*. PUF.
Depuis plus de dix ans, des applications proposent une digitalisation des relations entre l'école et les familles. Cet ouvrage décrit et analyse un phénomène émergent, qui rallie un nombre croissant d'enseignants et de parents. L'enquête qualitative a été menée auprès des éditeurs des principales applications, d'utilisateurs enseignants et parents et de responsables de l'Éducation nationale. Du côté des éditeurs, l'ouvrage décrypte leurs intentions, leurs stratégies rhétoriques et leur relation tant avec les enseignants qu'avec l'institution scolaire. Du côté des utilisateurs, il montre les usages de l'outil, la manière dont il est investi concrètement par les enseignants et les parents, et interroge son double caractère révolutionnaire et normatif dans les relations entre ces deux acteurs. Du côté des professeurs des écoles, il met en évidence un mouvement « par le bas » typique des réseaux sociaux, s'opposant aux espaces numériques de travail (ENT) édictés « par le haut ». Enfin, l'ouvrage explore les enjeux et les ambiguïtés du côté de l'institution dans une histoire du numérique à l'école dont ces applications constituent un nouvel épisode.

Kilic, A., & Payet, J.-P. (2024b, septembre 17). **« L'école du like » : le numérique change-t-il la place des parents d'élèves ?** Consulté 25 septembre 2024, à l'adresse The

Conversation website: http://theconversation.com/lecole-du-like-le-numerique-change-t-il-la-place-des-parents-deleves-237574

Finis les carnets de correspondance. Pour échanger avec les enseignants, les parents doivent de plus en plus passer par des applications numériques. De quoi révolutionner le dialogue école-familles ?

Konozy, E. H. E. (2024). **Commentary: Navigating Sudan's education system through turmoil and conflict**. *International Journal of Educational Development*, *109*, 103088. https://doi.org/10.1016/j.ijedudev.2024.103088

Since December 2018, Sudan's education system has been in turmoil due to a youth uprising against Omar Al-Bashir regime, leading to the closure of schools and universities for about ten months. Although a transitional government briefly restored educational activities in late 2019, the COVID-19 pandemic soon caused another six-month-long closure. Political instability continued post-pandemic, with conflicts between military and civilian factions within the transitional government leading to repeated educational disruptions and protests. By 2022, ongoing turmoil had caused significant academic delays. An internal conflict between the Sudanese Armed Forces (SAF) and Rapid Support Forces (RSF) erupted into violence on April 15, 2023, devastating educational institutions in Khartoum, the capital of Sudan. The prolonged conflict has left educators unpaid and forced many into low-skilled jobs. With the war ongoing and schools and universities closed for over a year, Sudan's educational future remains uncertain. Achieving a ceasefire and promoting dialogue between rivals are crucial to addressing the root causes of the conflict. Investing in education is essential for rebuilding the system and securing a brighter future for Sudanese youth.

Kosonen, T., Mäkinen, M., Annala, J., & Penttinen, L. (2024). **University students' interpretations of study-related peer sociality**. *Oxford Review of Education*, *50*(5), 710-726. https://doi.org/10.1080/03054985.2023.2282625

This article explores university students' interpretations of peer sociality in the context of academic studies. The study draws on thematic interviews with Finnish students (n = 28) representing two sets of study fields (humanities and human sciences, and technological sciences) in three regional Finnish universities. The study applies a discourse analytic methodology to capture variation in students' accounts about their social encounters and activities and ways of being social in everyday study contexts. The analysis identifies four interpretative repertoires that were named the social well-being repertoire, the pedagogical repertoire, the academic community repertoire, and the networking repertoire. The results show how these repertoires are informed by broader societal and cultural discourses about peer sociality that students need to negotiate as they make sense of and legitimate their ways of being social.

Kostet, I., Verschraegen, G., & Clycq, N. (2024). **The (un)importance of ethnicity in adolescents' boundary making: An analysis over a two-school year period in a super-diverse city**. *Ethnicities*, *24*(5), 766-785. https://doi.org/10.1177/14687968231211440

Drawing on three rounds of in-depth interviews with Antwerp pupils aged 11–14, we examine how adolescents' moral boundary making shifts (or not) during the course of a two-school year period, as they talk about whom they like to hang out with (or not), the diversity in their surroundings and in their friendship groups, and the (un)importance of ethnicity in their peer relations. The results show that adolescents initially draw three subtypes of moral boundaries (based on being "good-rebellious", "stingy-generous" or

"decent-indecent") to emphasize so-called differences between the majority and minority groups; these boundaries, however, reportedly do not structure their friendship groups and even become disconnected from ethnicity in the latter research rounds. Moral boundaries that are set not to distinguish between ethnic majority and minority groups, but against the children of recently arrived immigrants ("established-outsider" boundaries), however, are salient in all three research rounds and are reportedly not crossed in our respondents' friendship group formation.

Lareau, A., Diter, K., Octobre, S., Sirota, R., & Salgues, C. (2024). ***Enfances inégales: Classe, race et vie de famille***. Consulté à l'adresse https://www.lcdpu.fr/books/F415E97A-4A9D-4B33-852A-E21EDA5F0A39
Enfances inégales est un ouvrage majeur des sciences sociales états-uniennes qui se situe à l'intersection de la sociologie de la famille, de l'enfance, de l'éducation et des inégalités sociales. Original tant par sa méthode (une ethnographie de longue durée dans les familles) que par son approche (une analyse par portraits détaillés), il met au jour les divers mécanismes par lesquels les inégalités sociales se forment durant l'enfance et le rôle central qu'y jouent les modèles éducatifs, en particulier les rapports que les familles entretiennent avec les différentes institutions sociales, dont l'école. En brossant avec détail le quotidien d'enfants issus de milieux sociaux variés, dans des familles noires et blanches, en soulignant la façon spécifique dont celui-ci est plus ou moins structuré et encadré par les adultes, et en dépeignant la nature et le degré variables des investissements parentaux, il donne non seulement à voir l'existence d'enfances plurielles et inégales à l'intérieur d'une même aire géographique, mais il permet surtout d'en saisir les ressorts économiques, sociaux, culturels et langagiers. Cet ouvrage, écrit dans un style clair et accessible, s'adresse à toutes celles et ceux, familiers ou non des sciences sociales, qui souhaitent comprendre les modalités et conséquences des inégalités sociales états-uniennes à hauteur d'enfants.

Launay, J. (2024). **Comprendre les évolutions de la vulnérabilité étudiante depuis 15 ans à partir d'une analyse des protections dont disposent les étudiant-es inscrit-es en premier cycle à l'université d'Angers**. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4622
Quels liens pouvons-nous opérer entre le niveau de vulnérabilité étudiante et le type de ressources dont disposent les individus (solidarités familiales, aides sociales, recours à une activité rémunérée, etc.) ? À partir d'un cycle d'enquêtes par questionnaire mené à l'université d'Angers en 2008, en 2011 et plus récemment en 2022, l'article propose de rendre compte de l'augmentation de l'insécurité sociale ces quinze dernières années à l'aune de la reconfiguration du système de protection assurant la population étudiante face à un certain nombre de risques (financiers, relationnels, psychologiques, etc.). Alors qu'en Europe les systèmes d'aides aux étudiant-es convergent vers un renforcement du rôle du marché (Antonucci, 2014), nos résultats font ressortir qu'en France c'est avant tout le rôle de la famille qui s'est vu renforcé. Derrière le recul de l'État social et l'ébranlement progressif des solidarités publiques, nous montrerons dans quelle mesure les inégalités sociales entre les étudiant-es se creusent.

Lendák-Kabók, K. (2024). **Impact of language ideologies on educational choices in intermarriages**. *Ethnicities*, 24(5), 725-743. https://doi.org/10.1177/14687968241234063
This paper explores how parents in intermarriages choose between the majority language (Serbian) and the minority language (Hungarian) as their children's instruction

medium in Vojvodina, the northern province of Serbia. Adopting language ideologies as a theoretical framework, the study sheds light on (systems of) cultural ideas concerning social and linguistic relations, encompassing family and societal contexts. Qualitative research involving interviews was conducted with spouses/partners of individuals from the Hungarian national minority who are in a marriage/partnership with members of the majority community in Vojvodina. The analysis reveals that the choice of education in the majority language is influenced by both objective factors (such as the absence of minority language schooling in the parents' locality) and subjective considerations, which are connected to adopting various language ideologies supported by gender differences. The study highlights the crucial societal function of intermarriage, as family decisions significantly shape the identity and ethnic affiliation of children born into these unions. The choice of the language of instruction for their education plays a significant role in this process, with opting for the majority language accelerating acculturation and assimilation compared to choosing the minority language and maintaining the minority community.

Leyva, D., Yeomans-Maldonado, G., Weiland, C., Guo, Q., & Shapiro, A. (2024). **Home food practices and Latino kindergarteners' academic skills**. *Early Childhood Research Quarterly*, 69, 131-140. https://doi.org/10.1016/j.ecresq.2024.08.001
Latino parents support children's academic skills through their involvement in daily living activities. Prior work has focused on conventional literacy (e.g., book reading) and numeracy activities (e.g., teaching numbers). Less-visible home activities that are high-priority, high-value cultural practices in Latino communities are food sharing (e.g., eating together) and food-related household chores (e.g., grocery shopping together). This study examined whether food sharing and food-related household chores contributed to children's academic skills beyond conventional literacy and numeracy activities, in a sample of 152 Latino parents from low-income households and their kindergarten children (M age = 67.24 months; 51.32% female). At the beginning of kindergarten, parents completed a home learning activities questionnaire and children's literacy and math skills were assessed. We found that food sharing, but not food-related household chores, positively related to children's literacy skills (vocabulary), beyond conventional literacy and numeracy activities. Food sharing and food-related household chores did not relate to children's math skills. Findings suggest the need to consider food sharing and food-related household chores as part of the constellation of Latino home learning activities that are likely to support children's academic skills.

Lin, Z., Gukasyan, G., & Nasyrova, L. (2024). **Virtual reality in cultural education: Cultural integration and academic performance of migrant students in the context of cultural capital**. *Education and Information Technologies*, 29(12), 15325-15351. https://doi.org/10.1007/s10639-024-12450-3
This research aims to investigate the correlation between the academic performance of migrant students and their cultural integration within the context of international education. Additionally, it seeks to identify an optimal acculturation strategy that enhances the academic outcomes of migrant students and explores the influence of VR technology-based learning on acculturation and academic performance. The study conducted an online survey among 1032 participants from China, Vietnam, Mongolia, Turkmenistan (studying at RUDN University in Moscow, Russian Federation), and Uzbekistan, Tajikistan, Turkmenistan (studying at Kazan (Volga Region) Federal University in Yelabuga, Russian Federation), forming the primary sample (N = 400). The research

utilized Berry's 2D acculturation model (2005) and Schwartz's questionnaire (1992) to assess acculturation strategies. A virtual reality experiment involved 100 students using Oculus Rift and Rhino-Unity technology. Academic performance, acculturation, and stress levels were measured post-virtual excursions. The SL-ASIA (26-item) and ILS (31-item) surveys assessed acculturation levels and stress. The research identified integration as the most effective acculturation strategy (35%), fostering improved academic performance, expanded cultural boundaries, and the development of global cultural capital. Analyzing the relationship between academic performance and acculturation tendencies revealed that the majority of students with « Excellent » (49%) and « Good » (59%) grades exhibited a high level of integration. Those with « Satisfactory » grades showed a tendency towards marginalization (32%). In the realm of cultural education through virtual reality technology, the study demonstrated that immersive VR learning environments can enhance academic performance, reduce psychological and acculturation stress, and multiply adaptive resources essential for acculturation in a new culture. Although the abstract highlights the research objectives, it requires modification for grammatical correctness. Additionally, the methodology for data collection and analysis needs to be explicitly mentioned for clarity.

López, R. N., Serrano, F. del P., & Cantero, F. G. (2024). **Social Education in Prisons in Spain**. *Encyclopaideia*, *28*(69), 59-72. https://doi.org/10.6092/issn.1825-8670/19435
The aim of this research is to analyse the socio-pedagogical actions carried out in Spanish prisons. To do so, we begin by analysing the main regulations covering educational policy in prisons, share as an essential axis the orientation of the custodial sentence towards the re-education and social reintegration of the prisoners, serving as a basis for justifying social intervention. Secondly, we analysed the prison population, where we observed a prevalence of men over women, a greater presence of crimes related to material offences and an average age of the population between 35 and 45 years old. Thirdly, based on the legislative and contextualized review, we analysed the programmes that are carried out in prison, the socio-educational potentials that may arise, through their principal objectives and the target groups they are aimed at, with the purpose of detecting good socio-educational practices. We underline the social and pedagogical function of these activities, as opposed to the therapeutic vision from which they emanate, highlighting the emancipatory potential of such an approach. Finally, we conclude with the professionalizing principles that can guide good practices in socio-educational intervention in prison, both in the Spanish context and in other countries with similar characteristics.

Maas, S. A., Wiesenthal, N. J., Brownell, S. E., & Cooper, K. M. (2024). **Disrupting the Master Narrative in Academic Biology as LGBTQ+ Ph.D. Students: Learning, Teaching, and Conducting Research**. *CBE—Life Sciences Education*, *23*(4), ar42. https://doi.org/10.1187/cbe.24-02-0058
LGBTQ+ individuals face discrimination and stigma in academic biology. These challenges are likely magnified for graduate students. However, there have been no studies documenting the experiences of LGBTQ+ life sciences graduate students. To address this gap, we conducted an interview study of 22 biology PhD students from 13 universities across the United States who identify as LGBTQ+. We used the master narrative framework to interpret our findings. Master narratives are guidelines that dictate the "expected" and "normal" way one is supposed to navigate life. We considered how graduate students engage with the societal master narrative that treats

cisheterosexuality as the norm, as well as the master narrative that expects biology to remain an objective, apolitical space. We found that LGBTQ+ PhD students recognize the anti-LBGTQ+ narratives in academic biology, which can result in instances of discrimination and encourage them to conceal their identities. However, participants pushed back against these master narratives. Graduate students described creating alternative narratives by highlighting how their LGBTQ+ identity has allowed them to become more inclusive instructors and better researchers. Some also purposely reveal their LGBTQ+ identity in academic biology, violating the master narrative that non-science identities should not be discussed in the life sciences.

Maurin, L. (2024, septembre 2). **L'école française marquée par les inégalités sociales**. Consulté 2 octobre 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/L-ecole-francaise-marquee-par-les-inegalites-sociales
Les inégalités sociales d'éducation se construisent dès l'école élémentaire et s'aggravent au fil du parcours scolaire. Le constat est établi mais les politiques ne suivent pas. Une grande hyporcrisie. L'analyse de Louis Maurin, directeur de l'Observatoire des inégalités.

Mcpeake, E., Lamore, K., Boujut, É., El Khoury, J., Clément, C., Zorn, S., … Cappe, É. (2024). **'We need to change our way of thinking about education': a thematic analysis of university staff's experience supporting autistic students in France**. *International Journal of Inclusive Education*, 1-22. https://doi.org/10.1080/13603116.2024.2380269
Whilst the prevalence of autistic students attending university in France is increasing, limited research has explored the experiences of university professors and disability support staff in French higher education. The current study sought to fill this gap in the literature using a qualitative research design. Semi-structured interviews were conducted with 26 university staff members (14 university professors, 8 disability support office staff, 4 'other support professionals'). Data was analysed using thematic analysis. Six main themes were identified: (1) Taking a holistic approach, (2) Adapting communication, (3) Relying on intuition, (4) What diagnosis? (5) The benefits of inclusion and (6) Navigating levels of support. Themes describe how participants engaged autistic students in higher education, their challenges, and their successes. Whilst professionals sought to provide personalised support to students, the analysis indicates more training and support is required as university staff reported a range of difficulties supporting autistic students at university. Results from the current study can contribute to the development of policy and practice with regard to the implementation of inclusive practices in French higher education. Of note, participants highlighted the need to access more holistic support from a range of professionals in addition to further training.

Mendel, M. (2024). ***Nonstandard Educational Careers and Inequality*** [CRC TR 224 Discussion Paper Series]. Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://econpapers.repec.org/paper/bonboncrc/crctr224_5f2024_5f592.htm
Individuals from low-income backgrounds perform worse than their higher income peers in school. If individuals from low-income backgrounds enter university, they are more likely to do so after dropping out of high school or finishing vocational training. I refer to trajectories that involve vocational training or high school dropout before entering university as alternative paths to university. This paper asks whether alternative paths to university promote social mobility. To reach this goal, I specify a dynamic model of

education that follows individuals from low-income backgrounds in the Netherlands during adolescence and early adulthood. The model shows that despite initial achievement gaps, many individuals from low-income backgrounds have high returns from finishing a bachelor's degree later. They face substantial dropout risk, however, when entering higher education. Alternative paths to university substantially increase university graduation rates and wages among individuals from low-income backgrounds. The main explanation for this result is that many individuals from low-income backgrounds face substantial uncertainty when deciding about their future education at sixteen. Imposing flexibility between different educational careers consequently improves outcomes significantly.

Meng, S., & Shen, W. (2024). **Determinants of Japanese-trained Chinese PhDs' academic career attainments**. *Asia Pacific Education Review*, *25*(4), 925-937. https://doi.org/10.1007/s12564-023-09911-8
The Chinese government has been actively recruiting foreign-trained Chinese scholars to return to China since the Chinese brain drain began. Japan is among the most popular destinations for Chinese scholars seeking to receive doctoral training. This study explores the factors contributing to the stratification of Japanese-trained Chinese PhDs' academic career attainments using the Mertonian norm of universalism. The results indicate that the norm of universalism can partly explain the stratification of Japanese-trained Chinese PhDs. The reason for this is that their higher pre-graduation productivity enhances the chance that Japanese-trained Chinese PhDs have of obtaining an academic position at a top university in China. In addition to pre-graduation academic productivity, other factors, including the prestige of the university attended, the duration of the academic sojourn in Japan, and the ethnicity of the supervisor influence employment outcomes.

Miquel, F., & Meirieu, P. (2024). *A l'école universelle des gitans: Comment s'adopter ?* Consulté à l'adresse https://champsocial.com/book-notre_ecole_appel_a_ceux_qui_lui_manquent_a_la_rencontre_des_familles_gitanes,1349.html
En interpellant directement les absents de l'école, ceux qui la refusent et la fuient, parmi lesquels se trouve une grande partie des enfants d'origine gitane, l'auteur mobilise son expérience d'enseignant et d'inspecteur d'académie. Il souhaite éclairer et dépasser le dramatique abandon réciproque qui caractérise généralement les relations entre ces familles et l'école, dont les responsabilités sont partagées. Cet échec douloureux, vécu avec ceux qui manquent à l'appel, peut néanmoins devenir salutaire : il crie l'urgence de réduire les manquements, de généraliser ce que l'école porte de meilleur et d'inventer, avec ces citoyens et leurs enfants, de nouvelles formes d'adoption éducative. En effet, leur résistance invite plus que jamais à réaliser la promesse d'une école pour tous – Notre école, en somme – incarnant et tissant la continuité possible des identités au sein de la fraternité sociale. « Cet ouvrage constitue une fort belle contribution à la réflexion sur l'éducation aujourd'hui, mais aussi sur notre avenir et sur la société que nous voulons. En s'adressant à la Gitanie, Frédéric Miquel nous dit, en réalité, que devrait être notre École », Philippe Meirieu.

Molénat, X. (2024, septembre 20). **Après le Covid, des étudiants toujours aussi précaires, et plus fragiles psychologiquement**. Consulté 25 septembre 2024, à l'adresse Alternatives

Economiques website: https://www.alternatives-economiques.fr/apres-covid-etudiants-toujours-precaires-plus-fragiles-psyc/00112455
Plusieurs recherches récentes montrent que les difficultés économiques des étudiants sont restées relativement stables après la crise sanitaire, mais qu'elles s'accompagnent plus souvent d'une santé mentale détériorée.

Mottais, É. (2024). *Étude du parcours en reconnaissance d'acquis et de compétences (RAC) en formation professionnelle québécoise dans une perspective de justice sociale* (Université de Sherbrooke). Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/21790
Dans la perspective de l'apprentissage tout au long de la vie, de grandes organisations internationales incitent les États à adopter des politiques de reconnaissance des acquis de l'apprentissage non formel et informel. Ces dispositifs sont promus comme un moyen de contribuer à la justice sociale en offrant la possibilité aux adultes d'accéder à un premier diplôme qualifiant comme celui du diplôme d'études professionnelles (DEP), le premier diplôme qualifiant dans le système éducatif québécois. On soutient notamment que ces dispositifs permettraient de réduire la durée d'un parcours jusqu'au diplôme. Cependant, certaines caractéristiques des adultes et de leur environnement social ainsi que des pratiques de reconnaissance des acquis des institutions sont associées à l'obtention d'un diplôme par la voie de la reconnaissance des acquis en enseignement et formation professionnels (EFP). Cette thèse par articles vise à répondre à la question générale de recherche suivante : dans une perspective de justice sociale, qu'est-ce qui caractérise le parcours des personnes inscrites à une démarche de reconnaissance des acquis en formation professionnelle jusqu'à l'obtention du diplôme?   Le concept de parcours en reconnaissance des acquis s'appuie sur le concept de parcours tirés de travaux de recherche portant sur des parcours scolaires et des parcours éducatifs (Doray et al., 2009; Picard et al., 2011) et plus spécifiquement sur la notion de parcours scolaire ainsi que sur des étapes prescrites de la démarche de reconnaissance des acquis et des compétences en formation professionnelle (RAC-FP) québécoise. Ainsi, le parcours en reconnaissance des acquis dans les milieux scolaires est défini comme l'enchainement d'évènements et de différentes situations balisées par les étapes de la démarche d'un dispositif de reconnaissance des acquis, de la demande d'information jusqu'à l'obtention d'un diplôme qui marque la fin de ce parcours, sur une période de durée pouvant varier d'une personne candidate à l'autre et selon les ressources des organismes responsables et des établissements d'enseignement. La perspective de justice sociale s'appuie ici sur l'approche par les capabilités de Sen (2010) et les principales composantes qui en découlent, soit celles des ressources, des facteurs de conversion, la capabilité et les fonctionnements. La capabilité renvoie à la possibilité réelle de choix dont dispose une personne d'être et de faire ce qu'elle a des raisons de valoriser. Par exemple, c'est de choisir de passer par une démarche de RAC-FP pour obtenir un diplôme qualifiant parmi d'autres possibilités comme celle de passer par la formation initiale. Les fonctionnements représentent les réalisations concrètes d'une personne, comme l'obtention d'un DEP par la RAC-FP. Les facteurs de conversion personnels, sociaux et environnementaux peuvent faciliter ou entraver la capabilité d'une personne à convertir les ressources en possibilités réelles de réaliser un fonctionnement effectif de valeur comme le DEP. Cette thèse s'intéresse en particulier aux facteurs de conversion personnels et sociaux. Des analyses secondaires à partir d'une base de données administratives anonymisée et constituée dans le cadre d'une recherche partenariale (Bélisle et al., 2022) sont réalisées. L'échantillon global est

constitué de 1 893 personnes candidates inscrites à la démarche de RAC-FP à la Commission Scolaire de la Capitale (appellation en vigueur au moment de la recherche source). Le premier et le deuxième article s'appuient sur ces 1 893 personnes candidates, alors que le troisième article porte sur un sous-échantillon de 502 personnes candidates ayant obtenu un DEP. L'originalité de cette thèse par rapport à la recherche source réside dans la mobilisation d'analyses statistiques différentes de celles de la recherche source pour approfondir l'étude du parcours en reconnaissance des acquis, ainsi que l'angle de la perspective de justice sociale. Les trois articles de thèse abordent chacun un ou deux objectifs spécifiques de la thèse. Le premier article examine les facteurs de conversion disponibles dans les données administratives pour mieux saisir comment les adultes qui s'engagent dans une démarche de RAC-FP pour obtenir le DEP se distinguent selon qu'ils ont un premier diplôme ou non avant celle-ci. Des analyses de comparaison sur l'échantillon de 1 893 personnes candidates à la démarche de RAC-FP ont permis de constater que des facteurs de conversion personnels (sexe, statut d'immigration, certains groupes d'âge) et sociaux (certaines sources d'information, la RAC-FP en entreprise, ou RAC collective, et la durée des programmes) sont associés positivement à la participation à la RAC-FP. Par ailleurs, le fait de ne pas avoir un premier diplôme en début de démarche ne l'est pas, ce qui est un résultat qui tranche avec des études françaises ayant abordé la question. Le deuxième article vise à identifier les facteurs de conversion qui sont associés à la durée du parcours, soit de la date de la demande d'information à celle de l'obtention du DEP. En s'appuyant sur l'échantillon de 1 893 personnes candidates à la démarche de RAC-FP, les résultats d'une analyse de survie montrent que certains facteurs de conversion personnels (âge, sexe, statut d'immigration) et sociaux (RAC-FP en entreprise ou RAC collective, durée des programmes) sont associés à la durée jusqu'à l'obtention du DEP sous certaines conditions. Un important résultat est que le niveau de diplôme le plus élevé avant la démarche de RAC-FP n'est pas associé à la durée du parcours jusqu'à l'obtention du diplôme. Le troisième article vise deux objectifs spécifiques, soit celui de dégager des profils de parcours selon la durée des séquences dans une démarche de RAC-FP et celui d'examiner l'association entre les facteurs de conversion et l'appartenance aux parcours dégagés. Une analyse de profils latents au sein d'un sous-échantillon de 502 personnes candidates ayant obtenu un DEP par la voie de la RAC-FP permet de dégager trois profils de parcours : 1) parcours de courte durée; 2) parcours de durée intermédiaire avec possible passage par la formation; 3) parcours long avec l'étape d'accueil étendue. Les résultats de comparaison des profils indiquent que des facteurs de conversion personnels (âge, sexe, immigration) et social (RAC-FP en entreprise ou RAC collective) sont associés à l'appartenance à certains profils. De plus, les résultats indiquent qu'il n'y a pas de différence significative entre les profils dégagés et le niveau de diplôme le plus élevé avant la démarche de RAC-FP. Cette étude est l'une des rares au Québec à documenter le parcours en RAC-FP avec un aussi grand échantillon et en portant une attention particulière à la scolarité antérieure, une information centrale qui est peu documentée au Québec comme ailleurs. Sur le plan scientifique, cette thèse contribue au domaine de la reconnaissance des acquis, notamment en produisant des connaissances sur les caractéristiques de personnes qui peuvent, grâce à ce type de démarche, avoir accès à un diplôme qualifiant. Elle propose également d'enrichir l'approche par les capabilités en soulignant l'importance de prendre en compte la dimension temporelle dans ces composantes. Enfin, une contribution méthodologique est mise de l'avant avec la mobilisation des données administratives en recherche. Enfin, les résultats de cette thèse ont le potentiel de contribuer à la pratique en reconnaissance des acquis ainsi qu'à l'intervention en

orientation éducative et professionnelle directement concernée par la phase d'information en reconnaissance des acquis. Par ailleurs, cette thèse comporte quelques limites. Tout d'abord, la mobilisation de l'approche par les capabilités reste modeste, compte tenu des données administratives disponibles. De plus, la taille de certains sous-échantillons (ex. : personnes immigrantes) reste faible dans le milieu enquêté, ce qui peut entrainer des résultats ayant un effet de taille négligeable dans le cas des analyses de comparaison entre certains groupes. Ensuite, les résultats ne peuvent pas être généralisés, mais peuvent être transférables à des CSS ayant un contexte apparenté. Enfin, à la suite des résultats des trois articles de la thèse, quelques pistes de recherche sont priorisées considérant le jeune domaine de la reconnaissance des acquis, telles que de documenter les parcours avec des données rétrospectives avant l'inscription dans la démarche pour identifier les leviers et obstacles dans la participation à la reconnaissance des acquis, d'identifier les leviers et obstacles à l'obtention d'un diplôme qualifiant dans le cadre de la RAC-FP en entreprise et d'examiner les retombées réelles de l'obtention du diplôme qualifiant par la reconnaissance des acquis sur la vie des adultes.

Musi, E. (2024). **La comunità "messa alla prova". Una ricerca pilota di matrice pedagogica per la costruzione di un vademecum**. *Encyclopaideia*, *28*(69), 43-57. https://doi.org/10.6092/issn.1825-8670/19703
The institution of "probation," a form of judicial probation aimed for adults, was rewied by the recent justice reform law (Cartabia Reform, Dec. 30, 2022), where, even in the rewied version, was confirmed its high civic and reeducational value. Through probation, offenders can realize the paths to change own critical reinterpretation of their behavior. This is an interpretation of punishment that preserves its retributive value, but the challenge that institutions and associations take as welcoming these people into the activities and projects of a (re)educational nature, gives this particular penal measure a restorative purpose too. Probation concerns first and foremost the offender, it also verifies the skills, resilience, and responsibility of those it accommodates. With these premises, in 2023 a collaboration between some professors of the Catholic University of the Sacred Heart and the Piacenza Volunteer Service Center led to the realization a training course and later a Research involving the Associations that take in the people on probation.

Ngo, D., & Dustan, A. (2024). **Preferences, Access, and the STEM Gender Gap in Centralized High School Assignment**. *American Economic Journal: Applied Economics*, *16*(4), 257-287. https://doi.org/10.1257/app.20220450

Nocito, S., & Venturini, A. (2024). *Inter-Institutional Cooperation and Migrants' Financial Education: An Italian Case Study* (IZA Discussion Paper N° 17214). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17214.htm
This study evaluates the effect of a financial education program on migrants, emphasizing the importance of inter-institutional cooperation. The Italian case study, the « Welcome-ED » project—a partnership between the Municipality of Turin and the Turin Museum of Savings (MoS)—aimed to provide tailored financial education to diverse migrant groups, relying on cooperation with various local migration center entities: cooperatives, non-profit associations, and provincial centers for adult education. Our evaluation reveals a significant positive increase in migrants' financial literacy after participating in the project. Furthermore, when we redefine the MoS evaluation criteria

employing a model from Item Response Theory (IRT), we document that the post-course migrants' greatest improvement was in the topic identified as most difficult by the IRT model. The study documents variations in the project's results, with migrants from cooperatives and non-profit associations benefiting more than those from provincial centers for adult education, primarily due to the different compositions of the migrant groups served. Our findings also highlight the significance of financial education for African migrants, a substantial part of migrants in Europe. The program evaluation underscores the essential role of cooperation between public and private institutions, cooperatives, and non-profit associations in expanding the reach and effectiveness of financial education projects for migrants. We finally emphasize the strengths and limitations of the program, providing recommendations for future enhancement of similar initiatives.

OCDE. (2024). *L'équité dans le monde de l'éducation et sur le marché du travail : Principaux enseignements de l'édition 2024 de Regards sur l'éducation*. https://doi.org/10.1787/ffe337b2-fr
Ce Coup de projecteur s'appuie sur les conclusions de Regards sur l'éducation 2024 sur l'équité dans l'éducation et au-delà, le thème de l'édition 2024. Les indicateurs choisis mettent en évidence les disparités entre les différents groupes démographiques en matière de ressources éducatives, de compétences, d'accès à l'éducation, de choix d'études et de taux de réussite. Le Coup de projecteur s'ouvre sur une vue d'ensemble de l'équité dans l'éducation, en analysant les principales tendances à chaque niveau, de la petite enfance à l'enseignement tertiaire. Il se penche ensuite sur les opportunités qui en découlent, en explorant la manière dont les inégalités éducatives persistent et en évaluant l'adéquation entre les résultats de l'éducation et les expériences sur le marché du travail. Enfin, il cherche à déterminer si les efforts en matière d'éducation améliorent réellement les perspectives d'emploi et les résultats sur le marché du travail.

Oudanou, D., Ouedraogo, I., & Ondoa, H. A. (2024). **Education and gender (in)equality in wage employment in sub-Saharan Africa**. *African Development Review*, 36(3), 393-407. https://doi.org/10.1111/1467-8268.12766
We analyse the effect of education on gender parity in wage employment in sub-Saharan African countries. The data used cover a panel of 43 countries over the period 2000–2019. The two-stage least squares method is used. The results show that secondary and tertiary education and gender parity in education improve gender equality in wage employment. Therefore, to reduce gender inequality in wage employment, African countries should promote gender equality, particularly in secondary and tertiary education, by adopting policies to alleviate the conditions and costs of schooling for girls.

Phillips-Berenstein, M., Willner, T., & Gati, I. (2024). **Psychosocial Readiness for College: A Multidimensional Model and Measure for Students Entering College in Their Twenties**. *Journal of Career Assessment*, 32(4), 623-649. https://doi.org/10.1177/10690727231186770
Dropping out of college is often linked to insufficient academic or psychosocial readiness. Therefore, assessing students' readiness, preferably before they begin their first year of college, may help identify those at risk of dropping out. The present study aimed to develop and test a multidimensional measure that assesses psychosocial factors promoting student persistence. The Psychosocial Readiness for College questionnaire (PRCq) aims to assess the readiness of students who have deferred entering college to

their twenties and comprises six dimensions: Academic Self-Efficacy, Educational Commitment, Social Comfort, Campus Engagement, Self-Discipline, and Resilience. The PRCq was administered to five cohorts of first-year college students in Israel (N = 7,382). The PRCq demonstrated good psychometric properties, and exploratory and confirmatory factor analyses supported its six dimensions. The PRCq demonstrated measurement invariance across age, gender, SES, first vs. non-first-generation students, and institution type. The PRCq's construct validity was supported by the negligible associations between the scale scores and high-school GPA and pre-college scholastic aptitude test, and the pattern of associations with the Big-5 personality factors. The PRCq's predictive validity was supported by the student dropout rate after one year. Implications for students at risk of dropping out and interventions to decrease this risk are discussed.

Remillon, D. (2024). **Postface**. *Formation emploi. Revue française de sciences sociales*, (167), 169-176. Consulté à l'adresse https://journals.openedition.org/formationemploi/12954
Des inégalités de genre persistantes à des moments critiques du parcours formation-emploi Alors qu'on pourrait avoir tendance à penser qu'aujourd'hui les inégalités de carrières entre femmes et hommes ne proviennent plus d'écarts de formation – puisque les femmes sont davantage diplômées que les hommes en formation initiale (Couppié et Épiphane, 2019) – les articles rassemblés dans ce dossier montrent qu'il demeure des différences genrées importantes dans l'enseignement supérieur. Tout d'a...

Requena, M. (2024). **Early school leaving, number of siblings and birth order in Spain**. *Oxford Review of Education, 50*(5), 676-693. https://doi.org/10.1080/03054985.2023.2281313
This article extends our understanding of early school leaving in developed countries by analysing whether the risk of dropping out depends on family characteristics such as number of siblings and birth order. The study is based on a large sample of the 2011 Spanish census and estimates the relative risks of early school leaving using Poisson regression models. The main findings point out that the risk of dropping out of school is negatively related to both the number of siblings and birth order. Moreover, this negative relationship appears across virtually all socioeconomic statuses. Only families in high social positions manage to mitigate the impact of the number of siblings, but not that of birth order.

Saha, S., McKenzie, V., Emery, N., Resasco, J., Taylor, S., Krishnan, S., & Corwin, L. (2024). **Examining How Student Identities Interact with an Immersive Field Ecology Course and its Implications for Graduate School Education**. *CBE—Life Sciences Education, 23*(4), ar44. https://doi.org/10.1187/cbe.24-02-0080
One of the central issues in ecology is the underrepresentation of individuals from diverse backgrounds. This underrepresentation starts at the undergraduate level and continues into graduate programs, contributing to a need for more diversity in the discipline. We hypothesize that the interplay of students' identities and contextual factors influence how students perceive their sense of belonging in a field-based discipline. We present findings from a 2-yr evaluation of a pregraduate school field program, FIRED UP (Field-Intensive Research Emphasizing Diversity UP in the alpine), where students interacted with a curriculum focused on building field skills and cohort bonding. Students provided feedback through surveys and interviews conducted at various phases throughout the

program. Using the Phenomenological Variant Ecological Systems Theory, we present our interview results in three cases describing differing student outcomes regarding belonging which allows us to give voice and weight to students with more critical and constructive perspectives. Thus, the results of this study can be used to critically examine field-based educational program design to maximize the ability of programs to respond to diverse student needs. The broader implications of this work address how to approach pregraduate school training and cohort building that supports students marginalized in science, technology, engineering and mathematics (STEM) disciplines as they enter graduate school.

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.

MOTS-

CLÉS DE L'AUTEUR : classe d'accueil, langue-culture, interactions orales, dimension culturelle en didactique des langues, perspective interculturelle, autoconfrontation, répertoire didactique.

Sanders, J. E. (2024). **"I Think the Teachers Should Really Connect More With the Students": The Influence of Systemic Racism, Inequity, School, and Community Violence on Connection for High School Students Who Are Suspended or Expelled**. *Youth & Society*, 56(7), 1191-1211. https://doi.org/10.1177/0044118X231226396
The objective of this constructivist grounded theory study was to understand the experiences of students who have been disciplinarily excluded from school. Fifteen students (male, n = 11; Black, n = 10; having special education needs, n = 9) and 16 multidisciplinary staff in Ontario participated. Students experienced high rates of expanded adversities, including school and community violence, systemic racism and inequity. The importance of connection wove throughout the data; however, three themes were found to block connection: unacknowledged impact of adversity, a climate of fear, and the disproportionate impact of limited resources. Trauma-informed culturally attuned approaches that focus on the disproportionate impact of adversity and school discipline at the point of a disciplinary response, and throughout a student's educational experience, are essential.

Schoville, M. Ç., Schoville, R. G., Çöğmen, S., & Özelçi, S. Y. (2024). **Habitus in elite public high schools: A case study from the perspectives of shareholders**. *International Journal of Educational Development*, 109, 103107. https://doi.org/10.1016/j.ijedudev.2024.103107
This case study employs a Bourdieusian theoretical framework to analyze the relationship between an individual's habitus and their perceptions about the value of education as described by students, teachers, and principals from two elite public high schools in Aydin, Turkey. The study argues that, as a part of school climate, the elite schools contribute to the reproduction of cultural capital that funds elite student habitus. Study results show that all the participants have positive perceptions about their schools, and all participants' habitus is supported by and reflective of the existing habitus of their school. This situation is sometimes a preference for elitism, but sometimes it is experienced as an obligation. The results confirm prior studies and related literature on the interrelationship between schooling, student habitus, and socio-economic reproduction.

Setren, E. (2024). *Busing to Opportunity? The Impacts of the METCO Voluntary School Desegregation Program on Urban Students of Color* (NBER Working Paper N° 32864). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32864.htm
School assignment policies are a key lever to increase access to high performing schools and to promote racial and socioeconomic integration. For over 50 years, the Metropolitan Council for Educational Opportunity (METCO) has bussed students of color from Boston, Massachusetts to relatively wealthier and predominantly White suburbs. Using a combination of digitized historical records and administrative data, I analyze the short and long run effects of attending a high-performing suburban school for applicants to the METCO program. I compare those with and without offers to enroll in suburban schools. I use a two-stage least squares approach that utilizes the waitlist assignment priorities and controls for a rich set of characteristics from birth records and application data. Attending a suburban school boosts 10th grade Math and English test scores by

0.13 and 0.21 standard deviations respectively. The program reduces dropout rates by 75 percent and increases on-time high school graduation by 13 percentage points. The suburban schools increase four-year college aspirations by 17 percentage points and enrollment by 21 percentage points. Participation results in a 12 percentage point increase in four-year college graduation rates. Enrollment increases average earnings at age 35 by $16,250. Evidence of tracking to lower performing classes in the suburban schools suggests these effects could be larger with access to more advanced coursework. Effects are strongest for students whose parents did not graduate college.

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.

Tan, P. Z., Aralis, H., Ijadi-Maghsoodi, R., Wang, E., Kataoka, S. H., Miller, K., … Paley, B. (2024). **Advancing equitable access to high quality early childhood education through a trauma- and resilience-informed community schools approach**. *Early Childhood Research Quarterly*, 69, 111-121. https://doi.org/10.1016/j.ecresq.2024.06.004
Enhancing access to high-quality early childhood education (ECE) represents one promising pathway toward reducing the disparities in school-related outcomes for children from under-resourced and minoritized communities. In this paper we describe the Trauma- and Resilience-informed Early Enrichment (TRiEE) initiative, an innovative community schools (CS) approach to ECE that was designed to bolster the capacity of public pre-K programs to provide holistic, family-centered, and trauma-informed services. As such, TRiEE features the integration of trained psychiatric social workers (PSWs) into one public school district's set of early education centers (EECs). We hypothesized that this approach to ECE could be positively associated with the acquisition of key skills that are foundational to children's school readiness. Student-level de-identified administrative data, drawn from the Desired Results Developmental Profile (DRDP), was obtained from twenty-four TRiEE-affiliated EECs in a large, urban public school district over the course of three academic years. Results from mixed-effects models showed that students at sites actively implementing TRiEE demonstrated significantly greater rates of improvement in socio-emotional, cognitive, and physical outcomes (all p < 0.05) in comparison to children participating in sites which were not yet actively implementing TRiEE.

Tatapudy, S., Potter, R., Bostrom, L., Colgan, A., Self, C. J., Smith, J., … Theobald, E. J. (2024). **Visualizing Inequities: A Step Toward Equitable Student Outcomes**. *CBE—Life Sciences Education*, 23(4), es9. https://doi.org/10.1187/cbe.24-02-0086
The underrepresentation and underperformance of low-income, first-generation, gender minoritized, Black, Latine, and Indigenous students in Science, Technology, Engineering, and Mathematics (STEM) occurs for a variety of reasons, including, that students in these groups experience opportunity gaps in STEM classes. A critical approach to disrupting persistent inequities is implementing policies and practices that no longer systematically disadvantage students from minoritized groups. To do this, instructors must use data-informed reflection to interrogate their course outcomes. However, these data can be hard to access, process, and visualize in ways that make patterns of inequities clear. To address this need, we developed an R-Shiny application that allows authenticated users to visualize inequities in student performance. An explorable example can be found here: https://theobaldlab.shinyapps.io/visualizinginequities/. In this essay, we use publicly retrieved data as an illustrative example to detail 1) how individual instructors, groups of instructors, and institutions might use this tool for guided self-reflection and 2) how to adapt the code to accommodate data retrieved from local sources. All of the code is freely available here: https://github.com/TheobaldLab/VisualizingInequities. We hope faculty, administrators, and higher-education policymakers will make visible the opportunity gaps in college courses, with the explicit goal of creating transformative, equitable education through self-reflection, group discussion, and structured support.

Telfer, N. A., Iruka, I. U., Yazejian, N., Sideris, J., & Kaplan, R. (2024). **Do ECERS-3 scores mean the same thing across racial groups? Measurement invariance testing by teacher and classroom race**. *Early Childhood Research Quarterly*, 69, 122-130. https://doi.org/10.1016/j.ecresq.2024.07.006
The purpose of the current study is to use secondary data to examine the extent to which the ECERS-3, specifically the factor structure, is equivalent across Black and Latine/Hispanic teachers, racial and ethnic classroom composition, and race/ethnicity of students. Data were drawn from a large-scale 2015-16 validation study of the ECERS-3 in three states (Georgia, Pennsylvania, and Washington) that were using the ECERS-3 as part of their quality rating and improvement systems (QRIS). Approximately 1,063 classrooms serving children between the ages of 3 and 5 were included in the final sample, and about 69 percent of the teachers identified as White. Findings revealed that the basic factor structure of the ECERS-3 was similar in the sample of classrooms when compared across lead teacher race, classroom racial composition, and lead teacher-child match; however, some differences were found in factor loadings and item thresholds. These findings have implications for ensuring that measures to assess global quality consider differential effects of race of the teacher, child, and classroom composition.

Tsega, T. W. (2024). **Ethical decision-making approach of school counseling: A concurrent mixed methods study for taking actions**. *Psychology in the Schools*, 61(10), 3961-3981. https://doi.org/10.1002/pits.23265
The main purpose of this research was to identify ethical decision-making approaches in school counseling. The study focused on the experiences of secondary school counselors in Addis Ababa, Ethiopia. A concurrent triangulation mixed methods design was used for getting a complete understanding of ethical decision-making approaches of school counseling. Forty participants were involved in the quantitative part of the study, while six

participated in the qualitative part of the study. For the quantitative aspect, a survey was utilized, and the data were analyzed using tables, frequencies, and percentages. The result showed that participants used variety of approaches to deal with ethical challenges for school counseling, including open discussion, personal sense of morality, and respecting code of students' discipline. However, the least percentage (22.5%, n = 9) has observed for using of code of ethics in counseling profession. In the qualitative part, semi-structured in-depth interviews were used to explore the experiences of ethical decision-making and the meaning of those experiences for secondary school counselors currently practicing at Addis Ababa city. Qualitative data were analyzed by using thematic analysis technique. The major ethical decision-making approaches identified in school counseling were (a) building a good relationship and guaranteed confidentiality, (b) referral linkage, (c) training for students and collaboration, and (d) life experience and personal sense of morality. The most common meanings attributed to dealing with ethical challenges in school were the urge to share information with to get personal relief, feeling of stress, and gain personal satisfaction from acts of compassion. Implications are forwarded to support school counselors in taking an action for professional development and to promote quality of school counseling practices.

Unterhalter, E. (2024). **Soft power in complicated and complex education systems: Gender, education and global governance in organisational responses to SDG 4**. *International Review of Education*, *70*(4), 547-573. https://doi.org/10.1007/s11159-024-10098-2
This article examines how the distinction between complicated and complex education systems contributes to our understanding of global governance and how "soft power" concerned with gender is used in international development organisations' responses to Sustainable Development Goal (SDG) 4, the global goal for education. Four global governance approaches which shape these organisations are distinguished: partnership building, gender mainstreaming, gender activism and contestation by global feminist movements. These strands of soft power have implications for how meanings of gender, education, power and accountability are interpreted. The work of three organisations – the Global Partnership for Education (GPE), the Gender at the Centre Initiative (GCI) and the Malala Fund – are reviewed to exemplify these global governance approaches. The analysis draws on a close reading of the organisations' published documents to build a history of how the gender concerns of SDG 4 came to be interpreted, negotiated, contested or ignored. The activities of the three organisations show considerable interplay between concepts of complicated and complex education systems. The discussion raises questions regarding what kind of work soft power in gender and education does in a context of huge and growing global inequalities and insecurities. In addition, the question is posed why there is still no institutional base to articulate a global feminist politics which confronts and seeks to dismantle unjust structures of power.

Vadnais, A., Peter, T., Dengate, J., Farenhorst, A., & Mavriplis, C. (2024). **COVID-19 Caregiving Avalanche: The Impact on Emotional Exhaustion on Female Natural Science and Engineering Academics**. *Canadian Journal of Higher Education/La Revue Canadienne d'enseignement Supérieur*, *54*(1), 89-102. https://doi.org/10.47678/cjhe.v54i1.190123
Gender disparity persists in the personal caregiving of children and older adults, and in professional caregiving duties, with many workplace policies and cultures favoring the "ideal worker" and presenting significant and continuing barriers to female caregivers'

professional success and well-being. The recent pandemic both highlighted and augmented this disparity as schools, daycares, and adult care facilities closed or implemented restrictions. This study interprets results from the July 2021 Canadian Natural Sciences & Engineering (NSE) Faculty Workplace Climate Survey by empirically assessing the impact on emotional exhaustion of the increased caregiving burden during the COVID-19 pandemic on female academics in the highly masculinized NSE fields. Results indicate that women were more likely to experience emotional exhaustion even when other factors were considered. Collegiality and inclusion were found to be protective factors, illustrating important implications for, and the retention and support of, success and well-being of female NSE academics.

Vallot, P. (2024). **« Petites mains », mais grandes études. Le déclassement ordinaire des femmes immigrées en France hexagonale**. *Formation emploi. Revue française de sciences sociales*, (167), 143-167. Consulté à l'adresse https://journals.openedition.org/formationemploi/12917
Basé sur les enquêtes Emploi (Insee, 2003-2012) et Trajectoires et Origines (Ined, Insee, 2008), cet article prend pour objet le déclassement dans l'emploi de diplômées du supérieur, âgées de 25 à 55 ans et installées durablement en France après une migration à l'âge adulte. Celles-ci sont nombreuses à occuper des emplois d'ouvrières ou d'employées au sein des secteurs d'emploi dits non qualifiés. Malgré une socialisation précoce à la langue française liée à des héritages postcoloniaux, les femmes nées en Afrique du Centre-Ouest sont les plus susceptibles d'être déclassées, devant les Maghrébines et les Européennes de l'Est, tandis que les Européennes de l'Ouest sont peu concernées par ce type de parcours. Ces disparités s'expliquent en partie par des hiérarchies entre diplômes selon le pays d'obtention. L'inégale exposition à la précarité administrative et aux discriminations raciales sont des pistes d'interprétation complémentaires des écarts selon la région de naissance entre immigrées ayant terminé leurs études supérieures en France.

Way, N. (2024). **Starting from a Different Place: The Five Truths Evident in Carol Gilligan's Research**. *Harvard Educational Review*, 94(1), 136-140. https://doi.org/10.17763/1943-5045-94.1.136

Willemse, T. M., Nelen, M. J. M., & Blonk, A. (2024). **Including families in the implementation of school-wide positive behavioral interventions and support: Dutch administrators and SWPBIS-leadership team experiences**. *Psychology in the Schools*, 61(10), 3942-3960. https://doi.org/10.1002/pits.23266
Despite the fact that research shows that collaboration between families and schools contribute to academic achievement, social-emotional development and sense of well-being of students, many schools struggle to establish family-school partnerships. The current study explores keys to success and challenges in engaging families to the design and implementation of School Wide Positive Behavioral Interventions and Supports (SWPBIS). In a two-step systematic assessment, consisting of an online survey (n = 27 participants) and five focus group interviews with administrators and members of SWPBIS leadership teams in schools for primary education (n = 15 participants), we found that all 27 participating schools considered partnerships and communication with parents important. However, most participating schools did not have a policy or strategic planning for engaging families, nor did they systematically evaluate their actions. Schools used one-way approaches of communicating with parents and found it hard to adapt

their communication to a diverse population of new parents and parents already familiar with SWPBIS. Schools did not communicate about what was achieved by implementing SWPBIS in their school. Including families in the SWPBIS leadership team was often considered challenging. Input from families on SWPBIS was not collected, nor did schools gather information about family's needs, (cultural) backgrounds to develop strategies for engaging families. Further research on actual school practices in engaging families is recommended.

Xu, J., Yu, L., & Zhang, X. (2024). **Bridging the Gender Gap in Academic Engagement among Young Adults: The Role of Anticipated Future Sex Discrimination and Gender-role Orientation**. *Journal of Youth and Adolescence*, *53*(10), 2192-2201. https://doi.org/10.1007/s10964-024-02009-3
Academic engagement is vital for college students, yet existing studies reveal inconsistencies in how gender influences academic engagement. Building upon the statistical discrimination theory and identity-based motivation theory, this study develops an integrated model to examine gender differences in college students' academic engagement. Further, the role that gender-role orientation in influencing academic engagement was investigated. Using a sample of 524 college students (Mage = 21.11, SD = 1.98; 47.7% women) from a large university collected in two time periods, the findings indicate that in the Chinese context, women anticipate higher future sex discrimination than men. However, gender-role orientation restores parity between men and women through a moderated mediation: egalitarian gender-role orientation has a stronger effect on women's anticipated future sex discrimination than on men's, resulting in increased academic engagement of women. The findings highlight the need to consider female students' egalitarian beliefs in gender-related academic research.

Yizengaw, J. Y., & Weidman, J. C. (2024). **Higher education, gender, and job opportunities of engineering graduates in Ethiopia: An exploratory study**. *International Journal of Educational Development*, *109*, 103078. https://doi.org/10.1016/j.ijedudev.2024.103078
This study investigates the relationship between higher education and entry into the labor market in Ethiopia, with a focus on gender and job opportunities for engineering graduates. It uses a tracer study design to collect and analyze quantitative and qualitative data from 158 engineering graduates, 18 employers, and 16 higher education teachers. The findings suggest that higher education study conditions, curriculum relevance, and acquisition of employment skills influenced opportunities for engineering graduates to find employment shortly after graduation. In contrast to much of the existing research, our small sample of 31 female engineering graduates were not disadvantaged in comparison to males when they moved into employment immediately following graduation. Recommendations are suggested for improving the quality and relevance of engineering education to address gender gaps and challenges in higher education and employment. Future research to substantiate the findings in this exploratory study is also needed.

Yue, H., Yang, G., Bao, H., Bao, X., & Zhang, X. (2024). **Linking negative cognitive bias to short-form video addiction: The mediating roles of social support and loneliness**. *Psychology in the Schools*, *61*(10), 4026-4040. https://doi.org/10.1002/pits.23260
Although the relationships between some antecedents (such as affective disorders and negative emotions) and short-form video addiction have been verified by previous studies, the association between negative cognitive bias and this addictive behavior has

not been examined, and the underlying psychological mechanisms are still unclear. The present study explored the relationship between negative cognitive bias and short-form video addiction as well as the mediating roles of social support and loneliness in this association. The participants of the current study included 336 university students (197 females). The findings showed that (1) negative cognitive bias was positively correlated with short-form video addiction; (2) social support and loneliness separately mediated the relationship between negative cognitive bias and short-form video addiction; and (3) social support and loneliness sequentially mediated the relationship between negative cognitive bias and short-form video addiction. These results might be helpful for understanding the relationships and the underlying psychological mechanisms between these study variables. Future studies were encouraged to investigate effective intervention approaches for relieving negative cognitive bias, which might be conducive to decreasing the severity of short-form video addiction.

Climat de l'école

Achuo, E. D., & Dinga, G. D. (2024). **Exploring the nature, causes and consequences of school-based violence in Cameroon**. *International Journal of Educational Development*, *109*, 103080. https://doi.org/10.1016/j.ijedudev.2024.103080
This paper contributes to the controversial literature on the nature, perceptions, causes, social contexts and consequences of school violence in Cameroon. This study adopts the process tracing method that is valuably instrumental in qualitative studies. On the causes of school violence, this study reveals that lack of parental guidance, abusive use of social media, sociocultural factors, poor working conditions of teachers, inadequate number of guidance counsellors in schools, lack of trained discipline masters/mistresses in security-related issues, and rigidity of the educational system to technological advancements constitute the main causes of school violence in Cameroon. On the consequences of school violence, the study reveals that school violence results to: (i) the disruption of the teaching-learning process, which impacts negatively on both the student and teacher's output, thereby leading to falling educational attainment rates, (ii) psychological, emotional and mental trauma, depression, frustration, perpetual disability and death of the victimized individual (learners, teachers, and school administrators), and this negatively impacts on the educational life of students, (iii) destruction of school property, thereby leading to huge financial burdens on the educational stakeholders, which inevitably weakens existing social ties among students, teachers, parents and the school administration, thereby making it difficult to foster peace within the school environment, (iv) social unrest, high crime wave, school dropout, and loss of lives, which generally constitute an impediment to socioeconomic development of the country. Contingent on these findings, it is apparent that fostering peaceful school environments through the eradication of school violence requires the joint efforts of all education stakeholders (parents, teachers, students, school administrators and educational policymakers). Consequently, there is need for the creation of a National Violence Prevention Council (NVPC) in Cameroon. Besides, several preventive measures for practical policy implications are discussed in the context of this study.

Chen, Y. Y., Ting, C. H., Ghazali, S. R., & Ling, A. A. (2024). **Enhancing children's well-being using Malaysian-adapted version Super Skills for life (M-SSL) among primary school**

children in Malaysia. *Psychology in the Schools*, *61*(10), 3891-3906. https://doi.org/10.1002/pits.23258
With the increasing prevalence of mental health issues among children, there is a growing need to implement school-based preventive programs for emotional well-being in Malaysia. Super Skills for Life (SSL) is a transdiagnostic preventive program designed based on the cognitive-behavioral therapy concept to address emotional problems among children. This study examined the effectiveness of the M-SSL program in reducing depressive and anxiety symptoms as well as other psychological issues such as social competency, worries, cognitive and emotional regulation in a sample of Malaysian children between the ages of 10 and 12. A quasi-experimental preintervention and postintervention research design was conducted. A total of 165 primary school children ($M = 10.9$, $SD = 0.72$) were recruited with 88 of them randomly assigned to the intervention group. All of them were asked to complete a questionnaire consisting of demographic data, the Centre for Epidemiologic Studies Depression Scale Revised, Spencer Children's Anxiety Scale, Strength and Difficulties Questionnaires, Social Skills Questionnaires and Cognitive Emotional Regulation Questionnaires. Children in the M-SSL group significantly reported lower levels of depressive scores during follow-up assessment compared to the children in the control group. They also showed significant improvement in their depressive subscale scores, social worries scores, and the way they perceived an event as compared to the control group. These findings provide initial support for the effects of M-SSL, suggesting that it is a valuable resource for the prevention of depressive symptoms and for improving social worries among children.

Choi, B. (2024). **Parental Coping Strategies as Predictors and Outcomes of Bullying: Longitudinal Relationships Between Child Victimization, Parent-Child Communication, and Parent-Teacher Consultation**. *Journal of Youth and Adolescence*, *53*(10), 2378-2392. https://doi.org/10.1007/s10964-024-02019-1
Parental actions, such as parent-child communication and parent-teacher consultation about a child's social adjustment, have been addressed as predictors, but not as outcomes of victimization. This study, based on the Bronfenbrenner's social-ecological model, considered them as outcomes as well as predictors of child victimization and examined their longitudinal bi-directional relationship with child victimization. Data were drawn from the Seoul Education Longitudinal Study, where a total of 4005 Korean youth (female = 43.6%, age mean = 12.43, SD = 1.48 in the first wave), and their parents (female = 87%) were surveyed for six waves (when the youth were 7th to 12th grade). Autoregressive cross-lagged analyses revealed that child victimization positively predicted parent-teacher consultation and negatively predicted parent-child communication, and of these strategies, only parent-child communication was a statistically significant negative predictor of subsequent victimization. The results of this study suggest that parents tend to talk with teachers instead of their own children when bullying occurs, but it is ineffective in preventing further victimization. Communicating with one's children, which is a less common reaction, appears to be a better preventative measure.

Clerc, P. (2024). **Émanciper ou contrôler ? Les élèves et l'école au XXIᵉ siècle**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1955*. Consulté à l'adresse https://www.autrement.com/emanciper-ou-controler/9782080452535

« L'école doit-elle protéger du monde et pour cela s'en séparer ? Ou, au contraire, faut-il l'ouvrir aux grands vents du dehors, au monde tel qu'il est ? »Les écoles françaises sont coupées de leur environnement. La peur de l'autre, la culture du risque zéro, la judiciarisation de la société, le tout alimenté par le carburant des faits divers, transforment nos écoles en forteresses. Dans un essai à la première personne, étayé par des entretiens et des observations sur le terrain, Pascal Clerc interroge le fonctionnement concret des établissements scolaires. L'éducation participe d'une forme de resserrement des espaces et des esprits, elle tend à cloisonner, séparer, alors que nous aurions besoin de plus de porosité et de liens. Le contrôle des élèves se renforce sans que les dimensions pédagogique, sociale et politique de ces évolutions soient interrogées.Cette étude inédite de la dimension géographique des établissements éclaire de manière singulière les événements récents qui ont bousculé notre système éducatif.

Ferrière, S., & Françoise, C. (2024). **Le harcèlement en contexte scolaire : mais de quoi parlent les chercheurs ? Une étude systématique de la littérature scientifique sur les deux dernières années.** *Spirale - Revue de Recherches en Éducation*, N° Varia(E1), 39-55. https://doi.org/10.3917/spir.hs7.0039
School bullying is a government priority in France at the start of the 2023 school year. But what about elsewhere? Through a systematic review inspired by the PRISMA flow chart, we selected 44 scientific articles referring to this issue. What emerges is that harassment is a global concern, particularly in the teenage years, and that despite efforts to identify its causes and/or consequences, it escapes a consensual framework of analysis. This calls for the adoption of an ecosystemic vision, encompassing all players, with a view to multidimensional social support to work on and support group cohesion and the opening up of possibilities, particularly in terms of identity.

Jiang, Y., Feng, Y., Qi, J., He, R., & Chao, M. (2024). **The relationship between bullying victimization and academic performance among adolescents: The chain mediating roles of social anxiety and short video addiction**. *Psychology in the Schools*, 61(10), 3859-3872. https://doi.org/10.1002/pits.23267
To investigate how bullying victimization affects academic performance and the mediating effects of social anxiety and short video addiction among adolescents, a questionnaire survey was conducted on 2055 secondary school students in China. A Structural Equation Model was employed to analyze the data. The results showed that bullying victimization, social anxiety, short video addiction, and academic performance correlated significantly with each other. Bullying victimization directly influenced academic performance, and indirectly affected academic performance through the independent mediator of short video addiction, and the chain mediation of social anxiety and short video addiction. This study provides a novel perspective on understanding the underlying mechanisms through which bullying victimization impacts academic performance, emphasizing the importance of addressing the adverse effects of bullying among adolescents.

Kahan, S., & Rahill, S. (2024). **Effectiveness and acceptability of remote consultation to promote positive behaviors in preschoolers**. *Psychology in the Schools*, 61(10), 3982-4004. https://doi.org/10.1002/pits.23262
One of the roles of school psychologists is consultation, an indirect service delivery method in which the consultant (i.e., the school psychologist) supports students' academic, behavioral, and social-emotional functioning through collaborating with

teachers and parents. Conjoint Behavioral Consultation (CBC), also known as Teachers and Parents as Partners (TAPP), is unique in that teachers and parents work together during the consultation process to improve elementary, middle, and high school students' functioning. This study evaluted the effects of CBC for children in early childhood when conducted via remote delivery. A nonconcurrent multiple baseline across participants design was used to evaluate the efficacy of CBC at improving outcomes for children in early childhood at home and school. Additionally, teacher and parent acceptability of CBC and CBC provided remotely were assessed. Participants included four parent-teacher-student triads. Results found CBC to improve difficulties for preschool children across settings. Additionally, CBC acceptability via remote delivery was high for both parents and teachers.

Kennedy, B. L., & Junker, R. (2024). **The Evolution of "Loaded Moments" Toward Escalation or De-Escalation in Student–Teacher Interactions**. *Review of Educational Research*, 94(5), 660-698. https://doi.org/10.3102/00346543231202509
To minimize negative interactions and their impacts, teachers and students must successfully negotiate loaded moments, points in time when two or more parties realize that their needs differ and that they must confront that difference. In this literature review, we synthesize 30 studies, published from 2000 to 2020, that describe the evolution of loaded moments between teachers and students with the goal of identifying and explicating the co-construction of escalation and de-escalation during classroom interactions. We found that macro level social contexts and existing classroom patterns set the scene for the occurrence of a loaded moment. In addition, loaded moments emerge when specific instigating circumstances are co-constructed, which refer to incompatibilities between teacher and student(s). Furthermore, loaded moments (de)escalate, depending on the co-construction of the moment as it progresses, such as through mutual trade-offs, turnings, or refusals. Finally, these co-constructions can result in a specific long-term relationship- and bond-development. Implications of these findings for research concerning student–teacher conflict are discussed.

Maas, S. A., Wiesenthal, N. J., Brownell, S. E., & Cooper, K. M. (2024). **Disrupting the Master Narrative in Academic Biology as LGBTQ+ Ph.D. Students: Learning, Teaching, and Conducting Research**. *CBE—Life Sciences Education*, 23(4), ar42. https://doi.org/10.1187/cbe.24-02-0058
LGBTQ+ individuals face discrimination and stigma in academic biology. These challenges are likely magnified for graduate students. However, there have been no studies documenting the experiences of LGBTQ+ life sciences graduate students. To address this gap, we conducted an interview study of 22 biology PhD students from 13 universities across the United States who identify as LGBTQ+. We used the master narrative framework to interpret our findings. Master narratives are guidelines that dictate the "expected" and "normal" way one is supposed to navigate life. We considered how graduate students engage with the societal master narrative that treats cisheterosexuality as the norm, as well as the master narrative that expects biology to remain an objective, apolitical space. We found that LGBTQ+ PhD students recognize the anti-LBGTQ+ narratives in academic biology, which can result in instances of discrimination and encourage them to conceal their identities. However, participants pushed back against these master narratives. Graduate students described creating alternative narratives by highlighting how their LGBTQ+ identity has allowed them to become more inclusive instructors and better researchers. Some also purposely reveal

their LGBTQ+ identity in academic biology, violating the master narrative that non-science identities should not be discussed in the life sciences.

Mao, X. (2024). **Internal migration and students' bullying experience: the case of China from the Program for International Student Assessment 2018**. *Asia Pacific Education Review*, *25*(4), 791-800. https://doi.org/10.1007/s12564-022-09812-2
Schools are becoming increasingly diverse due to globalization and migration. Worldwide, more than 700 million people migrate across international borders, and more than 200 million migrate within one country. Within China, approximately 36 million school-aged children relocate to cities with parents in the search for better education and future life. However, less research focuses on the school life experiences of migrant students, especially in terms of school bullying victimization. Using the Program for International Student Assessment 2018, this study examines the relationship between the migration status of students and their experiences of school bullying in China. This study finds that students who are migrants are more likely to experience school bullying compared with their local peers. Given that the experience of school bullying can exert long-term effects on the growth and later life of students, the finding calls for actions to provide a more inclusive school environment for migrant students. Lastly, this study provides important implications for educators and researchers.

Nguemkap Kouamo, R. (2024). **On and off line hate speech and academic performance in secondary education in Cameroon**. *International Journal of Educational Development*, *109*, 103081. https://doi.org/10.1016/j.ijedudev.2024.103081
Despite the increasing scientific attention given to hate speech, there is a lack of empirical studies examining the effect of hate speech among secondary school students and its association with academic achievement. The objective of this research is to assess the associations between online and offline hate speech based on gender, religion, ethnic affiliation, and academic achievement. The results suggest that hate speech is not spread evenly across the distribution of students, but rather is concentrated primarily among students with lower academic performance, both online and offline. More specifically, hate speech based on gender and ethnicity was found to have significant and negative associations with educational outcomes when it occurred online. In contrast, hate speech based on religion also had a significant and negative associations with educational outcomes when it occurred offline. It is worth noting that a student's ability to connect to the internet from his or her own phone is positively associated with better school results, while presence on social networks is negatively associated with these results. These results may be helpful considering policies to improve healthy school environments in the future.

Poymiro, R. (2024). *Agir enseignant au service de la régulation du climat de classe : une approche par les interactions* (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-04706453
Dans un contexte, rendu inquiétant par une crise du système scolaire, qui semble être plus largement celle de la société française, les enseignants, sur le terrain, cherchent des solutions pour remédier à diverses formes d'échecs dans la relation pédagogique. La formation initiale, le compagnonnage de l'année de titularisation et la formation continue peinent à éclairer les praticiens sur ce questionnement pourtant central. Nous situons notre recherche dans une démarche qui viserait à repenser, renouveler, compléter, la formation et l'accompagnement des enseignants en termes de régulation

du climat de classe. Nous étudions le « système-classe » en utilisant le paradigme de la complexité. Les phénomènes observés sont considérés comme rétroactifs, c'est-à-dire bouclés les uns aux autres, ce qui élimine toute approche causale. Pour comprendre les phénomènes dans leur globalité, nous faisons appel à la théorie du champ. L'utilisation de la notion de climat de classe permet d'exprimer une atmosphère spécifique propre au système observé. C'est la prise en compte des caractéristiques du réseau d'interaction qui permet de qualifier ce climat. Les interactions entre les individus au sein de « l'environnement-classe » constituent ce que nous appelons le climat de classe. Notre démarche centrée sur les interactions favorise la collaboration de deux disciplines au service d'une meilleure compréhension de la relation pédagogique : sciences de l'éducation et psychosociologie. Notre cadre théorique puise donc à la fois dans les concepts tirés de la sphère de l'agir enseignant (Bucheton, Robbes, Connac), de l'approche systémique (Watzlawick, Elkaïm) et dans ceux de la dynamique de groupe (Lewin, Redl). À partir de ces différents apports théoriques, nous cherchons à comprendre comment consciemment ou inconsciemment l'enseignant régule les interactions au sein du groupe dans la classe. Quelles approches des processus d'interaction il met en œuvre ? Sur quelle analyse cette approche s'appuie-t-elle? Cette recherche heuristique est basée sur une observation de terrain. Nous avons suivi des membres des équipes pédagogiques de 4 classes de collège durant 3 années scolaires. Des enregistrements vidéo de séances en classe ont débouché sur 22 entretiens d'autoconfrontation analytique. À l'issue d'un travail d'analyse de contenu nous rendons compte de l'émergence d'axes de compréhension de la régulation du climat de classe par les enseignants. (i) Il existe des gestes identifiés par les praticiens comme visant la régulation des interactions entre l'enseignant et les élèves et les élèves entre eux. Le placement et les déplacements des enseignants y jouent un rôle central, ce qui semble renforcer l'importance de la géographie de la salle de classe. (ii) Le rôle qu'occupent certains élèves dans le groupe exerce une influence sur la régulation par les enseignants des interactions. (iii) Les scénarios pédagogiques pré pensés, souvent issus des pédagogies dites traditionnelles, ont tendance à favoriser la limitation des interactions entre les élèves au profit d'une conception behavioriste de l'apprentissage.

Sanders, J. E. (2024). **"I Think the Teachers Should Really Connect More With the Students": The Influence of Systemic Racism, Inequity, School, and Community Violence on Connection for High School Students Who Are Suspended or Expelled**. *Youth & Society*, 56(7), 1191-1211. https://doi.org/10.1177/0044118X231226396
The objective of this constructivist grounded theory study was to understand the experiences of students who have been disciplinarily excluded from school. Fifteen students (male, n = 11; Black, n = 10; having special education needs, n = 9) and 16 multidisciplinary staff in Ontario participated. Students experienced high rates of expanded adversities, including school and community violence, systemic racism and inequity. The importance of connection wove throughout the data; however, three themes were found to block connection: unacknowledged impact of adversity, a climate of fear, and the disproportionate impact of limited resources. Trauma-informed culturally attuned approaches that focus on the disproportionate impact of adversity and school discipline at the point of a disciplinary response, and throughout a student's educational experience, are essential.

Sanders, J., Joseph-McCatty, A., Massey, M., Swiatek, E., Csiernik, B., & Igor, E. (2024). **Exposure to Adversity and Trauma Among Students Who Experience School Discipline: A**

Scoping Review. *Review of Educational Research*, 94(5), 699-742. https://doi.org/10.3102/00346543231203674
While the disproportional application of school discipline has garnered notable attention, the relationship between trauma or adversity and school discipline is under examined. The purpose of the current scoping review was to map the state of the literature, empirical and theoretical, at the intersection of school discipline, and trauma or adversity. The findings identified a gap in our knowledge as only 14 of the 49 included articles detailed empirical studies focused on the relationship between adversity and school discipline, with very few from outside of the United States. However, this burgeoning body of knowledge points to a significant relationship between trauma/adversity and experiencing school discipline that warrants further study and contextualizes expanded adversities, including poverty and racism as adversity. We believe this is necessary to acknowledging the hidden and unaddressed trauma among students being disproportionally disciplined, leading to a greater understanding of student lives, and evidence-based, trauma-informed, and culturally attuned discipline.

Shum, K. Z. (2024, septembre 15). **La psychologie positive, un atout pour le bien-être des élèves ?** Consulté 25 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/la-psychologie-positive-un-atout-pour-le-bien-etre-des-eleves-227248
De l'Australie au Danemark en passant par l'Afrique du Sud et la Chine, des écoles mettent en place des programmes autour de la psychologie positive. De quoi s'agit-il ?

Thaivalappil, A., Stringer, J., Young, I., Burnett, A., Bhattacharyya, A., & Papadopoulos, A. (2024). **Embedding Health and Well-Being in Value Statements of Canada's Post-Secondary Institutions: A Mixed Methods Study**. *Canadian Journal of Higher Education/La Revue Canadienne d'enseignement Supérieur*, 54(1), 55-70. https://doi.org/10.47678/cjhe.v54i1.190167
Many post-secondary institutions contain organizational values, which describe enduring beliefs that support strategic priorities and guide members of an organization. Relatedly, the adoption of health-promoting frameworks calls on embedding health within post-secondary institutions' core values. The study objective was to map Canada's post-secondary values to determine how health is integrated within value statements. Mixed methods were used to map institutional values, contextualize well-being, and identify thematic messages of health-related content contained within values. Most institutions espoused values (n = 64, 71%), yet only a small proportion of these institutions espoused health within their value statements (n = 7, 11%). Qualitative analysis revealed three thematic messages: (i) health as a descriptor for other institutional priorities, (ii) wellness broadly acknowledged or embedded within non-health values, and (iii) well-being as a core value or commitment. These novel findings suggest more institutions must embed health as a core value to demonstrate institutional commitment.

Vadnais, A., Peter, T., Dengate, J., Farenhorst, A., & Mavriplis, C. (2024). **COVID-19 Caregiving Avalanche: The Impact on Emotional Exhaustion on Female Natural Science and Engineering Academics**. *Canadian Journal of Higher Education/La Revue Canadienne d'enseignement Supérieur*, 54(1), 89-102. https://doi.org/10.47678/cjhe.v54i1.190123
Gender disparity persists in the personal caregiving of children and older adults, and in professional caregiving duties, with many workplace policies and cultures favoring the

"ideal worker" and presenting significant and continuing barriers to female caregivers' professional success and well-being. The recent pandemic both highlighted and augmented this disparity as schools, daycares, and adult care facilities closed or implemented restrictions. This study interprets results from the July 2021 Canadian Natural Sciences & Engineering (NSE) Faculty Workplace Climate Survey by empirically assessing the impact on emotional exhaustion of the increased caregiving burden during the COVID-19 pandemic on female academics in the highly masculinized NSE fields. Results indicate that women were more likely to experience emotional exhaustion even when other factors were considered. Collegiality and inclusion were found to be protective factors, illustrating important implications for, and the retention and support of, success and well-being of female NSE academics.

Évaluation des dispositifs d'éducation-formation

Adaka, S. S. (2024). **N-Power Agro Programmes on Youths Empowerment in Akamkpa Local Government Area of Cross River State, Nigeria**. *British Journal of Education*, *12*(10). Consulté à l'adresse https://eajournals.org/bje/vol12-issue10-2024/n-power-agro-programmes-on-youths-empowerment-in-akamkpa-local-government-area-of-cross-river-state-nigeria/

This study investigated the N-Power Agro programmes on Youths Empowerment in Akamkpa Local Government Area of Cross River State, Nigeria. One research questions and One hypothesis was formulated to guide the study. ex-post facto research design was adopted for the study, while stratified and simple random sampling techniques were used in selecting 473 respondents. A 11 – item questionnaire titled: N-power Agro Programmes and Youth Empowerment Questionnaire (NAPYEQ) was used for data collection. The instrument was validated and the reliability estimate, using Cronbach alpha statistics, ranged from .68 to .74. Data collected were analyzed using mean and standard deviation for the research questions, while the t-test statistic was used to test the null hypotheses at 0.05 level of significance. The result showed that N-power Agro programmes has significantly impacted Youths empowerment in Akamkpa to a great extent. Based on the findings of the study recommendations were made among others that more sensitization programmes should be conducted to expose youths on the scope of N-power Agro Programmes.

Formation continue

Awouda, A., Traini, E., Asranov, M., & Chiabert, P. (2024). **Bloom's IoT Taxonomy towards an effective Industry 4.0 education: Case study on Open-source IoT laboratory**. *Education and Information Technologies*, *29*(12), 15043-15065. https://doi.org/10.1007/s10639-024-12468-7

In the rapidly evolving landscape of Industry 4.0, the demand for skilled professionals well-versed in Internet of Things (IoT) technologies is escalating. However, a significant challenge faced in educational settings is the lack of comprehensive and effective methodologies for imparting practical knowledge and skills in IoT. This paper presents an approach for designing and implementing an Internet of Things (IoT) laboratory in which students may practice and comprehend many components of an IoT environment, such as analysis of sensor data, IoT platform development, and setup of messaging protocols. The teaching methodology adopts a Cyber-Physical System (CPS) framework, which

integrates teachers, classrooms, and resources to create a comprehensive learning environment. Bloom's taxonomy is employed to assess the efficacy of the suggested technique in terms of cognitive skills and knowledge acquisition. The evaluation procedure demonstrated the advantages of a hybrid learning environment, which integrated both face-to-face and remote instruction. The case study is conducted in an engineering higher education course on first year students. The findings of this paper lay the groundwork for a remotely deliverable IoT training course, contributing to the advancement of IoT education and equipping students with the necessary skills for the evolving landscape of Industry 4.0.

Berthiaume, M., Kinateder, M., Emond, B., Cooper, N., Obeegadoo, I., & Lapointe, J.-F. (2024). **Evaluation of a virtual reality training tool for firefighters responding to transportation incidents with dangerous goods**. *Education and Information Technologies*, 29(12), 14929-14967. https://doi.org/10.1007/s10639-023-12357-5
Access to dangerous goods training for firefighters in remote areas is limited for financial and logistical reasons. Virtual reality (VR) is a promising solution for this challenge as it is cost-effective, safe, and allows to simulate realistic scenarios that would be dangerous or difficult to implement in the real world. However, rigorous evaluations of VR training tools for first responders are still scarce. In this exploratory user study, a simple VR training tool involving two dangerous goods scenarios was developed. In each scenario, trainees learned how to safely approach a jackknifed truck with a trailer and how to collect and communicate information about the transported materials. The tool was tested with a group of 24 professional firefighter trainees (n = 22) and instructors (n = 2), who each completed the two training scenarios. The main goal of the study was to assess the usability of the VR tool in the given scenarios. Participants provided feedback on cybersickness, perceived workload, and usability. They also filled out a knowledge test before and after the VR training and gave feedback at the end of the study. The VR tool recorded task completion duration and participants' navigation and use of tools events. Overall, the tool provided good usability, acceptance, and satisfaction. However, a wide range in individuals' responses was observed. In addition, no post-training improvement in participants' knowledge was found, likely due to the already high level of knowledge pre-training. Future directions for improving the VR tool, general implications for other VR training tools, and suggestions for future research are discussed.

Bluteau, M. (2023). **Opportunités et libertés d'expérienciation dans les dispositifs hybrides de formation par alternance**. *STICEF (Sciences et Technologies de l'Information et de la Communication pour l'Éducation et la Formation)*, 30(2). https://doi.org/10.23709/sticef.30.2.1
Alors que les dispositifs hybrides de formation dans l'enseignement supérieur font l'objet de nombreuses recherches, les dispositifs hybrides de formation professionnelle par alternance sont bien moins étudiés. Au regard de leurs définitions respectives, nous considérons qu'ils appartiennent au même paradigme pédagogique. Par alternance, ils intègrent des allers-retours entre formation en situation de travail et formation présentielle et combinent aussi formation à distance et formation présentielle. La recherche menée propose d'abord une caractérisation du dispositif étudié sous la forme d'une étude de cas à partir d'un cadre adapté. Puis, à travers l'expérimentation d'une nouvelle médiatisation de l'activité d'évaluation ou d'auto évaluation en situation de travail, nous analysons les processus d'opportunités, de libertés et de capabilité à l'œuvre dans l'activité d'évaluation et d'autoévaluation proposée aux alternants de trois groupes

successifs. Située à l'interface de ces environnements multiples d'apprentissage, comment cette activité participerait-elle d'une construction de l'expérience ? À travers cette analyse, les écarts entre les ingénieries telles que pensées et les ingénieries finalement vécues apparaissent et questionnent les ressources et les facteurs pouvant influencer positivement ces processus et leur régulation.

Borras, I., & Bosse, N. (2024). **Parcours de femmes en reprise d'études à l'université : quand les sphères privée et professionnelle se mêlent à la formation**. *Formation emploi. Revue française de sciences sociales*, (167), 91-109. Consulté à l'adresse https://journals.openedition.org/formationemploi/12864
Analyser les parcours de femmes reprenant des études en cours de carrière sous l'angle de la conciliation des temps et des rôles sociaux apporte un éclairage central sur le déroulement de ces trajectoires féminines et les contextes de retours en formation. Dans une recherche permanente d'équilibre entre sphères personnelle, familiale et professionnelle, la reprise d'études apparaît comme un moyen de maîtriser son parcours. Mais elle représente un temps supplémentaire qui doit trouver sa place. Elle se réalise alors avec une prise en compte d'un ensemble de contraintes et demande un investissement important, révélant la triple journée de ces femmes mères, travailleuses et étudiantes. Leurs récits confirment ainsi que l'inégale répartition des tâches et des rôles au sein des familles continue de peser sur les carrières des femmes et sur leur accès à la formation tout au long de la vie.

Brachemi Attal, K. (2024). *La formation par apprentissage permet-elle une reconquête identitaire ? Cas de quelques apprentis de CAP et Bac Pro en Aménagements paysagers*. https://doi.org/10.58079/12b8y

Choukrani, H., & Ghneim-Herrera, T. (2024). **Advancing sustainable futures through education: A Montpellier case study on student-led advocacy for transdisciplinary approaches**. *Journal of Adult and Continuing Education*, 14779714241275871. https://doi.org/10.1177/14779714241275871
This paper examines the transformative potential of integrating transdisciplinarity and systems thinking into educational practices, anchored in a participatory initiative by the Montpellier Advanced Knowledge Institute on Transitions (MAK'IT). The study centres on engaging master's and doctoral students in co-creating educational proposals, underscoring the importance of a student-centred approach to tackle the diverse challenges of the 21st century. A preliminary brainstorming session allowed students to express their motivations, identify key themes, and lay the groundwork for further development. This culminated in a public conference where students presented their transformative education proposals. This conference facilitated interactions between students, a panel of experts spanning education, research, policy domains, and a broader audience, fostering critical dialogue. Key findings from this conference underscore the necessity of allocating resources, dismantling knowledge silos, addressing student inequalities, and enhancing educator preparedness. The study highlights the significance of multi-stakeholder dialogues in co-constructing transformative educational frameworks and suggests that educational institutions have a pivotal role in bridging the gap between science, policy, and society. Despite the promise, several challenges to curriculum revision emerge, including the need for immersive learning environments that demand adequate resources. The structure of tertiary institutions, often segregated into distinct faculties and departments, presents another barrier to

fostering transdisciplinarity. Additionally, administrative constraints, particularly for international students, add to these challenges and call for nuanced strategies in advancing transformative education.

Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Almogren, A. S., & Vighio, M. S. (2024). **Investigating factors affecting teachers' training through mobile learning: Task technology fit perspective**. *Education and Information Technologies*, *29*(12), 14553-14589. https://doi.org/10.1007/s10639-023-12434-9
Mobile learning has ushered in a transformative era in education, compelling educational institutions to reimagine their pedagogical approaches. This shift is particularly evident in teacher training programs, where mobile learning is increasingly integrated into traditional education. The success of these integrated systems hinges on educators' willingness to adapt to these evolving paradigms. Nevertheless, a notable gap exists in the research landscape concerning the challenges of adopting mobile learning in teacher training and its consequential impact on teachers' professional capabilities. This study aims to bridge this gap by identifying the factors influencing teachers' satisfaction and performance within mobile learning training courses and establishing the intricate relationships between these variables. This study was conducted in a quantitative research framework and collected data from 563 schoolteachers through an online survey. These respondents were actively engaged in mobile-based training courses at the Provincial Institute for Teacher Education (PITE) Sindh during their mandatory training programs in the academic year 2022-23. Structural equation modeling was employed to analyze the proposed hypotheses rigorously. The study's findings unveil a robust and significant nexus between several critical factors and educators' experiences when utilizing mobile learning for training. Specifically, content quality, information quality, system quality, prior experiences, and mobile self-efficacy contributed strongly to task-technology fit, ultimately enhancing teachers' engagement, and yielding improved outcomes. Moreover, the study elucidates a clear correlation between factors encompassing understanding, Instructors' prompt feedback, teachers' expectations, and instructor quality within the context of training course design. These factors collectively positively influence teachers' satisfaction and performance, enhancing content knowledge, pedagogical skills, and professional dispositions. This holistic approach to mobile learning positively influences teachers' satisfaction and, ultimately, enhances teachers' overall performance. This study provides valuable insights to guide educators, institutions, and policymakers in effectively embracing and implementing mobile learning to benefit teachers and, ultimately, the broader field of education.

Erhel, C., Guergoat-Larivière, M., & Rebière, T. (2024). **L'impact de la crise sanitaire sur les projets professionnels et de formation : l'exemple du public du Cnam**. *Formation emploi. Revue française de sciences sociales*, (167), 189-210. Consulté à l'adresse https://journals.openedition.org/formationemploi/13004
Une enquête menée fin 2020 auprès des personnes en formation continue au Conservatoire national des arts et métiers (Cnam) montre que la crise sanitaire les a incitées à repenser leurs projets professionnels et leurs choix de formation. Les personnes ayant connu du chômage partiel ou un changement professionnel déclarent plus fréquemment repenser leurs projets professionnels et leurs choix de formation. Par ailleurs, l'insatisfaction dans l'emploi augmente la probabilité de repenser ses projets

professionnels, tandis que le fait de repenser ses choix de formation est davantage influencé par le type de formation déjà en cours et son mode de financement.

Leung, A. C. Y., Liu, D. Y. W., Luo, X., & Au, M. H. (2024). **A constructivist and pragmatic training framework for blockchain education for IT practitioners**. *Education and Information Technologies*, 29(12), 15813-15854. https://doi.org/10.1007/s10639-024-12505-5
Blockchain is a newly emerging technology in the past decade that has significantly impacted various aspects. "Scientific popularization" among IT practitioners on this technology and its use cases become a pressing need. However, constructing an effective blockchain teaching approach for this purpose is a challenging task. A training framework consisting of constructivist and pragmatic approaches is proposed, aiming to provide IT practitioners with an effective Teaching and Learning (T &L) process about blockchain on both theory and application aspects. The outcomes of this study are to 1) propose an effective teaching methodology, 2) assess the effectiveness of constructivist and pragmatic approaches and 3) extract the elements facilitating blockchain T &L. Mixed quantitative and qualitative research methods were adopted, including questionnaires and knowledge quizzes. 1267 participants were involved in the training that implemented the proposed framework. Their performance and responses indicated that the framework is effective and flexible. The findings from this empirical research can serve as a reference for educators in blockchain to implement a systemic approach that facilitates the T &L process and improves the field of blockchain and education in the future.

Mottais, É. (2024). ***Étude du parcours en reconnaissance d'acquis et de compétences (RAC) en formation professionnelle québécoise dans une perspective de justice sociale*** (Université de Sherbrooke). Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/21790
Dans la perspective de l'apprentissage tout au long de la vie, de grandes organisations internationales incitent les États à adopter des politiques de reconnaissance des acquis de l'apprentissage non formel et informel. Ces dispositifs sont promus comme un moyen de contribuer à la justice sociale en offrant la possibilité aux adultes d'accéder à un premier diplôme qualifiant comme celui du diplôme d'études professionnelles (DEP), le premier diplôme qualifiant dans le système éducatif québécois. On soutient notamment que ces dispositifs permettraient de réduire la durée d'un parcours jusqu'au diplôme. Cependant, certaines caractéristiques des adultes et de leur environnement social ainsi que des pratiques de reconnaissance des acquis des institutions sont associées à l'obtention d'un diplôme par la voie de la reconnaissance des acquis en enseignement et formation professionnels (EFP). Cette thèse par articles vise à répondre à la question générale de recherche suivante : dans une perspective de justice sociale, qu'est-ce qui caractérise le parcours des personnes inscrites à une démarche de reconnaissance des acquis en formation professionnelle jusqu'à l'obtention du diplôme?   Le concept de parcours en reconnaissance des acquis s'appuie sur le concept de parcours tirés de travaux de recherche portant sur des parcours scolaires et des parcours éducatifs (Doray et al., 2009; Picard et al., 2011) et plus spécifiquement sur la notion de parcours scolaire ainsi que sur des étapes prescrites de la démarche de reconnaissance des acquis et des compétences en formation professionnelle (RAC-FP) québécoise. Ainsi, le parcours en reconnaissance des acquis dans les milieux scolaires est défini comme l'enchaînement d'évènements et de différentes situations balisées par les étapes de la démarche d'un

dispositif de reconnaissance des acquis, de la demande d'information jusqu'à l'obtention d'un diplôme qui marque la fin de ce parcours, sur une période de durée pouvant varier d'une personne candidate à l'autre et selon les ressources des organismes responsables et des établissements d'enseignement. La perspective de justice sociale s'appuie ici sur l'approche par les capabilités de Sen (2010) et les principales composantes qui en découlent, soit celles des ressources, des facteurs de conversion, la capabilité et les fonctionnements. La capabilité renvoie à la possibilité réelle de choix dont dispose une personne d'être et de faire ce qu'elle a des raisons de valoriser. Par exemple, c'est de choisir de passer par une démarche de RAC-FP pour obtenir un diplôme qualifiant parmi d'autres possibilités comme celle de passer par la formation initiale. Les fonctionnements représentent les réalisations concrètes d'une personne, comme l'obtention d'un DEP par la RAC-FP. Les facteurs de conversion personnels, sociaux et environnementaux peuvent faciliter ou entraver la capabilité d'une personne à convertir les ressources en possibilités réelles de réaliser un fonctionnement effectif de valeur comme le DEP. Cette thèse s'intéresse en particulier aux facteurs de conversion personnels et sociaux. Des analyses secondaires à partir d'une base de données administratives anonymisée et constituée dans le cadre d'une recherche partenariale (Bélisle et al., 2022) sont réalisées. L'échantillon global est constitué de 1 893 personnes candidates inscrites à la démarche de RAC-FP à la Commission Scolaire de la Capitale (appellation en vigueur au moment de la recherche source). Le premier et le deuxième article s'appuient sur ces 1 893 personnes candidates, alors que le troisième article porte sur un sous-échantillon de 502 personnes candidates ayant obtenu un DEP. L'originalité de cette thèse par rapport à la recherche source réside dans la mobilisation d'analyses statistiques différentes de celles de la recherche source pour approfondir l'étude du parcours en reconnaissance des acquis, ainsi que l'angle de la perspective de justice sociale. Les trois articles de thèse abordent chacun un ou deux objectifs spécifiques de la thèse. Le premier article examine les facteurs de conversion disponibles dans les données administratives pour mieux saisir comment les adultes qui s'engagent dans une démarche de RAC-FP pour obtenir le DEP se distinguent selon qu'ils ont un premier diplôme ou non avant celle-ci. Des analyses de comparaison sur l'échantillon de 1 893 personnes candidates à la démarche de RAC-FP ont permis de constater que des facteurs de conversion personnels (sexe, statut d'immigration, certains groupes d'âge) et sociaux (certaines sources d'information, la RAC-FP en entreprise, ou RAC collective, et la durée des programmes) sont associés positivement à la participation à la RAC-FP. Par ailleurs, le fait de ne pas avoir un premier diplôme en début de démarche ne l'est pas, ce qui est un résultat qui tranche avec des études françaises ayant abordé la question. Le deuxième article vise à identifier les facteurs de conversion qui sont associés à la durée du parcours, soit de la date de la demande d'information à celle de l'obtention du DEP. En s'appuyant sur l'échantillon de 1 893 personnes candidates à la démarche de RAC-FP, les résultats d'une analyse de survie montrent que certains facteurs de conversion personnels (âge, sexe, statut d'immigration) et sociaux (RAC-FP en entreprise ou RAC collective, durée des programmes) sont associés à la durée jusqu'à l'obtention du DEP sous certaines conditions. Un important résultat est que le niveau de diplôme le plus élevé avant la démarche de RAC-FP n'est pas associé à la durée du parcours jusqu'à l'obtention du diplôme. Le troisième article vise deux objectifs spécifiques, soit celui de dégager des profils de parcours selon la durée des séquences dans une démarche de RAC-FP et celui d'examiner l'association entre les facteurs de conversion et l'appartenance aux parcours dégagés. Une analyse de profils latents au sein d'un sous-échantillon de 502 personnes candidates ayant obtenu un DEP par la voie

de la RAC-FP permet de dégager trois profils de parcours : 1) parcours de courte durée; 2) parcours de durée intermédiaire avec possible passage par la formation; 3) parcours long avec l'étape d'accueil étendue. Les résultats de comparaison des profils indiquent que des facteurs de conversion personnels (âge, sexe, immigration) et social (RAC-FP en entreprise ou RAC collective) sont associés à l'appartenance à certains profils. De plus, les résultats indiquent qu'il n'y a pas de différence significative entre les profils dégagés et le niveau de diplôme le plus élevé avant la démarche de RAC-FP. Cette étude est l'une des rares au Québec à documenter le parcours en RAC-FP avec un aussi grand échantillon et en portant une attention particulière à la scolarité antérieure, une information centrale qui est peu documentée au Québec comme ailleurs. Sur le plan scientifique, cette thèse contribue au domaine de la reconnaissance des acquis, notamment en produisant des connaissances sur les caractéristiques de personnes qui peuvent, grâce à ce type de démarche, avoir accès à un diplôme qualifiant. Elle propose également d'enrichir l'approche par les capabilités en soulignant l'importance de prendre en compte la dimension temporelle dans ces composantes. Enfin, une contribution méthodologique est mise de l'avant avec la mobilisation des données administratives en recherche. Enfin, les résultats de cette thèse ont le potentiel de contribuer à la pratique en reconnaissance des acquis ainsi qu'à l'intervention en orientation éducative et professionnelle directement concernée par la phase d'information en reconnaissance des acquis. Par ailleurs, cette thèse comporte quelques limites. Tout d'abord, la mobilisation de l'approche par les capabilités reste modeste, compte tenu des données administratives disponibles. De plus, la taille de certains sous-échantillons (ex. : personnes immigrantes) reste faible dans le milieu enquêté, ce qui peut entrainer des résultats ayant un effet de taille négligeable dans le cas des analyses de comparaison entre certains groupes. Ensuite, les résultats ne peuvent pas être généralisés, mais peuvent être transférables à des CSS ayant un contexte apparenté. Enfin, à la suite des résultats des trois articles de la thèse, quelques pistes de recherche sont priorisées considérant le jeune domaine de la reconnaissance des acquis, telles que de documenter les parcours avec des données rétrospectives avant l'inscription dans la démarche pour identifier les leviers et obstacles dans la participation à la reconnaissance des acquis, d'identifier les leviers et obstacles à l'obtention d'un diplôme qualifiant dans le cadre de la RAC-FP en entreprise et d'examiner les retombées réelles de l'obtention du diplôme qualifiant par la reconnaissance des acquis sur la vie des adultes.

Musi, E. (2024). **La comunità "messa alla prova". Una ricerca pilota di matrice pedagogica per la costruzione di un vademecum**. *Encyclopaideia*, *28*(69), 43-57. https://doi.org/10.6092/issn.1825-8670/19703
The institution of "probation," a form of judicial probation aimed for adults, was rewied by the recent justice reform law (Cartabia Reform, Dec. 30, 2022), where, even in the rewied version, was confirmed its high civic and reeducational value. Through probation, offenders can realize the paths to change own critical reinterpretation of their behavior. This is an interpretation of punishment that preserves its retributive value, but the challenge that institutions and associations take as welcoming these people into the activities and projects of a (re)educational nature, gives this particular penal measure a restorative purpose too. Probation concerns first and foremost the offender, it also verifies the skills, resilience, and responsibility of those it accommodates. With these premises, in 2023 a collaboration between some professors of the Catholic University of the Sacred

Heart and the Piacenza Volunteer Service Center led to the realization a training course and later a Research involving the Associations that take in the people on probation.

Pinzón, A., Gómez, P., & González, M. J. (2024). **Effects of a professional development programme on teachers' classroom practices in Colombia**. *Oxford Review of Education*, *50*(5), 607-625. https://doi.org/10.1080/03054985.2023.2265296
The professional development for teachers is an important component of the quality of education. However, few systems for monitoring and analysing the quality and impact of teacher professional development programmes have been created. In this article, we present the effects on classroom practices of a Colombian professional development programme for in-service secondary mathematics teachers. We compare the teachers' classroom practices of planning, implementation, and assessment, before and after participating in the programme. We found that the professional development programme shows a statistically significant and positive effect on planning, implementing and assessment practices. These results serve as evidence of teacher training policy in terms of changes in classroom practices.

Marché du travail

Alhassan, U., Maswana, J.-C., & Inaba, K. (2024). **International remittances and labor supply in Nigeria: Do educational attainment and household income matter?** *African Development Review*, 36(3), 471-485. https://doi.org/10.1111/1467-8268.12769
The effect of remittances on the labor supply decisions of recipients remains a subject of contention. To contribute to the debate, we investigate how the educational attainment and household income of remittance recipients shape their decisions to work. Using data from the 2018–2019 living standard measurement survey for over 61,000 Nigerians and applying the instrumental variable probit and Tobit techniques, we find that remittances are associated with an occupational switch from agriculture to nonagricultural (paid jobs and nonfarm enterprises) works. Specifically, the results show that remittance recipients are more likely to exit or reduce the hours worked on the farm, regardless of educational attainment and household income status. On the other hand, remittances promote labor supply to paid jobs and nonfarm enterprises, especially among the less educated in Northern Nigeria. In terms of household income, the positive effect of remittances on nonfarm jobs only holds for individuals in the top income quartile, regardless of their region of residence. Our findings are robust to alternative estimation techniques and hold important cues for policymakers.

Graveleau, S., & Miller, M. (2024, septembre 17). **« Le travail ne serait pour les jeunes plus qu'une pièce du puzzle de leur vie » : le grand malentendu des générations au travail**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/17/le-travail-ne-serait-pour-les-jeunes-plus-qu-une-piece-du-puzzle-de-leur-vie-le-grand-malentendu-des-generations-au-travail_6320864_4401467.html
Les jeunes de la génération Z seraient-ils devenus « in-manageables » ? Alors que de nombreuses recherches déconstruisent les stéréotypes sur le rapport au travail des nouvelles générations, le monde de l'entreprise semble buter sur le management des plus jeunes.

Ibinabo Stephen Koroye, & Ogbolosingha, S. J. (2024). **Institutional Collaboration as a Panacea for Students' Self-Employment in Tertiary Institutions in Bayelsa State, Nigeria**. *British Journal of Education*, *12*(10). Consulté à l'adresse https://eajournals.org/bje/vol12-issue10-2024/institutional-collaboration-as-a-panacea-for-students-self-employment-in-tertiary-institutions-in-bayelsa-state-nigeria/
The study investigated institutional collaboration as a panacea for students' self-employment in tertiary institutions in Bayelsa State, Nigeria. Three research questions were answered in the study. The study adopted convergent mixed method approach while the population of the study as all private employers of labour in small and medium scale businesses in Bayelsa State as … Institutional Collaboration as a Panacea for Students' Self-Employment in Tertiary Institutions in Bayelsa State, Nigeria Read More »

Kim, Y., Song, I., & Miyoshi, N. (2024). **International academics in national research institutes in Korea and Japan: contributions, reasons for migration, and challenges**. *Asia Pacific Education Review*, *25*(4), 993-1007. https://doi.org/10.1007/s12564-024-09925-w
This study aims to explore and compare the experiences of international academics in government-funded research institutes in Korea and Japan and focuses on their integration through primary roles and contributions, reasons to stay, and the challenges they face in their academic and daily lives. Although international academics are critical human resources in academia, their experiences in northeast Asian research institutes, instead of universities, require thorough investigation. Additionally, policy initiatives and projects in these countries tend to emphasize international academics in universities instead of those in research institutes. The study conducted semi-structured interviews between October 2020 and July 2021 with 15 international academics from government-funded research institutes in Korea and Japan. We intend to illuminate their experiences outside of universities and demonstrate that a clear academic role, a (relatively) horizontal organizational culture, and systemic support are the major reasons for their decision to stay and integrate. We also highlight the challenges they face in relation to policy, language, and family issues. International academics help create an internationalized work environment, although they frequently struggle to bridge domestic and international academia. All interviewees were male academics working in the science, technology, engineering, and mathematics fields; thus, further studies are required to explore the experiences of female international academics and those working in other areas and to compare between the academic cultures of universities and research institutes in Korea and Japan.

Meuric, L. (2024). **L'emploi scientifique dans les organismes de recherche en 2023**. *Note Flash du SIES*, (26), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/l-emploi-scientifique-dans-les-organismes-de-recherche-en-2023-97510
Au sein des principaux organismes de recherche, l'emploi total de R&D retrouve, à + 1,7 % en 2023, son niveau de croissance de 2021 et 2020 (+ 1,6 %), après une légère inflexion en 2022 (+ 1,1 %).

OECD. (2024). *Bridging Talent Shortages in Tech: Skills-first Hiring, Micro-credentials and Inclusive Outreach*. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/employment/bridging-talent-shortages-in-tech_f35da44f-en

Talent shortages in the tech sector pose significant challenges for firms, workers and governments, hindering productivity, innovation, job satisfaction and economic growth. To address these shortages, this report emphasises the importance of a...

Oudanou, D., Ouedraogo, I., & Ondoa, H. A. (2024). **Education and gender (in)equality in wage employment in sub-Saharan Africa**. *African Development Review*, *36*(3), 393-407. https://doi.org/10.1111/1467-8268.12766
We analyse the effect of education on gender parity in wage employment in sub-Saharan African countries. The data used cover a panel of 43 countries over the period 2000–2019. The two-stage least squares method is used. The results show that secondary and tertiary education and gender parity in education improve gender equality in wage employment. Therefore, to reduce gender inequality in wage employment, African countries should promote gender equality, particularly in secondary and tertiary education, by adopting policies to alleviate the conditions and costs of schooling for girls.

Segard, G. H., & Malot, M. (2024, septembre 15). **Les recruteurs comprennent-ils bien les aspirations des nouvelles générations d'étudiants en école de commerce ?** Consulté 25 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/les-recruteurs-comprennent-ils-bien-les-aspirations-des-nouvelles-generations-detudiants-en-ecole-de-commerce-238730
Une étude compare les attentes qu'expriment des étudiants et de jeunes diplômés sur leur travail, et ce que les recruteurs pensent qu'ils et elles expriment.

Vallot, P. (2024). **« Petites mains », mais grandes études. Le déclassement ordinaire des femmes immigrées en France hexagonale**. *Formation emploi. Revue française de sciences sociales*, (167), 143-167. Consulté à l'adresse https://journals.openedition.org/formationemploi/12917
Basé sur les enquêtes Emploi (Insee, 2003-2012) et Trajectoires et Origines (Ined, Insee, 2008), cet article prend pour objet le déclassement dans l'emploi de diplômées du supérieur, âgées de 25 à 55 ans et installées durablement en France après une migration à l'âge adulte. Celles-ci sont nombreuses à occuper des emplois d'ouvrières ou d'employées au sein des secteurs d'emploi dits non qualifiés. Malgré une socialisation précoce à la langue française liée à des héritages postcoloniaux, les femmes nées en Afrique du Centre-Ouest sont les plus susceptibles d'être déclassées, devant les Maghrébines et les Européennes de l'Est, tandis que les Européennes de l'Ouest sont peu concernées par ce type de parcours. Ces disparités s'expliquent en partie par des hiérarchies entre diplômes selon le pays d'obtention. L'inégale exposition à la précarité administrative et aux discriminations raciales sont des pistes d'interprétation complémentaires des écarts selon la région de naissance entre immigrées ayant terminé leurs études supérieures en France.

Métiers de l'éducation

Arar, E. A.-Z., & Tlili, A. (2024). **Research on teachers of colour and minoritised teachers in majoritarian education systems: A scoping review of the literature in the last two decades**. *Review of Education*, *12*(3), e3488. https://doi.org/10.1002/rev3.3488

The world map is changing due to waves of immigration, population and demographic changes in mainland Europe and North America. There is a growing need for a more diverse teacher workforce to close the racial and ethnic gap between students and teachers in populations with high diversity. The scholarship discussing integration challenges facing teachers of colour and minority teachers in majoritarian education systems has yet to be exhaustively analysed and synthesised. Moreover, the literature remains fragmented despite numerous studies emphasising the significance of supporting teachers of colour and minority teachers to ensure equity and inclusiveness in majoritarian education systems to better represent the student body. This study reviews the literature through a bibliometric analysis of 387 peer-reviewed papers on this topic published between 2000 and 2024, followed by a synthesis of the top-cited papers. First, we emphasised the importance of researching the integration of minority teachers and teachers of colour to understand their contribution to students' thriving and the transformation of education systems towards diversity and inclusion. The quantitative analysis is followed by a systematic qualitative synthesis of the top 18 cited papers. The results highlighted that most research on minority teachers and teachers of colour is from the United States and the United Kingdom. They also highlighted the necessity of revisiting curriculums and enhancing relationships with children to raise awareness about issues of systemic racism, cultural responsiveness and deeper inclusion. Recommendations emphasise addressing systemic racism and enhancing cultural responsiveness. These findings can guide future research, policies and practices to support minority teachers' integration and better represent student diversity. Context and implications Rationale for this study The world map is changing due to waves of immigration, population shift, and demographic changes, highlighting the growing need for a more diverse teaching workforce to close the racial and ethnic gaps between students and teachers in highly diverse populations. However, the scholarship discussing the integration challenges faced by teachers of colour and minority teachers in majoritarian education systems remains fragmented and has yet to be exhaustively analysed and synthesised. Therefore, this paper presents a mixed-methods systematic review of recent international evidence on the integration of minority teachers and teachers of colour in majoritarian education systems worldwide. Why the new findings matter This research contributes to further insights in the scholarship foci, including identifying several research gaps related to the integration of teachers of colour and minority teachers. Our findings can inform future policies by enhancing understanding of the unique needs and challenges faced by minoritised teachers within various political, social and educational contexts. This knowledge can guide the training, recruitment, mentoring and retention of minority teachers. Additionally, further comparative research on this topic is necessary to enrich knowledge and contribute to diverse models for preparing, recruiting and retaining teachers of colour, thereby enhancing diversity in schools and fostering the success of minority students. Therefore, this study not only enriches our understanding of the current state of research but also sets the stage for future inquiries that could inform more nuanced and effective educational policies and practices worldwide. Implications for educational researchers and policy makers Our research findings offer valuable insights for scholars, policy makers, superintendents and school principals who are committed to conducting future empirical research, systematic reviews or implementing policies for the equitable inclusion of minoritised teachers in majoritarian education systems. These insights aim to promote deep diversity and representation. Key takeaways include: This systematic review identifies a research gap concerning the integration of teachers of colour and minority teachers. Addressing this gap involves understanding their unique

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needs and challenges within various political, social and educational contexts. There is a need for further comparative research on this topic to enhance knowledge and contribute to developing varied models for preparing, recruiting and retaining teachers of colour, thereby improving diversity in schools and supporting the success of minority students. Future policy design and implementation at both the district and school levels should focus on the training, recruitment, mentoring and retention of minority teachers. This includes identifying positive ecological dynamics at both district and school levels that support the integration of minority teachers and teachers of colour. In today's era of digital literacy and artificial intelligence (AI), we recommend researching the applicability, usage and impact of AI programs in enhancing equitable hiring processes. This research should explore how AI can be used to detect early warning signs of exclusion or marginalisation that may contribute to turnover among minority teachers, and how it can facilitate supportive interventions.

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.

Beaupère, N., Mériot, P., & Schmidt, C. (2024). **Doctorantes en mobilité internationale : voi(x)es de femmes**. *Formation emploi. Revue française de sciences sociales*, (167), 35-56. Consulté à l'adresse https://journals.openedition.org/formationemploi/12852
Cet article s'intéresse aux conditions de la mobilité internationale d'étudiants inscrits en doctorat, notamment celles des femmes, dans deux universités françaises. Il s'appuie sur une enquête par questionnaire et une enquête qualitative par récit de vie auprès de doctorantes étrangères. Si d'un point de vue statistique, les profils de ces étudiants, fortement sélectionnés, tendent à se ressembler, les récits donnent à voir la diversité des expériences vécues par les étudiantes rencontrées. Entre trajectoires linéaires et réorientations, elles mettent en évidence les difficultés rencontrées et les ressources mobilisées pour réaliser leur thèse en France.

B-Lamoureux, B. (2024). *Le développement d'un leadeurship bienveillant, inclusif et transformatif chez des directions d'établissement scolaire du primaire : soutien par des produits conceptuels et d'accompagnement structurés, développés, améliorés et validés dans le cadre d'une recherche-développement* (Université de Sherbrooke). Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/21789
Force est de constater que des dominations politiques et sociohistoriques engendrent des exclusions, des injustices et des discriminations systémiques auprès de certaines personnes des établissements scolaires québécois, notamment celles issues de groupes

minorisés. Les directions d'établissement scolaire jouent un rôle crucial pour assurer l'équité et l'inclusion de la diversité (ÉID) au sein de leur communauté éducative en raison de leurs responsabilités professionnelles. Cette recherche doctorale vise le développement du leadership inclusif et transformatif de directions d'établissements scolaires publics francophones du Québec situés en région, c'est-à-dire à l'extérieur du territoire de la Communauté métropolitaine de Montréal. L'intention étant de garantir que ces directions d'établissement scolaire, appartenant au principal groupe majoritaire et dominant en éducation (personnes francophones blanches), favorisent l'ÉID au sein de leur communauté éducative. Pour ce faire, ces directions d'établissement scolaire doivent déconstruire et reconstruire leurs présupposés, tout en ajustant leur pratique. Ce processus est soutenu par divers produits conceptuels et d'accompagnement pour favoriser le développement du leadership inclusif et transformatif. Ces produits sont structurés, développés, améliorés et validés dans cette recherche. En s'appuyant sur une méthodologie de recherche-développement (Bergeron et al., 2021), trois collectes et analyses de données en continu prennent la forme d'une recension pragmatique (C1), d'une mise à l'essai fonctionnelle (C2) et d'une mise à l'essai empirique (C3). Les résultats dégagent des besoins de formations et d'accompagnement pour le développement du leadership inclusif et transformatif de la direction d'établissement scolaire qui ont permis de structurer et développer les prototypes des produits. Leurs mises au point ont mené à la mise à l'essai des produits conceptuels et d'accompagnement de façon empirique auprès de directions d'établissement scolaire lors d'une rencontre d'information et de sensibilisation (RIS) et de six rencontres collectives d'accompagnement réparties sur une année scolaire. Au fil de ces dernières, le construit conceptuel initial du leadership inclusif et transformatif a été validé et mis au point pour aboutir à un construit conceptuel évolué du leadership bienveillant, inclusif et transformatif visant un mieux-vivre ensemble où le bienêtre individuel et collectif sont indissociables. De plus, les produits se sont avérés être contextualisés, vulgarisés et synthétisés ce qui a soutenu étroitement les besoins initiaux et émergents des directions d'établissement scolaire accompagnées. Globalement, l'articulation des produits a permis de soutenir la compréhension des enjeux d'ÉID, l'ajustement dans l'action et la coconstruction auprès des directions d'établissement scolaire participantes, en tant qu'activités de développement professionnel et organisationnel. Un Modèle d'accompagnement du développement du leadership bienveillant, inclusif et transformatif auprès de la communauté éducative a émergé de cette démarche. De façon synergique, le maillage des produits dans ce modèle a soutenu le processus de transformation des personnes participantes, dont la chercheuse, dans une perspective de pouvoir d'agir individuel et collectif. En ce sens, la chercheuse est passée d'une double posture de chercheuse-développeuse et chercheuse-accompagnatrice dont la perspective critique était en trame de fond à l'intégration d'une triple posture (chercheuse-développeuse, chercheuse-accompagnatrice et chercheuse critique-émancipatrice), en tant que personne privilégiée et minorisée. Finalement, les apports de la méthodologie de recherche-développement ont été de susciter des transformations individuelles en faveur du bienêtre, de l'équité et de l'inclusion de la diversité auprès des communautés des personnes participantes à la recherche.

Bull, R., McFarland, L., Cumming, T., & Wong, S. (2024). **The impact of work-related wellbeing and workplace culture and climate on intention to leave in the early childhood sector**. *Early Childhood Research Quarterly*, 69, 13-24. https://doi.org/10.1016/j.ecresq.2024.06.002

High-quality early childhood education and care (ECEC) enables families to participate in paid employment and promotes positive outcomes for children. Maintaining a stable ECEC workforce is critical to these endeavours. However, the retention of qualified early childhood educators is a pervasive problem globally. While much has been written about reasons for leaving the sector, there has been less attention to the 'intention to leave' stage. This study used a mixed-methods approach to explore how work culture and climate and work-related wellbeing support early childhood professionals' decisions to stay in or leave the profession, and whether there are significant differences between educators' and centre directors' intention to leave. Quantitative findings of survey responses from 713 early childhood professionals suggest that one in three respondents intended to leave the profession, more than half of these within five years. Emotional exhaustion predicted intention to leave in both groups. For centre directors, higher personal accomplishment and older age also predicted higher likelihood of intending to leave. For educators, lower satisfaction with pay and benefits and lower qualification level predicted intention to leave. Qualitative findings highlighted participants' (n = 97) reasons for intention to leave the sector: feeling undervalued, increased demands with inadequate support, and workforce issues. Understanding these factors may assist in designing interventions to prevent intention turning into a decision to leave, and therefore improve workforce stability. This is especially timely in the Australian context, when attention to supporting the ECEC workforce is high on the political agenda, and real structural and organisational change is possible.

Café pédagogique. (2024a, septembre 17). **AESH « il faut considérer l'élève avant ses troubles »**. Consulté 25 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/17/vincent-marchand-pourquoi-devenir-aesh/
Comment devient-on AESH ? Quelles sont les sources de satisfaction professionnelle du métier ? Vincent Marchand, AESH dans un collège en Bretagne depuis plusieurs années, nous confie sa

Café pédagogique. (2024b, septembre 18). **Frédéric Grimaud : « les professeurs des écoles sont d'abord des travailleurs »**. Consulté 25 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/18/frederic-grimaud-les-professeurs-des-ecoles-sont-dabord-des-travailleurs/
« Permettre la dispute professionnelle est donc un objectif fondamental de mes recherches ». Frédéric Grimaud est professeur des écoles depuis une vingtaine d'années dans l'académie d'Aix-Marseille. Il est également chercheur associé.

Café pédagogique. (2024c, septembre 26). **Qui veut devenir chef d'établissement ?** Consulté 26 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/26/qui-veut-devenir-chef-detablissement/
« Si à 50 ans tu n'es pas chef d'établissement, c'est que tu as raté ta vie », n'a pas dit Jacques Séguéla… Avec un concours de recrutement en berne

Caronia, L. (2024). **Epistemic and Deontic Authority in Parent–Teacher Conference: Referring to the Expert as a Discursive Practice to (Jointly) Undermine the Teacher's Expertise**. *Journal of Teacher Education*, *75*(4), 397‑411. https://doi.org/10.1177/00224871231153088
This article investigates the interactional constitution of a phenomenon recurrently reported by teachers who complain about a loss of authority, a systematic

delegitimization of their role. Adopting a conversation analysis informed approach to a single-case study from a corpus of parent–teacher conferences, we illustrate how challenging the teachers' expertise is accomplished by participants as an outcome of some identifiable communicative practices. Particularly, we analyze the practices of "quoting" and "referring to the expert" as interactional resources differently exploited by participants: While parents challenge the teachers' epistemic authority and lay the foundation for claiming the right to decide what do to with their son in the classroom, teachers contribute to this epistemic positioning and cede their expert knowledge-based deontic rights, that is, the right to decide the best practices to adopt in the classroom. In the discussion, we advance that the participants' interactive competence in navigating the complex epistemic landscape of the encounter profoundly impacts on the local definition of reciprocal epistemic and deontic rights and responsibilities. Indications for teachers' education are provided in the conclusion.

Caspe, M., & Hernandez, R. (2024). **From Classroom to Community: A Commentary on Preparing Educators for Family and Community Engagement**. *Journal of Teacher Education*, *75*(4), 369-381. https://doi.org/10.1177/00224871241259782
Preparing educators to engage families and communities is one of the most promising ways to improve student learning and build equitable schools. In this commentary, authors from the National Association for Family, School, and Community Engagement explore the landscape of educator preparation for family and community engagement and describe a framework created to reimagine how educators are prepared for this important work. The commentary also highlights outcomes and promising practices from nine collaboratives of educator preparation programs and family, school, and community partners redesigning coursework, clinical experiences, programs, and systems to bring families and communities to the center of the educator preparation process.

Cheah, H. M. (2024). **Making teacher education relevant: 2004–2005 curriculum review**. *Educational Research for Policy and Practice*, 23(3), 359-369. https://doi.org/10.1007/s10671-023-09360-5
Teacher education (TE) in Singapore has undergone regular reviews and reforms over the years within the National Institute of Education (NIE). The main impetus tended to be to ensure continual relevance of TE to the educational landscape in Singapore, as well as to incorporate new evidences in pedagogical and assessment practices. The 2004–2005 TE review in NIE, while operating within similar considerations, incorporated a then new perspective into teacher preparation. It introduced the Group Endeavour in Service-Learning as a core curriculum component, so as to more firmly link the work of a teacher to communities in Singapore. This established a conduit through which student teachers could "practise" values, representing one of the three key parts of the Values, Skills and Knowledge framework that guided TE in NIE. This paper aims to not only revisit key aspects of the curriculum review done in 2004–2005 but, more importantly, to examine current contexts within which TE operates to provide insights on how TE can and may evolve in the near future.

Cruz, S., Jimenez, D., Sun, Y., Kaiser, G., & Varas, L. (2024). **Design and validation of initial diagnostic tests for preservice teachers as a tool for teacher education effectiveness**. *Journal of Curriculum Studies*, 56(4), 392-412. https://doi.org/10.1080/00220272.2024.2322490

Teacher education quality and effectiveness have been at the centre of policy discussions in the last decades. As part of efforts to improve teacher preparation, law 20.903 requires Chilean universities to design and apply diagnostic tests assessing the construct of their choice to all first-year preservice teachers. Based on these results, universities must design strategies to support their students. However, universities are facing challenges in implementing these tests, primarily due to the complexity, time and cost associated with developing high-quality tests. In collaboration with three universities, we developed three diagnostic tests: Social Thinking Test, Attitudes Towards Diversity Questionnaire, and Mathematics test for Teaching in Primary Education. Unlike many of the tests currently used by universities, these instruments were specifically designed to measure core teaching skills and attitudes defined by the national standards for Chilean teachers. To collect validity and reliability evidence, the tests were piloted with over 850 Chilean preservice teachers. Reliability was analysed using Cronbach's alpha, with results ranging between 0.67 and 0.92. Validity was examined based on content and internal structure evidence. The analysis of content evidence indicated good coverage of the target domains as defined by the assessment frameworks, and internal structure results point towards the presence of multidimensionality in two of the three tests. This paper discusses the results of these pilot studies and how diagnostic tests that are constructed and analysed from the perspective of the standards (American Educational Research Association, American Psychological Association y National Council on Measurement in Education, 2014) can provide valuable information to improve the effectiveness of teaching education.

Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Almogren, A. S., & Vighio, M. S. (2024). **Investigating factors affecting teachers' training through mobile learning: Task technology fit perspective**. *Education and Information Technologies*, *29*(12), 14553-14589. https://doi.org/10.1007/s10639-023-12434-9
Mobile learning has ushered in a transformative era in education, compelling educational institutions to reimagine their pedagogical approaches. This shift is particularly evident in teacher training programs, where mobile learning is increasingly integrated into traditional education. The success of these integrated systems hinges on educators' willingness to adapt to these evolving paradigms. Nevertheless, a notable gap exists in the research landscape concerning the challenges of adopting mobile learning in teacher training and its consequential impact on teachers' professional capabilities. This study aims to bridge this gap by identifying the factors influencing teachers' satisfaction and performance within mobile learning training courses and establishing the intricate relationships between these variables. This study was conducted in a quantitative research framework and collected data from 563 schoolteachers through an online survey. These respondents were actively engaged in mobile-based training courses at the Provincial Institute for Teacher Education (PITE) Sindh during their mandatory training programs in the academic year 2022-23. Structural equation modeling was employed to analyze the proposed hypotheses rigorously. The study's findings unveil a robust and significant nexus between several critical factors and educators' experiences when utilizing mobile learning for training. Specifically, content quality, information quality, system quality, prior experiences, and mobile self-efficacy contributed strongly to task-technology fit, ultimately enhancing teachers' engagement, and yielding improved outcomes. Moreover, the study elucidates a clear correlation between factors encompassing understanding, Instructors' prompt feedback, teachers' expectations, and instructor quality within the context of training course design. These

factors collectively positively influence teachers' satisfaction and performance, enhancing content knowledge, pedagogical skills, and professional dispositions. This holistic approach to mobile learning positively influences teachers' satisfaction and, ultimately, enhances teachers' overall performance. This study provides valuable insights to guide educators, institutions, and policymakers in effectively embracing and implementing mobile learning to benefit teachers and, ultimately, the broader field of education.

David, V. (2024, septembre 16). **Se reconvertir vers l'enseignement : les motivations des nouveaux profs**. Consulté 25 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/se-reconvertir-vers-lenseignement-les-motivations-des-nouveaux-profs-234767
Alors que les étudiants semblent de moins en moins attirés par les carrières de l'enseignement, pourquoi les professionnels en reconversion le sont-ils de plus en plus ?

Day, C., Edwards, D., Hill-Jackson, V., Cardinal, T., & Craig, C. J. (2024). **Engagement Matters: Reimagining Family, School, and Community Relations in Teacher Education to Improve Student Outcomes**. *Journal of Teacher Education*, *75*(4), 365-368. https://doi.org/10.1177/00224871241266315

Decuyper, A., Tack, H., Keppens, K., Van Damme, K., Lambert, P., & Vanderlinde, R. (2024). **Mentor teachers' professional vision: A study of the differences with classroom teachers and student teachers**. *Journal of Curriculum Studies*, *56*(4), 496-513. https://doi.org/10.1080/00220272.2023.2258517
A crucial competence for mentor teachers is the ability to analyse classroom practices as they are expected to model effective teaching practices and to provide feedback to student teachers. This ability is referred to in the literature as professional vision. The present study assesses mentor teachers' (n = 137) professional vision regarding teacher-student interactions and differentiated instruction, using a validated video-based comparative judgement measurement instrument. The results indicate that mentor teachers have a high professional vision. It can thus be assumed that mentor teachers can support student teachers. Additionally, their professional vision is compared with that of classroom teachers (n = 996) and student teachers (n = 2168), expecting it to be significantly higher than that of classroom teachers and student teachers. The results show no significant difference between mentor teachers and classroom teachers but a significant difference between mentor teachers and student teachers. Hence, mentor teachers and classroom teachers are equally able to identify and interpret crucial aspects of effective teaching behaviour and both groups are better able than student teachers in this regard. This study contributes to the current state of the art on mentor teachers from a theoretical, empirical and methodological point of view.

Deeney, T. A., Dozier, C. L., Laster, B., Gallagher, T. L., Waller, R., Rhodes, J. A., … Ferrara, P. (2024). **Family Perspectives of University Reading Clinic/Literacy Lab Experiences: What Matters**. *Journal of Teacher Education*, *75*(4), 424-437. https://doi.org/10.1177/00224871231211266
Family partnerships should be a central component of teacher preparation. Although research provides family engagement strategies, little research offers teacher educators guidance from the perspectives of families themselves. The purpose of this convergent mixed-method study was to begin to fill the void in the literature by investigating family

perspectives of theirs and their children's experience in 10 reading clinic/literacy lab literacy specialist preparation programs across the United States and Canada. Through analysis of survey ratings (N = 132) and responses to structured interviews to (N = 84), this study found that families valued clinic/lab tutors building relationships with them, responding to their children's strengths and needs, promoting self-efficacy, and working together as partners. Methods used in this study can provide a useful model for how teacher educators can intentionally seek input from families. Findings have implications for teacher educators advocating for and centering family engagement in teacher preparation.

Denny, J.-L., Bayle, I., Dietemann, L., Blank, J. C. G., & Durrive, L. (2024). **Les infirmiers en pratique avancée : un processus de reconnaissance professionnelle à l'épreuve du terrain**. *Formation emploi. Revue française de sciences sociales*, (167), 211-234. Consulté à l'adresse https://journals.openedition.org/formationemploi/13007
Le métier d'Infirmier en Pratique Avancée (IPA) constitue une des réponses aux enjeux actuels de santé publique. L'article éclaire le processus de reconnaissance professionnelle de six IPA à l'entrée dans le métier, selon une perspective anthropologique par entretiens individuels et collectifs. Les résultats documentent l'approche d'une vision globale du patient, le repérage de la continuité de la profession d'infirmier dans le métier d'IPA, le recours à du bricolage pour construire le périmètre d'action et la mobilisation de compétences en marketing. Des interpellations touchant à la formation, aux métiers de la santé et aux gouvernances politiques sont esquissées.

Éloi-Roux, V., Oppermann, F., Morali, C., Reymond, P., Turin-Bartier, M., & Villar, S. (2024). **_Être chef d'établissement dans le second degré aujourd'hui_** (N° 23-24 005A; p. 70). Consulté à l'adresse IGÉSR website: https://www.education.gouv.fr/etre-chef-d-etablissement-dans-le-second-degre-aujourd-hui-415397
Les 7 500 chefs d'établissement du second degré sont les principaux cadres de terrain de l'éducation nationale, au plus près des usagers et des personnels. La mission de l'IGÉSR a permis d'identifier des points d'attention sur cette fonction essentielle, tant dans son attractivité que sur la réalité des fonctions occupées.

Hartlep, N. D., Saderholm, J. C., Viera, J., Robillard, M., Greer-Effs, K., Rosenbarker, L., … Allen, J. (2024). **Walking the Talk: Engendering a "Community of Teachers" in an Educator Preparation Program in the Southern United States**. *Journal of Teacher Education*, 75(4), 382-396. https://doi.org/10.1177/00224871241275244
In this article, the Education Studies Department (ESD) at Berea College shares lessons learned while becoming an inclusive, justice-focused, and democratic Education Preparation Program (EPP) together with its "Community of Teachers" (CoT). ESD values diversity, equity, inclusion, and belonging (DEI+B) and democratic relationships. These values influence how we do our work. We begin by sharing how the theoretical framework of Community of Practice (CoP) frames our case study. After explaining how a CoP applies to ESD's approach to educator preparation, we give an overview of Berea College. We share some of its history and its eight Great Commitments. We detail how ESD is a unique EPP compared with other more traditional EPPs. Next, we chronicle the story of how ESD "walks its talk" and invests in the teacher profession. We detail the participants of the case study, outline our methodology of the case study, and share the data we analyzed for this article. Data were analyzed and three emergent themes were discovered about the praxis of ESD: (a) community-engaged and justice-focused

teacher preparation, (b) community building within teacher preparation programs, and (c) diversity, equity, inclusion, and belonging. The article concludes by sharing implications for EPPs and a conclusion.

Hollenstein, L., & Brühwiler, C. (2024). **The importance of teachers' pedagogical-psychological teaching knowledge for successful teaching and learning**. *Journal of Curriculum Studies*, *56*(4), 480-495. https://doi.org/10.1080/00220272.2024.2328042
Effective teacher education is expected to ensure that future teachers acquire professional knowledge that is relevant for coping successfully with the requirements of their teaching practice. To strengthen evidence-based teacher education, we need to better understand which teacher education outcomes are predictive for high-quality instruction and student learning. This study hence investigates the impact of teachers' pedagogical-psychological teaching knowledge (PPTK) on student's perception of instructional quality and students' achievement in mathematics. The study is based on longitudinal data of 28 early career primary school teachers and their students (n = 509). The results indicate PPTK as a significant predictor for students' perception of teachers' classroom management as well as teachers' quality of explaining. PPTK and teachers' cognitive activation as perceived by students are significant predictors for students' mathematics achievement. These results emphasize the importance of PPTK for successful learning processes in mathematics in primary school. The findings are discussed regarding their relevance for the effectiveness of teacher education.

Horoks, R., & Robert, A. (2024). *Zooms sur la classe de mathématiques : (se) former au métier d'enseignant du secondaire à partir d'analyses de pratiques*. Consulté à l'adresse https://pufc.univ-fcomte.fr/zooms-sur-la-classe-de-mathematiques.html#:~:text=Les%20auteurs%20et%20autrices%20d%C3%A9crivent%20comment%20leurs%20analyses%20de%20s%C3%A9ances

Jalabert, N. (2024). **Publications scientifiques et différences de genre : le cas des doctorant·es français·es**. *Formation emploi. Revue française de sciences sociales*, (167), 57-89. Consulté à l'adresse https://journals.openedition.org/formationemploi/12964
Cet article aborde les différences en matière de publications scientifiques parmi les doctorantes et doctorants des universités françaises. Il contribue à l'étude des différences de genre dans la recherche académique en s'appuyant sur les données Génération du Céreq (Centre d'études et de recherche sur les qualifications). Ces données permettent d'approfondir les thématiques à un niveau national et avec un large échantillon de disciplines. L'article analyse une cohorte d'une même génération au niveau du doctorat et de l'entrée dans la recherche académique par le biais de la qualification auprès du Conseil national des universités (CNU) qui permet de postuler comme maître de conférences. Les résultats révèlent notamment une probabilité moyenne 26.9 % plus élevée pour les hommes d'avoir publié lors de leur thèse comparativement aux femmes, avec de fortes hétérogénéités entre disciplines. Les femmes tendent donc à moins publier, mais à davantage candidater pour la qualification du CNU, bien que la sélection repose en grande partie sur les publications.

Kissau, S., Davin, K., & Moore, K. (2024). **Preparing Cherokee Language Teachers: Lessons Learned From an Innovative Licensure Program**. *Journal of Teacher Education*, *75*(4), 412-423. https://doi.org/10.1177/00224871231165478

Cherokee is an endangered Indigenous language. Revitalization efforts often include offering Cherokee language instruction, but these efforts have been hampered by a lack of qualified teachers. An initial licensure program was launched in fall 2019 aimed at supporting Cherokee language renewal via the preparation of teachers. While a step forward, little is known about this program and the extent to which it meets the needs of Cherokee language teacher candidates. In response, we conducted a year-long case study to chronicle the experiences of a Cherokee language teacher as he completes this program. Results confirmed that teachers of Indigenous languages may still be developing language proficiency and may lack resources, rendering instruction more challenging. Findings also shed light on beneficial program characteristics (e.g., attention to lesson and unit plan design) and emphasized the need for greater involvement of the Indigenous community in teacher preparation programs.

König, J., Heine, S., Kramer, C., Weyers, J., Becker-Mrotzek, M., Großschedl, J., … Strauß, S. (2024). **Teacher education effectiveness as an emerging research paradigm: a synthesis of reviews of empirical studies published over three decades (1993–2023)**. *Journal of Curriculum Studies,* 56(4), 371-391. https://doi.org/10.1080/00220272.2023.2268702
Numerous reviews have synthesized the empirical research on the effectiveness of teacher education, highlighting teacher education effectiveness research (TEER) as an emerging research paradigm. Our systematic search identified 27 reviews related to TEER, wherein teacher education is broadly understood as comprising all stages of teacher professionalization—namely, initial teacher education, teacher induction, and teacher professional development. In reviewing these reviews, we carry out a synthesis of existing research on TEER. Guided by four research questions (RQ), we focused major frameworks (RQ1), outcome measures (RQ2), processes (RQ3), and central research gaps (RQ4). Highlights: Only few reviews provide a background or macro framing, whereas most reviews apply TEER for examining a specific topic (RQ1); outcome measures often relate to the notion of teacher competence, making increased competence the true outcome of TEER (RQ2); coursework is the most dominant category of characteristics-forming processes (RQ3); the frameworks underlying the outcome measures appear to be an object of criticism on a theoretical but even more on a methodological level. Building on these findings, we suggest a processes-and-criteria classification (PCC) grounded in basic distinctions of the various studies synthesized by the reviews. We discuss perspectives on how this classification may provide an orientation for future TEER studies.

Koukoulidis, N. M., Kotluk, N., & Brown, J. C. (2024). **The status of culturally relevant teacher education in the European context: A systematic review of research**. *Review of Education,* 12(3), e70002. https://doi.org/10.1002/rev3.70002
In this systematic literature review spanning 2000 to 2024, we examine the landscape of culturally relevant education (CRE) in Europe. Our goal is to present a clear picture of how in-service and pre-service teachers perceive, practice and experience CRE in the evolving European context. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol, we analysed 48 empirical studies from European countries. In a multiphase process, we utilised qualitative methods to iteratively identify key features to categorise study purposes and outcomes for meaningful reporting. Included studies primarily consisted of self-reported data on perspectives, practices and experiences of in-service or pre-service educators working with learners

that are culturally and linguistically diverse compared to the dominant culture of the studies' locations. The aim was to reveal the state of CRE research in the context of Europe by identifying the reviewed studies' goals, key findings and suggestions to move forward. Our findings highlight well-intentioned educators, yet there is a discernible need for improved teacher education programmes and in-service professional learning that focus on supporting educators' culturally relevant practices. The review emphasises the necessity of better preparing European educators to effectively meet the needs of their culturally and linguistically diverse student populations. We offer a series of recommendations synthesised from the examined studies, pointing towards a need for reform at multiple levels, including pre-service teacher education, professional development, school and community practices and policy changes. As we navigate the educational landscape of Europe, our synthesis aims for a clear understanding and practical insights, fostering an environment where educators can effectively nurture the potential of every learner. Context and implications Rationale for this study: The study aims to assess the state of culturally relevant teacher education in Europe, highlighting the gap in research through a systematic review of the literature to help inform future educational efforts. Why the new findings matter: These findings matter because they offer a structured insight into current practices and challenges, suggesting significant opportunities for enhancing teacher preparation in culturally diverse settings across the continent of Europe. Implications for practitioners, policy makers and researchers: Policy makers may use these insights to better support and develop policies that enhance teacher training, aiming for inclusivity and diversity in classrooms. Researchers are provided with a detailed analysis of existing works and trends, highlighting challenges and unexplored areas, thus offering the potential to push the boundaries of educational research in culturally relevant pedagogy. Overall, these implications aim to foster an educational environment where diversity is not only recognised but actively embraced and integrated into teaching practices.

Leung, A. C. Y., Liu, D. Y. W., Luo, X., & Au, M. H. (2024). **A constructivist and pragmatic training framework for blockchain education for IT practitioners**. *Education and Information Technologies*, 29(12), 15813-15854. https://doi.org/10.1007/s10639-024-12505-5
Blockchain is a newly emerging technology in the past decade that has significantly impacted various aspects. "Scientific popularization" among IT practitioners on this technology and its use cases become a pressing need. However, constructing an effective blockchain teaching approach for this purpose is a challenging task. A training framework consisting of constructivist and pragmatic approaches is proposed, aiming to provide IT practitioners with an effective Teaching and Learning (T &L) process about blockchain on both theory and application aspects. The outcomes of this study are to 1) propose an effective teaching methodology, 2) assess the effectiveness of constructivist and pragmatic approaches and 3) extract the elements facilitating blockchain T &L. Mixed quantitative and qualitative research methods were adopted, including questionnaires and knowledge quizzes. 1267 participants were involved in the training that implemented the proposed framework. Their performance and responses indicated that the framework is effective and flexible. The findings from this empirical research can serve as a reference for educators in blockchain to implement a systemic approach that facilitates the T &L process and improves the field of blockchain and education in the future.

Liu, W. C. (2024). **Preparing teachers for the changing future (2014–2018)**. *Educational Research for Policy and Practice*, 23(3), 381-394. https://doi.org/10.1007/s10671-023-09328-5

The current generation of children must grow up with different competencies to thrive in this highly complex and interconnected world. Amongst others, we need to equip them with twenty-first century skills that include curiosity, self-direction, creativity, innovation, and an inquiring mindset. We are short-changing our children if we teach them the way we were taught. In this era, education must emphasise discovery and facilitate inquiry and problem-solving, and learning should be self-directed and collaborative, as well as meaningful and transferable. From this perspective, teacher education cannot be about teacher training. It must be about developing professional leaders in the field of education. Drawing from Singapore's experience of preparing teachers for the twenty-first century, this paper will touch on the four pillars of teacher education in the recent development of the Nanyang Technological University-National Institute of Education Teaching Scholars Programme, the enhanced Bachelor of Arts/Science (Education), and the 16-month Postgraduate Diploma in Education Programmes. The four pillars are deepening professionalism, strengthening practice, broadening pedagogies, and developing perspectives. In essence, the paper will focus on developing thinking professionals through (1) ownership of learning and inquiry that deepen professionalism; (2) reflective practice and focused conversations that strengthen teaching competencies and crystallise teacher identity; (3) pedagogical innovations and technology-enabled learning that develop facilitators of learning and architects of learning environment; and (4) a three-pronged approach of the 'community as coach', the 'industry as partner', and the 'world as our classroom' that facilitates a worldview and fosters new ways of thinking.

Low, E. L. (2024). **Rethinking teacher education in pandemic times and beyond**. *Educational Research for Policy and Practice*, 23(3), 395-406. https://doi.org/10.1007/s10671-023-09337-4

With disruptions such as the Fourth Industrial Revolution (4IR) and crises such as the COVID-19 pandemic drastically changing our lives and challenging all nations to rethink our current paradigms of teaching and learning and paradigms of living and working, the world needs to educate our young to be future-ready in more deliberate ways. Future-ready learners need to have a lifelong learning mindset that is instilled with the right values, attributes, skills, competencies and knowledge so as to ensure that their nation survives upcoming disruptions and crises and thrives amidst and in spite of the great challenges faced. Singapore is learning to adapt to the fast-changing and unpredictable landscape, seeking solutions to succeed beyond the difficulties and seizing opportunities amidst the myriad challenges faced. Drawing lessons from international best practices while contextualising them to our local needs and developing our own brand of innovations, teacher education at the National Institute of Education (NIE) anchors itself in taking a values-driven, evidence-informed and future-focused approach, building upon the past foundations. This article will detail how Singapore's sole teacher preparation institute is rethinking teacher education by seeking to articulate the archetype of the future-ready teacher, provide greater learner agency and flexibility and develop interdisciplinary programmes, and reimagining, restructuring and streamlining teacher education programmes. Ultimately, the aim is to nurture teacher educators, teachers, students and the entire education ecosystem to be future-ready.

Lucas, A. M. (2024). **Selection, training, and importance of school heads and supervisors across Africa**. *International Journal of Educational Development*, *109*, 103094. https://doi.org/10.1016/j.ijedudev.2024.103094
Despite their potential importance in the education production function, relatively little is known across contexts about the selection and training of school heads and supervisors in Africa. Based on available data and qualitative studies, most school heads and supervisors are selected from existing teaching ranks, receive little (if any) pre-service training, and are promoted based on factors other than their managerial ability.

Molénat, X. (2024, septembre 18). **Des enseignants toujours en froid avec leur hiérarchie**. Consulté 25 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/enseignants-toujours-froid-hierarchie/00112377
Une note de l'Observatoire du bien-être met en évidence la défiance qui existe entre les professeurs et leurs supérieurs, avec un impact net sur la satisfaction au travail et l'efficacité de l'enseignement.

Ng, P. T. (2024). **A journey of change in Singapore's teacher education**. *Educational Research for Policy and Practice*, *23*(3), 411-417. https://doi.org/10.1007/s10671-024-09374-7
This paper is a commentary regarding the journey of change in Singapore's teacher education, in particular at the National Institute of Education (NIE). Change in Singapore's teacher education follows closely the phases of school accountability in the education system. Although initial teacher education is centralised at the NIE, further teacher education and professional development are increasingly decentralised in the system. Despite the need to adapt very quickly to the needs of the profession, teacher education is built in a balanced and steady manner, so that there is both change and continuity over the years. The commentary also suggests three areas to consider regarding what lies ahead for teacher education in Singapore and NIE.

Pinzón, A., Gómez, P., & González, M. J. (2024). **Effects of a professional development programme on teachers' classroom practices in Colombia**. *Oxford Review of Education*, *50*(5), 607-625. https://doi.org/10.1080/03054985.2023.2265296
The professional development for teachers is an important component of the quality of education. However, few systems for monitoring and analysing the quality and impact of teacher professional development programmes have been created. In this article, we present the effects on classroom practices of a Colombian professional development programme for in-service secondary mathematics teachers. We compare the teachers' classroom practices of planning, implementation, and assessment, before and after participating in the programme. We found that the professional development programme shows a statistically significant and positive effect on planning, implementing and assessment practices. These results serve as evidence of teacher training policy in terms of changes in classroom practices.

Popielarz, K. E. (2024). **Community-Based Teacher Education: The Experiences of Teacher Candidates Learning Alongside Grassroots Youth Organizers**. *Journal of Teacher Education*, *75*(4), 438-451. https://doi.org/10.1177/00224871231201838

This community-based action research (CBAR) project acknowledges and disrupts existing systemic barriers to bring teacher candidates and grassroots youth organizers together through dialogue and reflection for transformative action. The practice of community-based pedagogy is described and utilized to demonstrate how critical understandings of community may imagine new ways of learning in conventional teacher education programs. This process enhances teacher candidates' understanding and use of community-based pedagogy while supporting youth organizers in social justice initiatives within schools and communities. The findings, which draw from the CBAR project of a white, cis-gender woman who is a teacher educator-scholar-community organizer, provide implications for teacher educators aiming to foster collaborative partnerships with youth-centered grassroots community organizations and intergenerational community members. Teacher educators are invited to engage in paradigm shifts to curate community-based teacher education programs that are stimulated by and benefit local schools and communities.

Rauterkus, H., Hennemann, T., Hagen, T., Krull, J., Nitz, J., Eiben, K., … Hanisch, C. (2024). **Teachers' ability to regulate their emotions predicts their levels of stress in primary schools in Germany**. *Journal of Curriculum Studies*, *56*(4), 468-479. https://doi.org/10.1080/00220272.2024.2312391
Teaching remains a profession that is associated with certain health risks. Teachers complain of psychosomatic experiences such as exhaustion, fatigue, headache, and tension more than people in other professions. High levels of stress amongst teachers also pose a risk for students, as this is associated with poorer teaching quality and lower learning success. Negative emotional responses to external stressors are decisive in the development of teacher stress. Therefore, emotional competence (EC), meaning the ability to perceive one's own emotions and the emotions of others, and the ability to regulate and express one's own emotions can be a meaningful piece of the puzzle around teachers' mental health. For this purpose, 265 teachers at inclusive primary schools in Germany were surveyed about how they experience stress and on the components of EC. Multi-level regression analyses showed that perceived stress was predicted by the 'regulation and control of one's own emotions' (std. B = - 0.53, p < .001), but not by the 'perception and understanding of one's own emotions' and the 'emotions of others' or by the 'expression of emotions'. Emotion regulation abilities can thus be understood as one factor that helps protect teachers' health. The results are discussed in the context of teacher training and professional development.

Raybaud, A. (2024, septembre 23). **Dans l'enseignement supérieur, des obstacles pour former les enseignants à la transition écologique**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/23/la-prise-de-conscience-est-bien-la-mais-sans-les-moyens-dans-le-superieur-des-resistances-pour-former-les-enseignants-a-la-transition-ecologique_6329660_4401467.html
Former les profs pour faire évoluer les enseignements afin de répondre aux urgences liées au dérèglement climatique : une évolution qui se heurte encore largement aux contraintes financières et organisationnelles des établissements.

Ronderos, N., Foster-Heinzer, S., Flick-Holtsch, D., Shavelson, R. J., Mariño, J. P., Solano-Flores, G., & Perfetti, M. C. (2024). **Construct overlap in cross-national assessment: critical thinking in the teacher education curricula of two countries**. *Journal of Curriculum Studies*, *56*(4), 514-535. https://doi.org/10.1080/00220272.2024.2312392

The significance of critical thinking (CT) has grown worldwide in recent years. In teacher education, for example, educators are expected to impart this skill to students but we lack comprehensive international comparative research on CT in pre-service teachers. To begin to develop such assessments, we comparatively analysed CT in Colombia's and Switzerland's teacher education intended curricula. We examined 384 curriculum documents at the national (macro), institutional (meso), and course-specific (micro) levels. The documents included 73 from Colombia and 311 from Switzerland. We also conducted interviews with nine teacher educators, four from Colombia and five from Switzerland. Our analysis revealed that while both countries provide similar opportunities for student teachers to acquire CT skills, there are differences in the percentage of documents that reflect CT or any of its facets, and few university courses include several CT facets. Our findings suggest the possibility for international CT assessment with appropriate cultural and contextual adaptations. However, the results also highlight the need for better alignment within training curricula and a more cohesive approach to CT, ensuring that CT is not only mentioned in official macro-level documents but is also comprehensively integrated into the micro level.

Saadati, F., Larrain, M., Bastian, A., Felmer, P., & Kaiser, G. (2024). **Adapting german instruments and validating their use to measure chilean mathematics teachers' professional competence**. *Journal of Curriculum Studies*, *56*(4), 413-431. https://doi.org/10.1080/00220272.2024.2322494
Improving the effectiveness of teacher professional development programmes is crucial for enhancing education, and assessing teacher professional competence is vital. This study aimed at adapting and validating instruments originally developed in Germany as part of a follow-up study to TEDS-M (Teacher Education Development Study-Mathematics), intending to present a valid instrument that can measure professional competence among Chilean teachers. The study encompassed 79 Chilean mathematics in-service teachers. The methods used to assess the validity evidence of the noticing instrument are outlined, including evidence based on test content, evidence of internal structure, and evidence of relations to other variables. Challenges related to terminology and cultural references were addressed. The applied Rasch model revealed a strong correlation between situation-specific skills in both general pedagogy (P_PID) and mathematics teaching aspects (M_PID). Regarding the correlations between the noticing and other facets of teachers' professional knowledge, positive significant associations were found between M_PID and mathematics knowledge components. General pedagogical knowledge showed connections with P_PID. The findings demonstrate the validity of instrument use in the Chilean context based on various validity measures; however, the results show the importance of considering the cultural influence of competence measurements considering the educational practices of the target population. Overall, the study contributes to the ongoing effort to develop culturally sensitive measurement tools for teacher competence.

Shapira, N., & Fisher-Shalem, O. (2024). **"Nothing will prevent me" – Jewish and Arab teachers in Israel in times of political tension**. *International Journal of Educational Development*, *109*, 103084. https://doi.org/10.1016/j.ijedudev.2024.103084
During an intractable conflict and amidst deep divisions in Israeli society and the challenges of the November 2022 elections, 68 Arab and Jewish teachers participated in the Shared Education program. Our study focused on two questions: How do these educators perceive shared life during political turmoil? What are the attitudes of Arab

and Jewish teachers in response to Israel's political climate? The findings reveal that teachers were aware of the situation's negative impact but remained determined to continue the shared learning program, seeing it as a positive engagement amidst adversity. However, Arab teachers were more concerned about program continuity, potential cancellations, and their students' negative emotions. This research highlights educators committed to fostering shared life in a divided society, stressing the need to recognize varying needs and perspectives within these groups.

Shirley, D., Carolyn, A., & Peter, S. (2024). **Commentary: teacher education and nation-building in Singapore**. *Educational Research for Policy and Practice*, *23*(3), 407-410. https://doi.org/10.1007/s10671-024-09373-8
The papers of this special issue provide an overview of the evolution of teacher education in Singapore with a focus on nation-building. They describe how teacher education in the small city-state has developed from the first Teachers' Training College in 1950 to the establishment of the National Education Institute (NIE) in Nanyang Technological University (NTU) in 1991. They explain how the NIE has worked hand-in-hand with the Ministry of Education and NTU leaders to make the NIE a global entrepot of educational practice, policy and research. In 2009, the NIE established a business consulting arm, NIE International, which has worked to circulate NIE's model of teacher education around the globe. Yet, what is the specific nature of this model? To what extent is it relevant to other countries, as different in their histories and cultures as the Peoples' Republic of China, the Federal Republic of Germany or the Kingdom of Bhutan? These are questions raised in this article.

Souza, D. S. R., Sampaio, L. M. B., & Sampaio, R. M. B. (2024). **Does the area and learning modality of teacher qualification matter to middle school students' performance in mathematics?** *International Journal of Educational Development*, *109*, 103085. https://doi.org/10.1016/j.ijedudev.2024.103085
This study assesses how various types and modes of teacher qualification affect students' math grades. Using data from 9th-grade public classes from Brazilian standardized tests, we categorized teachers into groups based on their qualification. We applied inverse probability weighting, derived from propensity scores estimated by a Generalized Boosting Model with multiple treatments, to account for other teachers' and students' characteristics when evaluating student performance. Results showed that teachers who graduated in mathematics through distance education had classes with higher grades than teachers with other academic backgrounds or without higher education, particularly in rural schools and among students from lower socioeconomic backgrounds. Moreover, no statistically significant differences were observed in the performance of students taught by teachers trained in mathematics through distance education as opposed to traditional face-to-face training. These findings suggest that prioritizing subject-specific teacher qualification is essential for improving math education outcomes, with distance learning being a viable option, especially in schools facing socioeconomic challenges.

Stawnychko, L. (2024). **The Strategic Role of Social Networks in Academic Leadership Development**. *Canadian Journal of Higher Education/La Revue Canadienne d'enseignement Supérieur*, *54*(1), 42-54. https://doi.org/10.47678/cjhe.v54i1.190159
University leaders navigate a complex and dynamic environment, balancing the diverse expectations of students, faculty, policy makers, and governmental bodies. Proficiency

in these roles requires deep academic understanding, contextual knowledge, and effective management and leadership skills. This study explored how faculty members serving as department chairs developed their leadership capacity when entering the role. The investigation utilized social network theory and a leadership development model to examine department chairs' experiences at a Canadian research-intensive university. It employed a qualitative research approach combining constructivist philosophy, case study design, and inductive research techniques. Drawing on the key themes of role entry, role understanding, and skill development, the study found that social networks played a central role in the participants' leadership development. Post-secondary institutions may consider supporting leadership networks and providing equitable access to learning opportunities to increase academic leadership capacity.

Tan, O. S., & Chua, J. J. E. (2024). **Reflections on the teacher education model for the twenty-first century (TE21) and V3SK: legacy and lessons**. *Educational Research for Policy and Practice*, 23(3), 371-379. https://doi.org/10.1007/s10671-023-09361-4
This article will reflect on the first author's deanship journey from 2008 to 2014, which saw the mobilization of the NIE Teacher Education Model for the 21st Century (TE21) and conceptualization of the V3SK framework for teacher education curriculum. Taking a big picture approach, the model and framework were architecturally derived through our building block and improvement systems approach where strong foundations were critical. The period of the late 2000s through the next decade saw an increased interest in education reforms worldwide. Two major trends saw a confluence in interest in Singapore. Firstly, there was increased research pointing to the importance of the teacher factor. Secondly, enhanced interest in the Programme for International Student Assessment (PISA) and international comparisons placed Singapore under global spotlight owing to her remarkable performance. Singapore drew much attention from education ministries around the world, which were visiting Singapore to learn how we invest in education and more importantly what we do to bring ideas to fruition. It became clear that the teacher factor was a significant reason for Singapore's success. This article will share on how TE21 was a scholarly and pragmatic endeavour resulting from research-informed and motivated teacher educators working with partners and stakeholders in practice whilst taking a globalized perspective. The pinnacle of the TE21 model was the V3SK framework which continues to permeate theory and practice. The framework has gone beyond a professional guidepost to capturing the importance of the teacher symbol. In essence, we were building on roots, culture, values, and wisdom as we tapped on science and evidence.

Venant, F. (2024). *Intégration de la programmation en mathématiques et en sciences au secondaire : quels enjeux pour la formation des enseignants?* (p. 31). Consulté à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/integration-de-la-programmation-en-mathematiques-et-en-sciences-au-secondaire-quels-enjeux-pour-la-formation-des-enseignants/
Le milieu éducatif québécois réfléchit actuellement aux enjeux didactiques et citoyens de l'intégration de la programmation informatique à l'école.

Weir, A., Mukamurera, J., & Jutras, F. (2024). **Acquis d'une formation transversale à l'éthique professionnelle chez des finissantes et finissants d'un baccalauréat en éducation préscolaire et enseignement primaire au Québec**. *Éthique en éducation et en formation : les Dossiers du GREE*, (16), 105-124. https://doi.org/10.7202/1112943ar

La nature et la complexité du travail enseignant requièrent diverses compétences professionnelles, dont la compétence éthique. La formation initiale à l'éthique professionnelle se donne dans des cours spécifiques et/ou de façon transversale. Pour connaître les acquis de formation qui permettent d'assumer l'éthique professionnelle au terme d'un baccalauréat en enseignement au Québec lorsque la formation éthique est faite de façon transversale, huit entrevues semi-dirigées ont été menées auprès de personnes finissantes d'un baccalauréat en éducation préscolaire et enseignement primaire dans une université en région. Les résultats de l'analyse qualitative montrent que l'éthique des finissantes et finissants est centrée sur l'acte d'enseigner et que c'est grâce aux situations de pédagogie active et d'expérience concrète en formation en classes universitaires et en contexte authentique de pratique qu'elle se développe. Les limites de la formation transversale à l'éthique professionnelle sont constatées et l'importance de cours spécifiques et d'un modèle de développement graduel est relevée.

Weyers, J., Ligtvoet, R., & König, J. (2024). **How does pre-service teachers' general pedagogical knowledge develop during university teacher education? Examining the impact of learning opportunities and entry characteristics over five time points using longitudinal models**. *Journal of Curriculum Studies*, *56*(4), 448-467. https://doi.org/10.1080/00220272.2024.2355923
General pedagogical knowledge (GPK) is regarded as a central component of the competence that teachers acquire during university teacher education. However, existing research on GPK typically uses only one or two measurement points to assess development and identify influencing factors. The present study draws on an annual survey of pre-service teachers' GPK over 5 measurement points during the course of university teacher education (i.e. over the standard five-year study period). Latent growth curve models were used to assess knowledge development and explore potential influences. Knowledge development was best described as an increasing trend that flattens out over time. While students' initial knowledge levels differed, their knowledge increase showed little interindividual variance. Initial knowledge level was related to the use of learning opportunities at the beginning of the study programme, but no significant association was identified between knowledge growth and increased learning opportunities over time. Moreover, initial knowledge level was predicted by the grade point average achieved in secondary school examinations but not by intrinsic motivation. Overall, the findings indicate that university teacher education effectively promotes GPK, with the entry phase being of particular significance.

Zygmunt, E., & Scaife, W. (2024). **For Such a Time as This: Community Members as Architects of Imagination in Teacher Education Reform**. *Journal of Teacher Education*, *75*(4), 452-465. https://doi.org/10.1177/00224871241259776
The narrative woven throughout this article elevates the persistence, perseverance, resilience, and resolve of a neighborhood anchored in faith, and fiercely devoted to its children. Contextualized through its rich history of mobilization for social justice, this story uplifts and defends the cultural wealth of a historically marginalized community as an imperative element of children's education and as a critical cognizance for those aspiring to become teachers. An exemplar in self-determinism, the narrative, elevates how neighbors' voice and vision propel innovation in the dynamics of university/community collaboration. Ultimately, the article challenges traditional power structures, offering a compelling and justifiable direction for the field of educator preparation.

Numérique et éducation

Adouani, Y., & Khenissi, M. A. (2024). **Investigating computer science students' intentions towards the use of an online educational platform using an extended technology acceptance model (e-TAM): An empirical study at a public university in Tunisia**. *Education and Information Technologies*, 29(12), 14621-14645. https://doi.org/10.1007/s10639-023-12437-6

In recent years, online educational platforms have become an increasingly popular tool for delivering online learning experiences. One such platform is the Tunisian educational platform provided by the Virtual University of Tunis. The acceptance and adoption of these platforms by students are crucial for their successful integration into the educational system. This study investigates students' intentions towards the use of the Tunisian educational platform using the proposed Extended Technology Acceptance Model (e-TAM). An empirical study was conducted involving 108 undergraduate computer science students from a Tunisian public university, providing insights into students' intentions and contributing to a deeper understanding into the factors driving the adoption of educational technology. The findings of this study contribute to the literature by validating an extension of TAM in the Tunisian context and providing valuable insights for educators, policymakers, and platform developers to improve the design, usability, and effectiveness of these platforms.

Almusawi, H. A., & Durugbo, C. M. (2024). **Linking task-technology fit, innovativeness, and teacher readiness using structural equation modelling**. *Education and Information Technologies*, 29(12), 14899-14928. https://doi.org/10.1007/s10639-023-12440-x

Digital technologies promote active, interactive, collaborative, and immersive learning but the challenge of how to prepare teachers effectively for digital technology utilisation in the instructional process remains a pertinent problem for education institutions. Guided by task-technology fit theory, this research delves into technology use by teachers and argues that efficacy of utilisation is contingent on technology compatibility with teachers' tasks. Using the context of wearable technology, this research examines the links between task-technology fit, teaching innovativeness, and teacher readiness to use wearables in teaching. 346 survey responses from physical education teachers in Kuwait were analysed using partial least squares structural equation modelling. The analysis evaluates hypothesised relationships and considers the roles of task and technology characteristics, information and communication technology proficiency, and attitudes towards co-creation. The survey results suggest that there is a strong correlation between task-technology fit, teaching innovativeness, and teacher readiness. Furthermore, the results provide empirical evidence that task and technology characteristics positively relate to task-technology fit, while technology proficiency and attitudes towards co-creation positively relate to teaching innovativeness. The findings carry theoretical implications related to factors influencing task-technology fit and its relationship with teaching innovativeness. In practical terms, the findings advise supporting teachers' digital skills and integrating fit considerations into education technology selection. Overall, this study provides added value to theory by positing that teacher readiness can be explained by both task-technology fit and teacher innovativeness. This readiness context changes the dynamics of constructs within task-technology fit theory – creating a stronger relationship between technology characteristics and task-technology fit.

An, Q. (2024). **Implementation of intelligent painting systems in art education as a way of developing student self-efficacy and involvement: Post Lingnan Painting Spirit**. *Education and Information Technologies*, 29(12), 15173-15189. https://doi.org/10.1007/s10639-024-12461-0

The importance of using innovative technologies in modern education is continuously growing. This paper examines the influence of intelligent painting systems (IPS) on student self-efficacy and involvement. The conducted study involved 234 students from the Guangzhou Academy of Fine Arts. An experimental approach was used to ensure scientific validity of the study. The experimental group trained using the IPS (based on deep learning and uses a fine-tuned ResNet-50 model), whereas the control group studied according to traditional methods. The results obtained upon completion of the training confirmed the positive influence of the implemented system. The Multivariate analysis of variance (MANOVA) also showed statistically significant differences between the groups. The practical significance of the study lies in the fact that it justifies the introduction of intelligent systems into art education to increase its effectiveness as well as student involvement. The findings of the study have important implications for the development of educational and artistic policy. Furthermore, they contribute to the improvement of teaching methods and the quality of education in this field. The study can also serve as an impetus for further research on the use of technology in education and its impact on pedagogical practice.

Asadi, S., Allison, J., Khurana, M., & Nilashi, M. (2024). **Simulation-based learning for computer and networking teaching: A systematic literature review and bibliometric analysis**. *Education and Information Technologies*, *29*(12), 15655-15690. https://doi.org/10.1007/s10639-024-12476-7

Simulation-based learning (SBL) offers an extensive variety of chances to practice complex computer and networking skills in higher education and to implement diverse kinds of platforms to facilitate effective learning. Utilizing visualization and computer network simulation tools in teaching computer networking courses has been found to be useful for both teachers and learners. However, little effort has been made to assess the status of this research area and investigate the factors that influence students' perceptions and intentions to use simulation-based learning. Therefore, this study performed a Systemic Literature Review (SLR) to analyze studies of simulation-based learning and utilized a factor derivation method to recognize and categorize the factors derived from students' perceptions of simulation tools in education. Moreover, this study conducted bibliometric techniques to investigate SBL by analyzing scientific publications, the geographical distribution of articles, the co-occurrence of authors' keywords, and the Cite score per year for each article. The study considered Scopus-indexed SBL articles published between 2012 and April 2023. VOSviewer software and PRISMA protocol were employed for bibliometric descriptive analysis and data analysis. The results obtained from the SLR indicate that Cisco Packet Tracer is the most commonly used tool in simulation-based learning for teaching computer networks. Furthermore, the results demonstrate that perceived ease of use, perceived usefulness, and behavioral intention, are among the most indicated factors from the review which influence students' perception of simulation-based learning tools. The bibliometric analysis revealed that the USA is the leading country in SBL. Additionally, simulation-based learning was the most frequently used keyword in the abstract, keywords, and literature. This study provides the theoretical groundwork for forthcoming empirical studies and helps to understand the advantages of using simulation-based learning tools in teaching and learning.

Asamoah, P., Marfo, J. S., Owusu-Bio, M. K., & Zokpe, D. (2024). **Bridging the gap: Towards guided plagiarism correction strategies**. *Education and Information Technologies*, *29*(12), 15589-15594. https://doi.org/10.1007/s10639-024-12475-8

In this brief we shift the current academic integrity conversation from "detecting and preventing plagiarism" to "examining how plagiarized contents can be corrected with an objective knowledge of the number of words to modify and properly acknowledged". We proposed a simple, yet useful and powerful mathematical model that is useful for both students, authors, and technology-enabled plagiarism detection firms. We discussed the model, its relevance to students and authors, and firms.

Awouda, A., Traini, E., Asranov, M., & Chiabert, P. (2024). **Bloom's IoT Taxonomy towards an effective Industry 4.0 education: Case study on Open-source IoT laboratory**. *Education and Information Technologies*, *29*(12), 15043-15065. https://doi.org/10.1007/s10639-024-12468-7

In the rapidly evolving landscape of Industry 4.0, the demand for skilled professionals well-versed in Internet of Things (IoT) technologies is escalating. However, a significant challenge faced in educational settings is the lack of comprehensive and effective methodologies for imparting practical knowledge and skills in IoT. This paper presents an approach for designing and implementing an Internet of Things (IoT) laboratory in which students may practice and comprehend many components of an IoT environment, such as analysis of sensor data, IoT platform development, and setup of messaging protocols. The teaching methodology adopts a Cyber-Physical System (CPS) framework, which integrates teachers, classrooms, and resources to create a comprehensive learning environment. Bloom's taxonomy is employed to assess the efficacy of the suggested technique in terms of cognitive skills and knowledge acquisition. The evaluation procedure demonstrated the advantages of a hybrid learning environment, which integrated both face-to-face and remote instruction. The case study is conducted in an engineering higher education course on first year students. The findings of this paper lay the groundwork for a remotely deliverable IoT training course, contributing to the advancement of IoT education and equipping students with the necessary skills for the evolving landscape of Industry 4.0.

Baba, K., Elfaddouli, N., & Cheimanoff, N. (2024). **The role of information and communication technologies in developing a smart campus with its four pillars' architectural sketch**. *Education and Information Technologies*, *29*(12), 14815-14833. https://doi.org/10.1007/s10639-023-12445-6

In today's rapidly evolving technological landscape, educational institutions are at the forefront of integrating smart technologies, inspired by the broader concept of smart cities. The transition to smart campuses, exemplified by the Mohammed VI Polytechnic University (UM6P) case study, is gaining momentum. However, the blueprint for an ideal smart campus is still under exploration. While various studies have proposed innovative models, there's a need for a cohesive framework that can serve as a foundation for these campuses. The integration of the latest Information and Communication Technology for Education (ICTE) is crucial for the automation of campus facilities. Key technologies such as the Internet of Things (IoT), artificial intelligence (AI), cloud computing, radio-frequency identification (RFID), and Augmented Reality (AR) are central to this transformation. This systematic review delves deep into these technologies, highlighting their collective role in shaping the future of smart campuses. Our research emphasizes

that the success of a smart campus is not just about individual technologies but their synergistic application. Recognizing this, we introduce the "Four-Pillar Architectural Framework" for smart campus development, ensuring a holistic approach that encompasses all stakeholders in the educational ecosystem. This framework not only underscores the importance of each technology but also provides a structured approach to their integration. Our study's primary contribution is this architectural framework, which serves as a roadmap for future research and the development of intelligent systems that enhance the educational experience.

Baraudon, C. (2023). ***Soutenir les activités de conception participative et de formation aux nouvelles technologies en contexte éducatif : le Li'L@b, un tiers-lieu d'un nouveau genre*** (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-04710930

La forme scolaire connaît actuellement une transformation majeure, largement influencée par l'évolution rapide des technologies numériques. Afin de tirer parti des avantages des technologies émergentes pour l'enseignement et l'apprentissage, il est essentiel que les enseignants puissent maîtriser et travailler avec des outils performants et adaptés au contexte scolaire. Cependant, malgré de nombreuses initiatives visant à promouvoir l'innovation et l'intégration des outils numériques dans les écoles, il reste encore des besoins à combler en ce qui concerne la formation des enseignants à l'utilisation et aux usages des technologies émergentes, ainsi qu'au développement de dispositifs pédagogiques numériques spécifiquement conçus pour l'éducation.Dans cette double optique, nous décrivons et analysons, dans une première étude, la mise en place d'un tiers-lieu éducatif, le Li'L@b, au sein d'un organisme public de l'Éducation : l'Atelier Canopé 57. L'ambition de ce dispositif vise à soutenir l'implication de la communauté éducative dans la conception de leurs environnements de travail, tout en favorisant l'appropriation de technologies numériques encore émergentes en contexte scolaire. L'originalité de ce tiers-lieu repose sur la fusion progressive d'éléments propres aux modèles des living labs, fablabs et learning labs. Son principe fondamental repose sur l'adoption d'une approche centrée utilisateur et participative en matière de conception, plaçant les acteurs dans des rôles multiples. L'étude met en lumière les facteurs clés de l'évolution du Li'L@b et formule des recommandations pour reproduire ce modèle dans les autres Ateliers Canopé de France.L'un des enjeux du Li'L@b vise à soutenir la conception de solutions numériques adaptées au monde scolaire. Cependant, la participation des élèves au sein du Li'L@b, lors d'activités de conception participative, a révélé un manque de moyens méthodologiques spécifiquement adaptés à eux. Ce manque concerne particulièrement les outils permettant à des élèves d'exprimer leurs perceptions personnelles et ainsi de participer à évaluer des solutions technologiques qui leurs sont destinées. C'est pourquoi une deuxième étude a été menée pour construire et valider des premiers éléments psychométriques du K-Uses, une échelle d'évaluation de l'utilisabilité perçue des technologies émergentes éducatives pour des élèves âgés de 9 à 11 ans.Or, nous avons également identifié un manque d'outils d'évaluation des aspects formatifs d'activités de conception participative conduites au sein du Li'L@b avec et par les enseignants. C'est ainsi qu'une troisième étude a été réalisée pour concevoir ECo-21, un outil tangible d'auto-évaluation permettant aux enseignants d'évaluer leur perception du degré de mobilisation des compétences transversales, dites du XXIème siècle lors des activités de conception participative menées au sein du Li'L@b.

Berthiaume, M., Kinateder, M., Emond, B., Cooper, N., Obeegadoo, I., & Lapointe, J.-F. (2024). **Evaluation of a virtual reality training tool for firefighters responding to transportation incidents with dangerous goods**. *Education and Information Technologies*, 29(12), 14929-14967. https://doi.org/10.1007/s10639-023-12357-5

Access to dangerous goods training for firefighters in remote areas is limited for financial and logistical reasons. Virtual reality (VR) is a promising solution for this challenge as it is cost-effective, safe, and allows to simulate realistic scenarios that would be dangerous or difficult to implement in the real world. However, rigorous evaluations of VR training tools for first responders are still scarce. In this exploratory user study, a simple VR training tool involving two dangerous goods scenarios was developed. In each scenario, trainees learned how to safely approach a jackknifed truck with a trailer and how to collect and communicate information about the transported materials. The tool was tested with a group of 24 professional firefighter trainees (n = 22) and instructors (n = 2), who each completed the two training scenarios. The main goal of the study was to assess the usability of the VR tool in the given scenarios. Participants provided feedback on cybersickness, perceived workload, and usability. They also filled out a knowledge test before and after the VR training and gave feedback at the end of the study. The VR tool recorded task completion duration and participants' navigation and use of tools events. Overall, the tool provided good usability, acceptance, and satisfaction. However, a wide range in individuals' responses was observed. In addition, no post-training improvement in participants' knowledge was found, likely due to the already high level of knowledge pre-training. Future directions for improving the VR tool, general implications for other VR training tools, and suggestions for future research are discussed.

Binelli, C., Comi, S. L., Meschi, E., & Pagani, L. (2024). *Every Cloud Has a Silver Lining: The Role of Study Time and Class Recordings on University Students' Performance during COVID-19* (IZA Discussion Paper N° 17173). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17173.htm

We study the impact of the COVID-19 pandemic and its side effects on the academic achievement of students in a large university located in a northern Italian region severely affected by the pandemic. Thanks to the richness of our data, we can investigate for the first time the role of two specific channels: the increase in study time due to the exceptionally strict confinement measures adopted and the availability of class recordings. We use administrative data on four cohorts of students merged with original survey data. We adopt a fixed-effect difference-in-differences approach, where we compare the outcomes of students from different enrolment cohorts observed in the same semester of their academic career before and after the COVID-19 outbreak. We find a generalized positive effect of the COVID-19 pandemic on students' academic achievement in terms of both earned credits and GPA. We provide evidence that both increased study time and the availability of class recordings contributed to mediating this positive effect.

Boughida, A., Kouahla, M. N., & Lafifi, Y. (2024). **emoLearnAdapt: A new approach for an emotion-based adaptation in e-learning environments**. *Education and Information Technologies*, 29(12), 15269-15323. https://doi.org/10.1007/s10639-023-12429-6

In e-learning environments, most adaptive systems do not consider the learner's emotional state when recommending activities for learning difficulties, blockages, or demotivation. In this paper, we propose a new approach of emotion-based adaptation in e-learning environments. The system will allow recommendation resources/activities to

motivate and support the learner in learning. Our first contribution is modeling the learner's emotion by exploiting the facial expressions generated during the pedagogical activities. For this purpose, a probability-based emotion quantification algorithm has been proposed. To recommend support resources, we presented our adaptation approach that leverages a set of adopted adaptation criteria, where the weighting of these criteria differs from one support resource to another. Five experiments aimed at validating the approach were conducted on two groups of students (test and control groups). The results show our approach's impact on improving the learner's cognitive level, engagement time, and motivation.

Bower, M., Torrington, J., Lai, J. W. M., Petocz, P., & Alfano, M. (2024). **How should we change teaching and assessment in response to increasingly powerful generative Artificial Intelligence? Outcomes of the ChatGPT teacher survey**. *Education and Information Technologies*, 29(12), 15403-15439. https://doi.org/10.1007/s10639-023-12405-0

There has been widespread media commentary about the potential impact of generative Artificial Intelligence (AI) such as ChatGPT on the Education field, but little examination at scale of how educators believe teaching and assessment should change as a result of generative AI. This mixed methods study examines the views of educators (n = 318) from a diverse range of teaching levels, experience levels, discipline areas, and regions about the impact of AI on teaching and assessment, the ways that they believe teaching and assessment should change, and the key motivations for changing their practices. The majority of teachers felt that generative AI would have a major or profound impact on teaching and assessment, though a sizeable minority felt it would have a little or no impact. Teaching level, experience, discipline area, region, and gender all significantly influenced perceived impact of generative AI on teaching and assessment. Higher levels of awareness of generative AI predicted higher perceived impact, pointing to the possibility of an 'ignorance effect'. Thematic analysis revealed the specific curriculum, pedagogy, and assessment changes that teachers feel are needed as a result of generative AI, which centre around learning with AI, higher-order thinking, ethical values, a focus on learning processes and face-to-face relational learning. Teachers were most motivated to change their teaching and assessment practices to increase the performance expectancy of their students and themselves. We conclude by discussing the implications of these findings in a world with increasingly prevalent AI.

Chan, T. K. (2024). **Implementing chroma key compositing with a green screen to improve the learning experience of remote students during synchronous hybrid lectures**. *Education and Information Technologies*, 29(12), 14687-14713. https://doi.org/10.1007/s10639-023-12442-9

The synchronous hybrid learning model, which involves simultaneous face-to-face and remote learning, suffers from a disparity in the lesson experience and outcomes provided by the different learning modes. Moreover, the online medium allows little opportunity for teachers to exhibit non-verbal immediacy behaviours to improve cognitive engagement and motivation to learn in remote students, further exacerbating the disparity. This work describes the implementation of chroma key compositing that livestreamed weatherman style composite videos to remote students over the online medium during hybrid lessons at a lecture hall. A green screen was used to perform background removal and the teacher was digitally inserted in front of the course content in real time, visually

mimicking classroom teaching for remote students, without requiring an on-site camera crew. This work also presents an implementation mode that unifies the view of both face-to-face and remote students. Aggregate results of student surveys indicate that more than 80% of remote students perceived significant improvement in visibility of lecture delivery, teacher presence and capture of attention, while 91% of face-to-face respondents indicated that their in-person learning experience was not significantly affected. Categorical data analysis on itemised responses indicates that students who only adopted the remote learning mode have at least a 90% likelihood of moderately or strongly favouring the setup and implementation. As a whole, our results indicate strong evidence that our setup and implementation has significantly reduced the disparity in learning experiences.

Chang, I.-H., Hsu, P.-C., & Chen, R.-S. (2024). **The effects of trust on user satisfaction with parenting apps for Taiwanese parents: The mediating roles of social ties and perceived value**. *Education and Information Technologies*, 29(12), 15113-15131. https://doi.org/10.1007/s10639-024-12471-y
This study investigates how trust influences parents' satisfaction with parenting apps. The study demonstrates that social ties and perceived value act as mediators between trust and user satisfaction. A questionnaire was conducted in Taiwan to test parents' perceptions of parenting apps, focusing particularly on user satisfaction and related social factors. The survey examined four latent factors: trust, satisfaction, social ties, and perceived value. In order to evaluate the validity and reliability of the latent factors, partial least squares regression was used. The soundness of the measurement model was confirmed by the statistical results. The study also examined hypothesized relationships and multiple mediations to establish statistical significance. The multiple mediating analysis revealed a significant relationship between trust and satisfaction regarding parenting apps. Social ties and perceived value were identified as significant mediators in this relationship. Parents' satisfaction with parenting apps is influenced by their perceptions of the apps' trustworthiness. This is influenced by the apps' information about education and childcare, which helps people improve their parenting literacy and their ability to raise children. Parents' attitudes towards social ties and perceived value also enhance their satisfaction with parenting apps, encouraging their continued use. Working cooperatively and socializing via the apps helps to construct a mobile community that allows parents of young children to interact with each other and develop their parenting skills.

Chen, J., & Mokmin, N. A. M. (2024). **Enhancing primary school students' performance, flow state, and cognitive load in visual arts education through the integration of augmented reality technology in a card game**. *Education and Information Technologies*, 29(12), 15441-15461. https://doi.org/10.1007/s10639-024-12456-x
In visual arts education, understanding abstract concepts and intricate symbolism is crucial for appreciating traditional art. However, traditional teaching methods often fail to facilitate students' grasp of these ideas, resulting in reduced engagement and inefficient learning. To overcome this, our study integrates Augmented Reality (AR) technology into a card game to enhance visual arts education. Using a quasi-experimental approach and a gamification model, we evaluated the influence of AR technology in the card game. Sixty Primary 6 students participated, divided into an experimental group (using an AR-based card game) and a control group (using a conventional card game). The study concluded that AR technology significantly

improved student performance, flow state, and reduced cognitive load, highlighting its potential to enhance visual arts education. This study contributes to the ongoing research on Augmented Reality Game-Based Learning (AR-GBL) for visual arts education. It also guides art teachers in effectively integrating AR technology into authentic classroom teaching environments.

Chen, Y.-C., Hwang, G.-J., & Lai, C.-L. (2024). **Motivating students to become self-regulatory learners: A gamified mobile self-regulated learning approach**. *Education and Information Technologies*, *29*(12), 15533-15556. https://doi.org/10.1007/s10639-024-12462-z

Self-regulatory learning skills are recognized as an essential factor motivating students to learn. The lack of self-regulatory learning skills could reduce students' learning performance. Therefore, engaging students in making learning plans, executing the plans, and reflecting on their learning remains a challenge for teachers. To address this problem, this study proposes a gamified mobile self-regulated learning approach which provides multiple gamified rewards to motivate students' self-regulatory learning skills. Gamified elements were integrated into students' self-regulated learning stages to guide them in efficiently exploring how to achieve their goals and making deep learning reflections. To investigate the effect of this proposed approach on students' learning outcomes, two classes of students were recruited to conduct the experiment. The learning approach was used by the experimental group (N = 22) while the conventional mobile self-regulated learning approach was used by the control group (N = 22). Both groups of students' performance on the mathematics learning achievement test, SRL learning sheets, and goal-achieving intentions were collected and analyzed. The results showed that the gamification mechanism improved the students' learning achievement as well as their goal-setting and reflection performance. However, the students who used the proposed approach reached similar monitoring performance as those students who learned without gamification. This study confirmed the feasibility of introducing a gamification mechanism into self-regulated learning, and revealed how to apply multiple game elements in instructional activities to enhance students' learning intentions.

Chongwatpol, J. (2024). **A technological, data-driven design journey for artificial intelligence (AI) initiatives**. *Education and Information Technologies*, *29*(12), 15933-15963. https://doi.org/10.1007/s10639-024-12459-8

The philosophy for information system (IS)-related projects, such as artificial intelligence (AI) projects, embodies systematic and scientific approaches, that encompass the development, use, and applications of IS by focusing on the interactions among individuals, organizations, and society. However, many organizations still need to learn more about such approaches to ensure the success of AI projects. Design Thinking offers an opportunity to transform the way organizations design and develop strategies by integrating a human point of view with the possibility of implementing emerging technologies. The practice of Design Thinking provides some tools and methods for the problem-solving aspects of the development and implementation of AI initiatives. Bringing Design Thinking to AI projects is worth exploring, especially in bridging the creativity gap in terms of user-centric, innovative mindsets and toolsets. How can Design Thinking be embedded in the learning processes and enabled in the context of AI projects in the classroom environment? This study presents a technological data-driven design approach to provide an overview of the most important points and directions for

an organization's AI strategy in the proof-of-concept stage. A case study of AI initiatives utilizing computer vision (CV)–AI to improve analytical solutions for trade exhibitions is presented to capture the ideas and solutions and depict the practicability and implications of our proposed framework. The results of this study show that Design Thinking practices can be enlisted to help students frame their creations and that these practices have a valuable contribution as alternatives when designing AI-related curricula for teaching and learning.

Cudel, C., Hobigand, N., Anne-Gaëlle, J., Lidolf, S., Mocquet, B., Philip, J., … Thierry, S. (2024). *APC épanouie : Workshop NCU2Amue*. Consulté à l'adresse Amue ; Avignon université ; Université Bordeaux ; Université Gustave Eiffel (2020-….) ; Université Haute Alsace ; Université Paul valéry - Montpellier III website: https://hal.science/hal-04706045
Ce rapport propose une analyse approfondie du workshop organisé par l'UHA dans le cadre de la convention NCU2Amue, centré sur l'Approche Par Compétences (APC) au sein de 5 universités françaises et avec l'Amue. Il contextualise l'initiative « Nouveaux cursus à l'université » (NCU), financée par le Programme d'investissements d'avenir (PIA 3), qui vise à diversifier les formations pour améliorer la réussite en premier cycle. Au cours des deux journées de workshop, tenues en mars 2023 à l'Université de Haute Alsace, les participants ont exploré plusieurs thématiques clés. Celles-ci incluent l'identification de bonnes pratiques issues des expériences NCU, l'APC comme levier d'attractivité pour les programmes universitaires, et les moyens de favoriser l'engagement durable des parties prenantes envers cette approche pédagogique. L'articulation entre l'évaluation des compétences et la diplomation ainsi que l'évolution des systèmes d'information pour soutenir l'APC ont également été abordées. Le rapport se structure autour de six sessions, permettant d'interroger la pertinence et l'impact des outils numériques associés à l'APC et de projeter une vision prospective pour 2030. En croisant les perspectives de divers acteurs académiques, ce workshop a permis de dégager des pistes concrètes pour atteindre une APC épanouie, soulignant ainsi son rôle essentiel dans la transformation des pratiques pédagogiques au sein des universités.

Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Almogren, A. S., & Vighio, M. S. (2024). **Investigating factors affecting teachers' training through mobile learning: Task technology fit perspective**. *Education and Information Technologies*, *29*(12), 14553-14589. https://doi.org/10.1007/s10639-023-12434-9
Mobile learning has ushered in a transformative era in education, compelling educational institutions to reimagine their pedagogical approaches. This shift is particularly evident in teacher training programs, where mobile learning is increasingly integrated into traditional education. The success of these integrated systems hinges on educators' willingness to adapt to these evolving paradigms. Nevertheless, a notable gap exists in the research landscape concerning the challenges of adopting mobile learning in teacher training and its consequential impact on teachers' professional capabilities. This study aims to bridge this gap by identifying the factors influencing teachers' satisfaction and performance within mobile learning training courses and establishing the intricate relationships between these variables. This study was conducted in a quantitative research framework and collected data from 563 schoolteachers through an online survey. These respondents were actively engaged in mobile-based training courses at the Provincial Institute for Teacher Education (PITE) Sindh during their mandatory training programs in the academic year 2022-23. Structural equation modeling was employed to analyze the proposed hypotheses rigorously. The study's

findings unveil a robust and significant nexus between several critical factors and educators' experiences when utilizing mobile learning for training. Specifically, content quality, information quality, system quality, prior experiences, and mobile self-efficacy contributed strongly to task-technology fit, ultimately enhancing teachers' engagement, and yielding improved outcomes. Moreover, the study elucidates a clear correlation between factors encompassing understanding, Instructors' prompt feedback, teachers' expectations, and instructor quality within the context of training course design. These factors collectively positively influence teachers' satisfaction and performance, enhancing content knowledge, pedagogical skills, and professional dispositions. This holistic approach to mobile learning positively influences teachers' satisfaction and, ultimately, enhances teachers' overall performance. This study provides valuable insights to guide educators, institutions, and policymakers in effectively embracing and implementing mobile learning to benefit teachers and, ultimately, the broader field of education.

Di Natale, A. F., Bartolotta, S., Gaggioli, A., Riva, G., & Villani, D. (2024). **Exploring students' acceptance and continuance intention in using immersive virtual reality and metaverse integrated learning environments: The case of an Italian university course**. *Education and Information Technologies*, 29(12), 14749-14768. https://doi.org/10.1007/s10639-023-12436-7
Immersive virtual reality (IVR) and Metaverse applications are gaining attention in the educational field, showing potentials in transforming traditional learning methods by supporting active and experiential forms of learning. Our study, conducted within the context of an Italian university course, employs the Extended Expectation-Confirmation Model (EECM) as a theoretical framework to explore the key aspects of students' acceptance and continued intention to use IVR and Metaverse integrated learning environments in educational settings. The EECM, which bridges the gap between pre-adoption expectations and post-adoption experiences, provides a comprehensive perspective for exploring technology adoption in education. Students' attitudes were assessed before and after they completed an elective course offered by the university that delved into IVR and Metaverse applications. During the course, students explored the theoretical and practical applications of these technologies, engaging in a variety of experiences, from immersive relaxation exercises to immersive educational platforms in the emerging Metaverse. Contrary to common assumptions, pre-adoption factors like performance and effort expectancy had limited impact on expectancy confirmation. However, when students' initial expectations matched their experiences, their perceptions of the technology's usefulness, satisfaction, and confidence in its use were positively enhanced, influencing their continued intention to integrate these tools in education.

Djeki, E., Dégila, J., & Alhassan, M. H. (2024). **West African online learning spaces security status and students' cybersecurity awareness level during COVID-19 lockdown**. *Education and Information Technologies*, 29(12), 15557-15587. https://doi.org/10.1007/s10639-024-12472-x
COVID-19 has significantly impacted humankind's lifestyle since its emergence. Educational institutions quickly adopted online courses to deal with its spread. Regrettably, the adoption of e-learning solutions, particularly in Africa, has not given due priority to security. However, cyberattacks and cyber incidents are leaping forward. To propose suitable solutions adapted to West African schools and universities' realities, it is

essential to understand their online learning environment fully. This paper presents the status of West Africa's online learning workspace security during the COVID-19 lockdown by highlighting the tools and devices used for the courses and security risks associated, and students' cybersecurity awareness level. The research employs a quantitative methodology involving an online survey, which gathered data from a total of 1653 participants hailing from countries in West Africa. The data analysis revealed that students are concerned about privacy and personal data security, and West African online learning environment security faces many challenges and issues. Identified issues are related to students' low level of cybersecurity concepts, best practices, and applicable privacy laws and regulations. Finally, recommendations are made on needed efforts to secure West African online learning space through existing or proposed security mechanisms.

Drissi, S., Chefrour, A., Boussaha, K., & Zarzour, H. (2024). **Exploring the effects of personalized recommendations on student's motivation and learning achievement in gamified mobile learning framework**. *Education and Information Technologies, 29*(12), 15463-15500. https://doi.org/10.1007/s10639-024-12477-6

In this research, a GAmified Mobile Leaning Framework (GAMOLEAF) developed as a new intelligent application designed for mobile devices to ensure learning, assessing, and advancing learners' knowledge in programming complex data structures in Java programming language. GAMOLEAF adopted motivational strategies to solve motivational problems during the COVID-19 pandemic by employing a gamification module, that integrates levels, scores, badges, leaderboard, and feedback. Furthermore, in order to assist learners to find useful and relevant lessons and best solutions for each data structure, GAMOLEAF incorporated personalized recommendations through two intelligent modules: a Lessons Recommendation Module (LRecM) and a problem-solving Solutions Recommender Module (PSSORecM). LrecM aims to provide learners with personalized lessons depending on the ratings collected explicitly from them. Whereas, PSSORecM bases on learners' behaviors and directs them to consult other solutions. Both modules were based on the collaborative filtering method and used Matrix Factorization (MF) applying Singular Value Decomposition (SVD) and Negative Matrix Factorization (NMF) algorithms, respectively. To explore how the integration of personalized recommendations and gamification impact on students motivation and learning achievements in higher education to learning programming complex data structures course using mobile technologies, especially in difficult times like COVID-19, an experiment was carried out to compare the learning achievement and motivation of 90 students divided into three groups (control group, first experimental group, and second experimental group) using three versions of GAMOLEAF respectively: GAMOLEAF-V1 without gamification and without recommendation, GAMOLEAF-V2 integrating gamification only and GAMOLEAF-V3 integrating both gamification and recommendation. The One-way ANOVA (analysis of variance) test and Post hoc Tukey test were employed to analyze the performances of the three groups before and after the learning activity. The results suggested that the students who learned with GAMOLEAF-V3 using gamification and recommendation achieved significantly better learning achievement than those who learned with GAMOLEAF-V2 and GAMOLEAF-V1. From the experimental results, it was found that the gamification applied in GAMOLEAF-V2 and GAMOLEAF-V3 had significantly better effectiveness in improving only students' motivation without improving their learning achievement. Moreover, the analysis result of the learning achievement indicated that the students in the second experimental group

showed significantly higher learning achievement using GAMOLEAF-V3 in comparison with those in both the control group and the first experimental group who used GAMOLEAF-V1 and GAMOLEAF-V2 respectively. Such findings indicate that the personalized recommendations offered by the Lessons Recommendation Module (LRecM) and the problem-solving Solutions Recommender Module (PSSORecM) in GAMOLEAF-V3 may be one of the reasons why the learning achievement of students was increased.

Elom, C. O., Onyeneke, R. U., Ayerakwa, H. M., Atta-Ankomah, R., Deffor, E. W., & Uwaleke, C. C. (2024a). **The role of information and communication technologies and access to electricity on education in Africa**. *Education and Information Technologies*, 29(12), 15501-15532. https://doi.org/10.1007/s10639-024-12504-6
Access to quality education for all children is important for achieving the Sustainable Development Goals especially in Africa. However, information and communication technologies (ICTs) and access to electricity have continued to be burning issues hindering access to quality education in Africa. However, empirical evidence on the impact of ICTs and access to electricity on primary education in Africa is rare. This paper, therefore, investigates the impacts of information and communication technologies and access to electricity on the education of children in Africa. The study used rich data on primary school enrolment, education expenditure, access to electricity, fixed broadband subscriptions, fixed telephone subscriptions, mobile cellular subscriptions, and individuals using the internet in Africa obtained from the World Development Indicators. Leveraging on panel autoregressive distributed lag model, we find that fixed broadband subscriptions, mobile cellular subscriptions, individuals using the internet, and access to electricity exert significant impacts on school enrolment in Africa. We find from the Granger causality test result a unidirectional causality between school enrolment and mobile phone subscription. Furthermore, we identified bidirectional causalities between school enrolment and access to electricity, education expenditure, fixed telephone subscriptions, fixed broadband subscriptions, and individuals using the internet. We conclude that information and communication technologies improve education in Africa.

Elom, C. O., Onyeneke, R. U., Ayerakwa, H. M., Atta-Ankomah, R., Deffor, E. W., & Uwaleke, C. C. (2024b). **The role of information and communication technologies and access to electricity on education in Africa**. *Education and Information Technologies*, 29(12), 15501-15532. https://doi.org/10.1007/s10639-024-12504-6
Access to quality education for all children is important for achieving the Sustainable Development Goals especially in Africa. However, information and communication technologies (ICTs) and access to electricity have continued to be burning issues hindering access to quality education in Africa. However, empirical evidence on the impact of ICTs and access to electricity on primary education in Africa is rare. This paper, therefore, investigates the impacts of information and communication technologies and access to electricity on the education of children in Africa. The study used rich data on primary school enrolment, education expenditure, access to electricity, fixed broadband subscriptions, fixed telephone subscriptions, mobile cellular subscriptions, and individuals using the internet in Africa obtained from the World Development Indicators. Leveraging on panel autoregressive distributed lag model, we find that fixed broadband subscriptions, mobile cellular subscriptions, individuals using the internet, and access to electricity exert significant impacts on school enrolment in Africa. We find from the

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ElSayad, G. (2024). **Drivers of undergraduate students' learning perceptions in the blended learning environment: The mediation role of metacognitive self-regulation**. *Education and Information Technologies*, 29(12), 15737-15760. https://doi.org/10.1007/s10639-024-12466-9
In student-centric learning environments, such as blended learning, students' metacognitive self-regulation is required to plan, monitor, and control their learning processes and achieve positive learning outcomes. The lack of metacognitive self-regulation may lead students to encounter difficulties that, eventually, affect their learning perceptions. Therefore, understanding how to drive students' metacognitive self-regulation is essential to delivering an effective blended learning process that supports students' learning perceptions. This study examines the structural relationships between academic self-efficacy, student–student interaction, student–lecturer interaction, metacognitive self-regulation (including planning, monitoring, and regulating), and perceived learning using structural equation modeling. The data were collected from 1675 undergraduate students who experienced blended learning at Egyptian universities. The findings revealed that academic self-efficacy, student–student interaction, and student–lecturer interaction have significant direct effects on the planning, monitoring, and regulating dimensions of metacognitive self-regulation. Furthermore, metacognitive self-regulation dimensions not only influence perceived learning but also mediate the effects of academic self-efficacy, student–student interaction, and student–lecturer interaction on perceived learning, except for monitoring, which has an insignificant mediation effect on the relationship between student–student interaction and perceived learning. The findings of this study may help researchers, practitioners, and stakeholders gain deep insights regarding how to promote tertiary students' metacognitive self-regulation and learning perceptions during the blended learning experience.

Erol, A. (2024). **Failure analysis and continual improvement in the engineering design process: Teacher roles in children's problem-solving processes**. *Education and Information Technologies*, 29(12), 15229-15248. https://doi.org/10.1007/s10639-024-12489-2
STEM education, which means integrated thinking, attracts the attention of early childhood educators and researchers. Engineering education, which naturally serves STEM integration, contributes to children's problem-solving skills with failure analysis and continual improvement habits of mind. Children need adult support in this process due to their developmental characteristics. This study focuses on the roles of teachers in situations where children fail to solve the problems they encounter in the engineering design process. In this direction, the research was carried out with a case study. The participants were 17 preschool teachers working in southwestern Turkey and 255 children in their classes. The data for the study were collected through observation and a semi-structured interview protocol. The data were analyzed by content analysis. According to the results, teachers facilitated failure analysis and continual improvement processes in

the problems faced by children by encouraging them to rethink the problem, encouraging them to persist, and inviting communication and cooperation with friends. The findings highlight teacher encouragement as important in children's failure analysis and continual improvement processes.

Estriegana, R., Teixeira, A. M., Robina-Ramirez, R., Medina-Merodio, J.-A., & Otón, S. (2024). **Impact of communication and relationships on student satisfaction and acceptance of self- and peer-assessment**. *Education and Information Technologies*, *29*(12), 14715-14731. https://doi.org/10.1007/s10639-023-12276-5
This study presents a learning-oriented assessment experience and examines the impact of communication and relationships on student satisfaction and on the acceptance of self- and peer-assessment. To this end, an analysis was conducted based on the data collected from engineering students in a subject with a high degree of creativity. The answers of online surveys (n = 180) were examined by using the structural equation modelling technique (SEM). The results indicate that effective, frequent, and timely communication and quality relationships play an important role in ensuring that formative assessment, based on teamwork, feedback and self- and peer-assessment, is perceived as easy to implement and useful for learning and skills development, which also increases student satisfaction. In addition, these perceptions have an important impact on students' acceptance of self- and peer-assessment, although students show more confidence in the teacher's judgement and concern about the validity and reliability of their peers' marks.

Gueye, M. L., & Exposito, E. (2024). **Hybrid course instructional design for better practice of learning analytics**. *Interactive Learning Environments*, 1-20. https://doi.org/10.1080/10494820.2024.2350644

Guo, X.-M., Wang, D.-C., Lo, T.-T., & Huang, X.-H. (2024). **Historical architecture pedagogy meets virtual technologies: A comparative case study**. *Education and Information Technologies*, *29*(12), 14835-14874. https://doi.org/10.1007/s10639-023-12420-1
The immersive experience and diverse interaction modes provided by virtual digital technology match the spatial sensitivity and practical ability required in the field of architectural teaching, and its technological advantages can significantly enhance teaching outcomes. However, in the field of architecture teaching, there has been a lack of discussion on the suitability of different virtual technologies and teaching scenarios for historical buildings. Therefore, this study constructed a comprehensive adaptive evaluation system for virtual technology and selected 360-degree panoramic technology (360-degree PT), Immersive Virtual Reality (IVR) technology, and Desktop Virtual Reality (DVR) technology as representatives for empirical study. The research method used in this experiment is a questionnaire survey, involving a total of 60 students majoring in architecture and planning, with a certain foundation in historical architecture knowledge. Multiple statistical methods are employed to analyze the data. The experimental data indicates that IVR technology performs the best in terms of learning outcomes, learning autonomy, and sense of presence, making it suitable for immersive and interactive learning needs. 360-degree PT demonstrates the best perception of architectural features, catering to the demand for visual effects. DVR technology exhibits the highest learning efficiency, meeting the need for simplicity, efficiency, and widespread application. On the other hand, augmented reality (AR) technology and mixed reality (MR) technology have lower adaptability and do not meet the learning

requirements for immersive spatial experiences. This study is expected to provide a new technical pathway for teaching historical buildings and serve as a systematic reference for selecting specific technologies.

Han, H., & Trimi, S. (2024). **Analysis of cloud computing-based education platforms using unsupervised random forest**. *Education and Information Technologies*, *29*(12), 15905-15932. https://doi.org/10.1007/s10639-024-12457-w
Cloud computing-based online education has played a vital role in enabling uninterrupted learning during crises such as the COVID-19 pandemic. This study explored the key variables associated with cloud computing that can effectively support the operation of online education platforms. By analyzing real data from 63 online learning platforms, the study utilizes the unsupervised random forest (RF) method, ranking the importance of cloud computing-related variables using the Gini index and permutation importance and Boruta. The study's contributions include the application of innovative techniques such as Addcl1 and K-means clustering for data pre-processing, unsupervised RF dissimilarity calculated by partitioning around medoids (PAM) clustering and multidimensional scaling (MDS) plots, and the comparison of RF accuracy (98.4%) with other machine learning techniques using WEKA software. The results highlight variables such as public cloud, commercial sourcing, course number limitations, and synchronized tools as important factors in the successful implementation of cloud computing-based online learning platforms. The theoretical and practical implications of the study results can be used by researchers and practitioners to structure cloud computing-based online learning platforms that could successfully function for distance learning during crises like the COVID-19 pandemic.

Hwang, G.-J., Chen, Y.-T., & Chien, S.-Y. (2024). **A concept map-based community of inquiry framework for virtual learning contexts to enhance students' earth science learning achievement and reflection tendency**. *Education and Information Technologies*, *29*(12), 15147-15172. https://doi.org/10.1007/s10639-024-12454-z
With the growing popularity of Virtual Reality (VR), the integration of the Community of Inquiry (CoI) framework provides insights into its role in facilitating student learning in VR environments. VR offers immersive experiences and visualization of abstract concepts. However, the abundance of information in VR can be overwhelming without proper guidance, hindering students' knowledge acquisition and organization. To address this issue, a concept map-based community of inquiry (CM-CoI) framework VR system was developed for a ninth-grade Earth Science course. A quasi-experiment was conducted to investigate its impact on learning achievement, reflection tendencies, and perceptions. The experimental group used the CM-CoI-based VR system, while the control group used a conventional CoI-based VR system. The results showed that the experimental group outperformed the control group in learning achievement and reflection tendencies. Interviews revealed that students in the experimental group found the method helpful for clarifying confusing knowledge. This study demonstrates the potential of CM-CoI-based VR systems to enhance learning achievement and reflection tendencies. It informs educators on integrating VR technology and concept mapping into Earth Science education, and on enhancing students' learning experiences and outcomes.

Jézégou, A. (2022). *La présence à distance en e-Formation: Enjeux et repères pour la recherche et l'ingénierie*. Consulté à l'adresse
https://www.septentrion.com/fr/livre/?GCOI=27574100014840
En e-Formation, comment se crée une « présence à distance » entre les apprenants et avec le formateur ? Cette question est peu abordée dans les écrits scientifiques et dans les manuels d'ingénierie. Or, avec le recours massif à la e-Formation, elle n'a jamais été autant d'actualité. L'ouvrage offre aux chercheurs et aux praticiens des repères pour mieux comprendre à quelles conditions et par quels processus une présence peut se créer malgré la distance géographique qui sépare.

Kaushik, H., & Kaushik, S. (2024). **A study on the associations among the factors influencing digital education with reference to Indian higher education**. *Education and Information Technologies*, 29(12), 14999-15023. https://doi.org/10.1007/s10639-023-12410-3
The involvement of technology in the education domain has transformed the traditional system in many countries. The need was realized when 300 million students in India itself were pushed to move from traditional to various digital education platforms during the pandemic. There has been an essential emphasis given to the promotion of digital based education for achieving the aim of Digital India and National Education Policy (NEP) 2020. Considering the vision, this research work is an attempt to articulate such factors affecting the attainment of digital education based on previous researches and opinions of domain experts in this area through Nominal Group Technique (NGT). ISM based hierarchical model along with MICMAC were used to analyze the interactions among identified factors. The ISM results have put technology awareness, course & subject choice, digital literacy, geographical location, interactivity, cyber security and training for handling ICT, as the most crucial factors driving the others. The MICMAC results indicate geographical location as the most driving factor and switching behaviour as the most dependent factor. The model will assist to understand how factors work in hierarchy with inter-relationships and thus provide su pport to policy planners and institutions in planning the effective implementation.

Khodabandeh, F., & Mombini, A. (2024). **Exploring the effect of augmented reality technology on high school students' vocabulary learning, personality traits, and self-efficacy in flipped and blended classes**. *Education and Information Technologies*, 29(12), 16027-16050. https://doi.org/10.1007/s10639-024-12486-5
Incorporating augmented reality (AR) technology into education has the incredible capacity to elevate the quality of learning encounters significantly. In flipped and blended classrooms, where technology complements traditional instruction, investigating the effect of AR on vocabulary learning, self-efficacy, and personality traits becomes crucial due to the immense potential AR holds for enhancing learning experiences.This study explores the effects of AR on EFL high school students' vocabulary learning, personality traits, and self-efficacy in flipped and blended classes. The study involved the selection of participants according to their scores on the Oxford Young Learners Placement Test at the Elementary level. These individuals were then randomly divided into two experimental groups and one control group. Pre-tests assessed initial vocabulary abilities, while self-efficacy and personality traits questionnaires measured students' perceptions. AR-based instruction was implemented in flipped and blended classes, with all groups receiving vocabulary instruction over 12 sessions. Participants independently used a Vocabulary Builder AR app on their cell phones for AR-based instruction. Post-tests and the same self-efficacy and personality traits questionnaires

were administered after the treatment to assess changes in perceptions. The findings revealed that the experimental groups demonstrated superior performance compared to the control group in terms of vocabulary learning, self-efficacy, and personality traits. The research showcases the beneficial effects of implementing AR on students' vocabulary learning, self-efficacy, and personality traits.The findings hold implications for the development of innovative instructional approaches, curriculum design, and the integration of technology in language education.

Kilic, A., & Payet, J.-P. (2024a). *L'école du like*. PUF.
Depuis plus de dix ans, des applications proposent une digitalisation des relations entre l'école et les familles. Cet ouvrage décrit et analyse un phénomène émergent, qui rallie un nombre croissant d'enseignants et de parents. L'enquête qualitative a été menée auprès des éditeurs des principales applications, d'utilisateurs enseignants et parents et de responsables de l'Éducation nationale. Du côté des éditeurs, l'ouvrage décrypte leurs intentions, leurs stratégies rhétoriques et leur relation tant avec les enseignants qu'avec l'institution scolaire. Du côté des utilisateurs, il montre les usages de l'outil, la manière dont il est investi concrètement par les enseignants et les parents, et interroge son double caractère révolutionnaire et normatif dans les relations entre ces deux acteurs. Du côté des professeurs des écoles, il met en évidence un mouvement « par le bas » typique des réseaux sociaux, s'opposant aux espaces numériques de travail (ENT) édictés « par le haut ». Enfin, l'ouvrage explore les enjeux et les ambiguïtés du côté de l'institution dans une histoire du numérique à l'école dont ces applications constituent un nouvel épisode.

Kilic, A., & Payet, J.-P. (2024b, septembre 17). **« L'école du like » : le numérique change-t-il la place des parents d'élèves ?** Consulté 25 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/lecole-du-like-le-numerique-change-t-il-la-place-des-parents-deleves-237574
Finis les carnets de correspondance. Pour échanger avec les enseignants, les parents doivent de plus en plus passer par des applications numériques. De quoi révolutionner le dialogue école-familles ?

Kim, J., Leftwich, A., & Castner, D. (2024). **Beyond teaching computational thinking: Exploring kindergarten teachers' computational thinking and computer science curriculum design considerations**. *Education and Information Technologies*, 29(12), 15191-15227. https://doi.org/10.1007/s10639-023-12406-z
Many K-12 computer science (CS) education initiatives at the local, state, and federal levels have recently started to focus on engaging the young children. Although most CS education research has focused on the secondary level, only minimal research has explored how computer science (CS) and computational thinking (CT) can be taught in elementary and especially at kindergarten. Understanding how CS and CT are taught at the youngest levels is critical to support the creation of progressive quality curricula and professional development. Therefore, in this study, we delved into the CT/CS curriculum design considerations of five teachers for kindergarteners. Our findings revealed that the primary learning objectives encompassed: 1) Social skill acquisition, 2) Fostering a growth mindset, and 3) Developing basic CT competencies. Moreover, when crafting their CT/CS curriculum, teachers weighed factors such as 1) Their approach to adapting the CT/CS curriculum—whether it be a personalized approach or relying on a pre-packaged curriculum—and 2) Adhering to Developmentally Appropriate Practice (DAP), which took into account individual abilities, interests, and socially relevant contexts. We

conclude by discussing the ramifications of these findings in terms of professional development and the shaping of future CT/CS curricula for young learners.

Leung, A. C. Y., Liu, D. Y. W., Luo, X., & Au, M. H. (2024). **A constructivist and pragmatic training framework for blockchain education for IT practitioners**. *Education and Information Technologies*, 29(12), 15813-15854. https://doi.org/10.1007/s10639-024-12505-5
Blockchain is a newly emerging technology in the past decade that has significantly impacted various aspects. "Scientific popularization" among IT practitioners on this technology and its use cases become a pressing need. However, constructing an effective blockchain teaching approach for this purpose is a challenging task. A training framework consisting of constructivist and pragmatic approaches is proposed, aiming to provide IT practitioners with an effective Teaching and Learning (T &L) process about blockchain on both theory and application aspects. The outcomes of this study are to 1) propose an effective teaching methodology, 2) assess the effectiveness of constructivist and pragmatic approaches and 3) extract the elements facilitating blockchain T &L. Mixed quantitative and qualitative research methods were adopted, including questionnaires and knowledge quizzes. 1267 participants were involved in the training that implemented the proposed framework. Their performance and responses indicated that the framework is effective and flexible. The findings from this empirical research can serve as a reference for educators in blockchain to implement a systemic approach that facilitates the T &L process and improves the field of blockchain and education in the future.

Li, L. (2024). **University social responsibility, the level of digital ethics and knowledge about data security: The case of first-year and fifth-year students**. *Education and Information Technologies*, 29(12), 14733-14747. https://doi.org/10.1007/s10639-023-12443-8
The purpose of the current article is to evaluate social responsibility, digital ethics, and knowledge about safe data storage among students of different ages. Four hundred students took part in the study: 200 people each in the first and fifth years of study. Their ages were 19.2 years (SD = 1.08) and 24.4 years (SD = 1.18), respectively. The research tools were the Chinese University Students' Social Responsibility Scale (CUSSRS), the Digital Ethics Level Scale (SLDE), and the Cyber Security Awareness Survey (CSA). It was found that with age, the indicators of Social Responsibility become higher. Digital Ethics also increases with age: in the category of Privacy and Data Protection, first-year students had a mean value of 11.49 versus 16.04 of fifth-year students; in the Ethical Use of Technology – 12.05 versus 16.49; in Digital Security – 11.02 versus 15.00, respectively. At the same time, the Digital Accessibility subscale was the same for the two groups, without significant differences. In addition, the value of Cybersecurity Awareness was higher among fifth-year students with an indicator of 58.86 against an indicator of 46.33 for first-year students, that is, it was 12.53 higher.

Lim, J., & Lee, M. (2024). **The buffering effects of using avatars in synchronous video conference-based online learning on students' concerns about interaction and negative emotions**. *Education and Information Technologies*, 29(12), 16073-16096. https://doi.org/10.1007/s10639-024-12508-2
Avatar use has been proposed as a method to address students' social anxiety and hesitancy to interact with other people in synchronous online environments. Nonetheless, there is a dearth of research examining the effects of avatar-based interactions on

students' emotions and motivation. A quasi-experimental research was conducted to examine the effects of avatar-based interaction on students' self-efficacy, affects related to interaction, emotions, and learning outcomes in a synchronous video conferencing-based online learning environment. Seventy-one participants were recruited from three sections of one required teacher training course for elementary school pre-service teachers. All sections followed the same course structure and had the same learning content. Forty-three students in two sections were assigned to the experimental group and used avatar-based interaction. Twenty-eight students in one section was assigned to the control group and interacted using webcams. The results showed that the avatar-based interaction effectively alleviated students' concerns and negative emotions. We found no significant difference in perceived learning achievement between the two groups, although the experimental group showed the higher course satisfaction than the control group. The current findings support the potential mitigation effect of avatar-based interaction on social anxiety during video conferencing-based online learning. Avatar use can be an effective alternative to assuage students' social concerns, thereby fostering active engagement in social interactions within various synchronous online learning environments, such as the Metaverse.

Lin, Z., Gukasyan, G., & Nasyrova, L. (2024). **Virtual reality in cultural education: Cultural integration and academic performance of migrant students in the context of cultural capital**. *Education and Information Technologies*, *29*(12), 15325-15351. https://doi.org/10.1007/s10639-024-12450-3
This research aims to investigate the correlation between the academic performance of migrant students and their cultural integration within the context of international education. Additionally, it seeks to identify an optimal acculturation strategy that enhances the academic outcomes of migrant students and explores the influence of VR technology-based learning on acculturation and academic performance. The study conducted an online survey among 1032 participants from China, Vietnam, Mongolia, Turkmenistan (studying at RUDN University in Moscow, Russian Federation), and Uzbekistan, Tajikistan, Turkmenistan (studying at Kazan (Volga Region) Federal University in Yelabuga, Russian Federation), forming the primary sample (N = 400). The research utilized Berry's 2D acculturation model (2005) and Schwartz's questionnaire (1992) to assess acculturation strategies. A virtual reality experiment involved 100 students using Oculus Rift and Rhino-Unity technology. Academic performance, acculturation, and stress levels were measured post-virtual excursions. The SL-ASIA (26-item) and ILS (31-item) surveys assessed acculturation levels and stress. The research identified integration as the most effective acculturation strategy (35%), fostering improved academic performance, expanded cultural boundaries, and the development of global cultural capital. Analyzing the relationship between academic performance and acculturation tendencies revealed that the majority of students with « Excellent » (49%) and « Good » (59%) grades exhibited a high level of integration. Those with « Satisfactory » grades showed a tendency towards marginalization (32%). In the realm of cultural education through virtual reality technology, the study demonstrated that immersive VR learning environments can enhance academic performance, reduce psychological and acculturation stress, and multiply adaptive resources essential for acculturation in a new culture. Although the abstract highlights the research objectives, it requires modification for grammatical correctness. Additionally, the methodology for data collection and analysis needs to be explicitly mentioned for clarity.

Llorent-Vaquero, M., De Pablos-Pons, J., & Velez, I. (2024). **Digital learning and public policy in schools: A transformative paradigm for a changing world**. *Policy Futures in Education*, 22(4), 574-592. https://doi.org/10.1177/14782103231180675
This study explores models of digital learning in public educational institutions, focusing on good practices aimed at bringing about instrumental and methodological change, and encouraging the adoption of new values and greater social justice. It identifies challenges and opportunities to propose a dynamic model of public policy on digital education. Eighteen public educational institutions associated with good digital practices in Andalusia (Spain) participated in the study. Using a descriptive method with a survey design, three questionnaires were administered at the institutions. The results confirm the importance of collective practice in encouraging the introduction of digital technologies in educational institutions. The conclusions show that a participatory culture and innovative teaching initiatives can facilitate the digital integration, on which the proposed policy model is based. The study proposes a policy model based on how participatory culture and innovative teaching initiatives can facilitate digital integration in schools. This dynamic, reflexive policy model proposed can be adapted to emerging social changes and used by policymakers, management staff and teachers in primary and secondary education.

Ma, X., Xie, Y., Yang, X., Wang, H., Li, Z., & Lu, J. (2024). **Teacher-student interaction modes in smart classroom based on lag sequential analysis**. *Education and Information Technologies*, 29(12), 15087-15111. https://doi.org/10.1007/s10639-024-12487-4
At present, the research on the teacher-student interaction (TSI) mode in smart classroom (SC) was not in-depth enough, and a few studies mainly focuses on top-down theoretical deduction. This study adopted a bottom-up approach to study the TSI modes in SC and proposed specific implementation suggestions, which had important theoretical value and practical significance for promoting the development of students' higher-order thinking (HOT) and the digital transformation of education practice. The study used lag sequential analysis to encode and analyze 12 SC teaching videos that won first prize in Jilin Province, China. A total of 4617 sequence relationships and 48 significant activity sequences were generated. The analysis of these significant activity sequences showed that SC was divided into four types of TSI modes: discovery question, conceptual scheme, validation scheme, and creating products. There was a sequential relationship between the four types. The research proposed specific implementation suggestions from four aspects: interaction goals, interaction methods, interaction content, and interaction media. This will guide teachers in building high-quality SC and assist students in developing HOT.

Mansour, N. (2024). **Students' and facilitators' experiences with synchronous and asynchronous online dialogic discussions and e-facilitation in understanding the Nature of Science**. *Education and Information Technologies*, 29(12), 15965-15997. https://doi.org/10.1007/s10639-024-12473-w
The existing literature lacks a precise understanding of how online facilitation and dialogic discussions can positively impact students' comprehension of the Nature of Science (NoS). This study delves into the experiences of students and facilitators engaged in synchronous and asynchronous online dialogic discussions and e-facilitation to enhance our understanding of NoS. An innovative experiment employed a digital dialogue game to engage postgraduate students in a Postgraduate Certificate in

Education (PGCE) secondary science course. The participants included sixty-five PGCE science students and three lecturers specializing in different science disciplines (Physics, Chemistry, and Biology). Qualitative data collection methods and analysis, including transcripts of online discussions about NoS topics, were followed by critical event recall interviews to identify specific online dialogue events that significantly contributed to the comprehension of NoS. The findings contribute significantly to comprehending students' processes in grasping complex and debatable topics such as Nature of Science (NoS) within online dialogic discussions supported by e-facilitation. They emphasize the importance of establishing an open and expansive dialogic space, with a focus on the crucial roles of e-facilitators. The results also highlight a tension between active and passive roles in both synchronous and asynchronous online discussions. Additionally, the study sheds light on the influence of space, time, and texts in understanding NoS through e-facilitated online dialogic discussions. Notably, the research emphasizes the live chat room's significance within Interloc, accentuating its role as a social space fostering a sense of community and a safe environment for inquiry in online dialogue which supported understanding NoS.

Merjovaara, O., Eklund, K., Nousiainen, T., Karjalainen, S., Koivula, M., Mykkänen, A., & Hämäläinen, R. (2024). **Early childhood pre-service teachers' attitudes towards digital technologies and their relation to digital competence**. *Education and Information Technologies*, 29(12), 14647-14662. https://doi.org/10.1007/s10639-023-12237-y
This study examines early childhood pre-service teachers' attitudes towards digital technologies and their relations to their self-perceived digital competence. Attitudes towards digital technologies were divided into core attitudes: general attitudes towards digital technologies; attitudes towards educational use of digital technologies; and perceived ease of digital technology use. Technological knowledge [TK] and technological content knowledge [TCK] dimensions of the TPACK framework were used to assess pre-service teachers' self-perceived digital competence. Two structural equation models, a correlated-traits model and a second-order factor model, were used to analyse the relations between attitudes and digital competence. Based on the results, the early childhood pre-service teachers held positive attitudes towards digital technologies. Both models fit the data well, but the correlated-traits model explained a larger portion of variance in competence measures. Moreover, this model provided a more fine-grained picture of the associations between attitudes and competence. The general attitudes towards digital technologies and perceived ease of digital technology use were related to both TK and TCK, whereas attitudes towards educational use of digital technologies were not. Therefore, the correlated-traits model was viewed as better at describing the relations between attitudes towards digital technologies and digital competence. The study contributes to the development of teacher education. Instead of considering the current generation of pre-service teachers as a homogeneous group, this study aims to understand how they differ in their attitudes and how they perceive their own competence to use digital technologies.

Meusel, F., Scheller, N., Rey, G. D., & Schneider, S. (2024). **The influence of content-relevant background color as a retrieval cue on learning with multimedia**. *Education and Information Technologies*, 29(12), 16051-16072. https://doi.org/10.1007/s10639-024-12460-1
Color has been investigated as a signaling cue in multimedia learning environments, guiding the learner's attention and as an emotional design element, increasing the

learner's motivation and, thus, improving learning outcomes. Retrieval cues (e.g., visual cues, odor, sound) facilitating memory retrieval have been primarily investigated in learning simple word lists. Contrary to additional retrieval cues, the background color is a component that is always present in multimedia learning environments. This study investigates if the background color of learning texts as retrieval cue can enhance learning and affect cognitive load and motivation. Hypotheses are formulated according to the Cognitive-Affective Theory of Learning with Multimedia (CATLM) and in the setting of context-dependent memory, specifically the Information, associated Context, and Ensemble Theory (ICE). A 2 (related vs. unrelated background color) × 2 (with vs. without colors in the learning test) -factorial between-subjects design with an additional control group was utilized. For the control group, the background of the learning texts and learning questions was white. In total, 191 native German speakers were randomly assigned to the five groups. The findings indicate that relying solely on the background color as a retrieval cue is insufficient. Instead of facilitating memory retrieval, the background color remains context information stored separately from the item information. However, the results should be approached carefully as learning outcomes may be subject to ceiling and floor effects.

Nguyen, H. M., & Goto, D. (2024). **Unmasking academic cheating behavior in the artificial intelligence era: Evidence from Vietnamese undergraduates**. *Education and Information Technologies*, *29*(12), 15999-16025. https://doi.org/10.1007/s10639-024-12495-4
The proliferation of artificial intelligence (AI) technology has brought both innovative opportunities and unprecedented challenges to the education sector. Although AI makes education more accessible and efficient, the intentional misuse of AI chatbots in facilitating academic cheating has become a growing concern. By using the indirect questioning technique via a list experiment to minimize social desirability bias, this research contributes to the ongoing dialog on academic integrity in the era of AI. Our findings reveal that students conceal AI-powered academic cheating behaviors when directly questioned, as the prevalence of cheaters observed via list experiments is almost threefold the prevalence of cheaters observed via the basic direct questioning approach. Interestingly, our subsample analysis shows that AI-powered academic cheating behaviors differ significantly across genders and grades, as higher-grade female students are more likely to cheat than newly enrolled female students. Conversely, male students consistently engage in academic cheating throughout all grades. Furthermore, we discuss potential reasons for the heterogeneous effects in academic cheating behavior among students such as gender disparity, academic-related pressure, and peer effects. Implications are also suggested for educational institutions to promote innovative approaches that harness the benefits of AI technologies while safeguarding academic integrity.

Nikou, S. A. (2024). **Factors influencing student teachers' intention to use mobile augmented reality in primary science teaching**. *Education and Information Technologies*, *29*(12), 15353-15374. https://doi.org/10.1007/s10639-024-12481-w
Thanks to the advancement of mobile technologies, Augmented Reality (AR) has become broadly accessible through mobile devices such as smartphones and tablets. Mobile Augmented Reality can benefit science education in a variety of ways. However, except from some sporadic experimental cases, it is rather rarely employed by teachers and has not yet been fully introduced in education. Moreover, little research exists about the adoption behavior of mobile AR by pre-service teachers. Against this background,

the current study proposes and validates an integrated adoption model to explain and predict the factors that significantly influence student teachers' intentions to use mobile AR in teaching primary science. The study also introduces two new constructs, Perceived Immersion and Perceived Educational Value in the context of mobile AR. Eighty-nine undergraduate pre-service primary school teachers participated in a mobile augmented reality workshop creating mobile augmented reality experiences for teaching physics to primary school pupils. Following that, student teachers answered an online survey. The quantitative survey data was analysed using structural equation modelling. The study confirmed the proposed model explaining and predicting approximately 72% of the variance of student teachers' Behavioral Intention to Use mobile AR to teach primary science. Perceived Immersion and Perceived Educational Value significantly influence Behavioral Intention to Use after being mediated by Perceived Usefulness. The study offers insight into the factors influencing pre-service primary teachers' intentions to utilise mobile augmented reality (AR) in their future lessons, which is relevant given the growing interest in utilising these technologies in education. Implications are discussed.

Nkansah, J. O., & Oldac, Y. I. (2024). **Unraveling the attributions of digital literacy skills and knowledge gap in Ghana's higher education: Undergraduate students voices in a phenomenological study**. *Education and Information Technologies*, 29(12), 15249-15268. https://doi.org/10.1007/s10639-024-12483-8
Any undergraduate student lacking the knowledge and skills for digital technology will find it challenging to succeed academically and thrive in the 21st -century higher education setting. This study employed a novel conceptual framework built from ecological theory to investigate the attributions of the knowledge and skill gap in digital literacy among Ghanaian undergraduate students. A phenomenological qualitative design with a purposive sampling technique was implemented to collect data from 16 undergraduates in a large public university in Ghana in a four-months period. The findings show several factors responsible for students' digital literacy knowledge and skills gap. Undergraduates have ascribed these reasons to various macro and micro factors. The students attributed their skills gap to personal, parental, institutional, and government factors, pointing to the need for concerted action from national and international policymakers and educators alike. This paper argues that university lecturers, administrators, the Ministry of Education, and policymakers in Ghana should collaboratively redesign comprehensive, persuasive, and integrated digital literacy approaches to benefit undergraduate students at all levels.

Olumoyo, A. E. (2024). **Teaching and Learning with Technology: Effectiveness of usage of Information and Communication Technology (ICT) Facilities in Public Primary Schools in Ondo State, Nigeria**. *British Journal of Education*, 12(10). Consulté à l'adresse https://eajournals.org/bje/vol12-issue10-2024/teaching-and-learning-with-technology-effectiveness-of-usage-of-information-and-communication-technology-ict-facilities-in-public-primary-schools-in-ondo-state-nigeria/
The use of Information and Communication Technology (ICT) in schools is a worldwide requirements meant to replace traditional teaching methods with a technology- based teaching and learning tools and facilities which will assist teachers in their day to day activities of teaching, keeping of records among others. This study aims to analyze the importance of … Teaching and Learning with Technology: Effectiveness of usage of Information and Communication Technology (ICT) Facilities in Public Primary Schools in Ondo State, Nigeria Read More»

Person, J. (2024). *Conception participative de Learning Analytics croisant études d'usages et analyse de l'activité : le cas d'un projet réunissant enseignants de lycée et chercheurs* (Phdthesis, Nantes Université). Consulté à l'adresse https://theses.hal.science/tel-04707458
Ce travail de thèse s'inscrit dans la recherche LEAP Num' se déroulant dans un lycée labellisé «Incubateur numérique». Il documente le processus de conception participative et ses aléas, et interroge les conditions d'émergence d'une innovation techno-pédagogique : les Learning Analytics. La méthodologie employée s'appuie sur une démarche ethnographique reposant sur des entretiens, des observations (dans certains cas avec des enregistrements vidéos, supports à des entretiens d'auto-confrontation). Le cadre théorique mobilisé articule des apports de l'ergonomie de l'activité sur les processus de conception cherchant à intégrer l'activité et l'expérience des utilisateurs finaux (Darses et Falzon, 1996 ; Béguin, 2007) ainsi que les études d'usages (Jauréguiberry et Proulx, 2011). A l'issue d'une première phase de conception nous mettons en évidence les écarts entre deux mondes (Béguin, 2007) celui des chercheurs en Informatique et celui des enseignants, ainsi qu'une version faible de la participation en conception. Nous proposons auprès d'enseignants volontaires une démarche de réingénierie basée sur l'activité réelle des acteurs. Ce travail participatif aboutit à la mise en œuvre d'une situation permettant la collecte de données informatiques d'élèves en conditions écologiques. Nous contribuons ainsi à la conception d'un prototype de Tableau de bord de Learning Analytics.Une exploration à haute voix de cet artefact est filmée et analysée. Nous montrons les limites d'une approche de l'activité des élèves par l'outil conçu.

Petit, M., Gagné, A., Parent, S., Dumas, J.-P., & Vandercleyen, F. (2024). **État des connaissances sur les considérations éthiques de la supervision à distance à l'aide du numérique lors des stages de métiers relationnels en enseignement supérieur**. *Éthique en éducation et en formation : les Dossiers du GREE*, (16), 77-104. https://doi.org/10.7202/1112942ar
En supervision de stage, l'activité d'accompagnement peut être décrite comme « une éthique en acte » (Paul, 2020, p. 151). Accompagner des stagiaires en formation dans les métiers relationnels constitue un acte complexe dont la principale finalité s'avère le développement de leurs compétences professionnelles. Depuis quelques années, le numérique s'insinue dans la supervision (rencontres et observations à distance, enregistrements audio et vidéo, rétroactions immédiates, etc.), modifiant les dispositifs de formation pratique et médiatisant le langage, ainsi que la relation d'accompagnement. Quelles nouvelles considérations éthiques devraient guider l'acte d'accompagnement à l'aide du numérique lors des stages ? Une recension systématique des écrits ayant pour thèmes la supervision et le numérique dans tous les domaines de formation en enseignement supérieur a été réalisée. De notre analyse, plusieurs constats se dégagent autour d'enjeux éthiques inhérents à la supervision à distance et de facteurs relationnels, psychosociaux et numériques favorisant cette activité d'accompagnement en stage.

Qassem, M., & Al Thowaini, B. M. (2024). **Effectiveness of an online training course for trainee translators: Analysis of keylogging data**. *Education and Information Technologies*, 29(12), 15711-15735. https://doi.org/10.1007/s10639-024-12484-7

The optimal measurement of the effectiveness of online translation training courses necessitates a comprehensive evaluation of the translation process and product to fully understand the impact of such courses on trainee translators' behavior. In this study, we employed a one-group pretest-posttest design to assess the effect of a 12-week online translation training course on trainee translators' performance and management of the translation process when translating an Arabic journalistic piece into English. Leveraging Translog, we meticulously documented the impact of the online translation training program on trainee translators' cognitive processes and final output, both prior to and after the intervention. The findings unequivocally demonstrated that the online translation training course had a statistically significant positive impact on the trainees' performance and production speed. Notwithstanding, our analysis revealed that the online training course had no discernible effect on the trainees' time management of the translation task, including stages of orientation, drafting, and revision, as well as online revision. Consequently, this study concludes with pedagogical implications that have the potential to inspire improvements in undergraduate translation training programs as well as the design of future online training courses.

Qi, C., Liang, H., Zuo, S., & Li, R. (2024). **Comparing competency-oriented student activities between expert and novice teachers in China: Insights from an epistemic network analysis (ENA)**. *Education and Information Technologies*, *29*(12), 15375-15402. https://doi.org/10.1007/s10639-024-12467-8
Competency-oriented student activities are an important means of enabling teachers to move from teaching fundamental knowledge to developing students' subject competencies. To examine mathematics teacher novice–expert differences in organizing competency-oriented activities, this study collected data from three consecutive lessons taught by an expert and a novice teacher respectively. Epistemic network analysis (ENA) was used to identify the co-occurrence and structure of students' activities in each lesson. Results of the coding-and-counting method show statistically significant differences in the types of students' activities related to mathematics competency across the lessons taught by the expert teacher, but not in those taught by the novice teacher. By recognizing the temporal relationships between different activities, the ENA of the consecutive lessons reveals that the expert teacher facilitated better mathematical content and lesson connectedness by establishing connections between competency-oriented activities following the sequence of understanding-applying-transferring and innovating (Wang et al., 2022). In contrast, the novice teacher organized more mathematics activities on understanding and applying, without building connections via transferring and innovating across three lessons. The results of the ENA are also supported by qualitative analysis. Finally, the implications, limitations, and possibilities for future research are discussed.

Samarasekara, C. K., Ott, C., & Robins, A. (2024). **A framework identifying challenges & solutions for high school computing**. *Education and Information Technologies*, *29*(12), 15621-15654. https://doi.org/10.1007/s10639-023-12329-9
A global concern in recent years has been the formal incorporation of computing and digital technology subjects into high school curricula. Despite many initiatives to make these subjects accessible to students, significant barriers to uptake remain in many countries. In this study we convened a panel of 32 academic, research, and other experts from several countries, to participate in a three round Delphi study with the goal of identifying ways to improve student participation for high school computer science

and programming subjects in New Zealand. The study explored barriers and challenges, potential solutions and future scenarios, as well as implementation ideas for the most important solutions across five domains: Computer Science and Programming Standards, Resources, Support, Assessment, and Student-centred factors. Together these three Delphi rounds were synthesized into a framework summarizing challenges and potential solutions, including suggestions relating to the implementation of those solutions, alongside key aspects of a likely and a desirable future scenario regarding high school computing in New Zealand. The framework, which is the major result of this study, was designed with the intention to summarise and present potential ways to increase student participation and engagement for computer science and programming standards. We hope that this framework will be of interest to government, teachers, schools, industry, universities and other key stakeholders.

Sat, M., & Kadirhan, Z. (2024). **Unveiling competence in the classroom: Amultidimensional assessment of computer science teachers' self-efficacy in codingeducation**. *Education and Information Technologies*, 29(12), 1-29. https://doi.org/10.1007/s10639-024-12503-7
The significance of teachers' self-efficacy in coding education withinK-12 settings has grown substantially. However, the literature lackssubject-specific measurement tools tailored to assess teachers' self-efficacy incoding instruction. This study adopted a mixed methods approach to develop areliable and valid instrument for measuring computer science (CS) teachers'self-efficacy in teaching coding. The scale development involved a rigorous processencompassing item generation, expert validation, and pilot testing. Importantly,this process unfolded in seven steps with two distinct phases, and each phaseinvolved independent sample groups. Subsequently, a comprehensive survey wasadministered to two samples of CS teachers (n = 318, n = 295) to assess thescale's psychometric properties. The results revealed robust internal consistencyand construct validity of the 20-item Coding Teaching Self-Efficacy Scale (CTSES)with four intercorrelated dimensions: student motivation, subject knowledge,classroom management, and material development. Furthermore, additional analysesrevealed the significant impact of teaching experience and self-reported codingknowledge level on teachers' self-efficacy in teaching coding. The implications ofthis study hold significance for both practitioners and researchers to understandteachers' self-efficacy in teaching coding and to explore its relation to teachertraining, curriculum development, and the broader advancement of coding educationwithin school settings.

Sergi, F., & Dechaux, P. (2024, septembre 26). **Avant l'IA, les « révolutions » informatiques ont-elles vraiment bouleversé la recherche en économie ?** Consulté 27 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/avant-lia-les-revolutions-informatiques-ont-elles-vraiment-bouleverse-la-recherche-en-economie-238258
L'IA aurait, aux dires de prestigieuses revues, le « potentiel pour révolutionner la recherche » en économie. Mais qu'en a-t-il été de précédentes innovations informatiques pareillement présentées ?

Shal, T., Ghamrawi, N., Abu-Tineh, A., Al-Shaboul, Y. M., & Sellami, A. (2024). **Teacher leadership and virtual communities: Unpacking teacher agency and distributed leadership**. *Education and Information Technologies*, 29(12), 15025-15042. https://doi.org/10.1007/s10639-023-12446-5

This study explored the development of teacher leadership in collaborative online spaces, also called virtual communities of practice (vCoP). Employing a phenomenological research design with semi-structured interviews as the primary data collection method, participants were drawn from a single vCoP. The findings underscored the pivotal role of vCoPs in nurturing teacher leadership skills, facilitated by the dynamic interplay of teacher agency and distributed leadership. Teacher agency empowers educators to proactively take control of their learning journey within vCoPs, enabling them to explore areas of personal interest and expertise, including knowledge sharing and project initiation. Simultaneously, distributed leadership empowers teachers to assume leadership roles within the vCoP, irrespective of their formal positions or seniority, involving activities such as guiding discussions and organizing professional development. This harmonious collaboration between teacher agency and distributed leadership fosters a collaborative and inclusive environment within vCoPs, where teacher leadership thrive.

Tirado-Olivares, S., López-Fernández, C., González-Calero, J. A., & Cózar-Gutiérrez, R. (2024). **Enhancing historical thinking through learning analytics in Primary Education: A bridge to formative assessment**. *Education and Information Technologies*, *29*(12), 14789-14813. https://doi.org/10.1007/s10639-023-12425-w
History teaching from early educational stages not only should assess the student's ability to memorise historical content, but also their ability to think historically. Traditional summative tests do not enable teachers to continuously monitor the progress of students. This study evaluates the effect in history learning of incorporating learning analytics (LA) in terms of academic achievement and self-efficacy. Seventy-six elementary students aged 10–12 years old participated in the study. The results indicate that the integration of LA particularly helped students with low historical knowledge and enabled the prediction of academic achievement, especially in historical thinking. The results also highlight the disparity between students' knowledge and students' self-efficacy during the lessons, and what they demonstrate in exams, indicating the need to incorporate tasks before exams that allow students to identify their limitations and misconceptions. These results suggest that LA in history teaching may provide teachers with useful information for formative assessment.

Troyanskaya, M., Tyurina, Y., & Ermakova, E. (2024). **Modern information technologies in law education: Teaching innovative principles of taxation of financial assets based on international legal experience**. *Education and Information Technologies*, *29*(12), 15691-15709. https://doi.org/10.1007/s10639-024-12488-3
The research objective is to analyze contemporary information technologies and their application in teaching the legal aspects of taxing financial assets in higher educational institutions. Drawing upon international legal experience, the goal is to identify optimal innovative principles for the integration of information technologies to enhance the effectiveness of teaching and comprehension of this legal discipline. To assess the influence of integrating information technologies on the academic achievements and competencies of law students, instructors conducted a retrospective analysis of students' academic records from the preceding semester, during which a conventional educational curriculum was implemented. Semester grades were meticulously recorded for each student. The utilization of information-based pedagogical approaches introduced in the subsequent semester yielded a discernible enhancement in the mean academic performance of the law students. Specifically, the average grade rose from

68.9 (corresponding to the use of traditional methods in the initial semester) to 77.2 (attained through the application of integrated methods in the latter semester). This outcome underscores a heightened level of scholastic attainment among students when information technologies were integrated into the educational process.

Türkoğlu, H., & Yalçınalp, S. (2024). **Investigating problem-solving behaviours of university students through an eye-tracking system using GeoGebra in geometry: A case study**. *Education and Information Technologies*, 29(12), 15761-15791. https://doi.org/10.1007/s10639-024-12452-1
Problem solving is one of the high-level thinking skills and essential in teaching mathematical concepts and procedures. The eye-tracking method allows educators to see and interpret different problem-solving behaviours of students. The purpose of this study was to investigate the problem-solving behaviours of university students based on eye tracking statistics when faced with a geometry problem, and to explain these behaviours in terms of the students' success and learning styles. The research design was a case study approach that combined quantitative and qualitative data. Eight first-year students from the department of elementary mathematics education in a private University, Turkey, participated in this study. They were asked to solve a specific geometry question using the GeoGebra software. While solving this question, their eye movements were recorded and analysed using an eye-tracking program. Results were analysed to investigate their problem-solving skills and behaviours based on Polya's mathematical problem-solving stages. Results of the study suggest that the effort devoted to the understanding and planning stages of problem-solving are important factors that contribute to success in this case. Results also revealed that participated students with a converger learning style were more successful in each step of the problem-solving process. Additionally, it could be concluded that the input area had only been used by converger students, indicating that they devoted time and effort to creating and trying formulas.

Venant, F. (2024). *Intégration de la programmation en mathématiques et en sciences au secondaire : quels enjeux pour la formation des enseignants?* (p. 31). Consulté à l'adresse Fonds de recherche du Québec website: https://frq.gouv.qc.ca/histoire-et-rapport/integration-de-la-programmation-en-mathematiques-et-en-sciences-au-secondaire-quels-enjeux-pour-la-formation-des-enseignants/
Le milieu éducatif québécois réfléchit actuellement aux enjeux didactiques et citoyens de l'intégration de la programmation informatique à l'école.

Verdel, H. (2023). *Interactions entre environnements numériques et environnements physiques dédiés aux apprentissages* (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-04712154
Ce projet de recherche (appelé « projet E-Numac »), cofinancé par l'Académie de Nancy-Metz, s'inscrit dans un contexte visant à étudier les effets de l'implantation massive du numérique éducatif au sein des établissements scolaires du second degré de la région, sur les espaces pédagogiques dans lesquels ils sont implantés.En effet, depuis 2015, divers plans politiques visant l'intégration d'outils numériques au sein des établissements scolaires de la région Grand-Est sont lancés et équipent progressivement les salles de classes et les acteurs en supports numériques (ordinateurs portables, tableaux blancs interactifs, vidéoprojecteurs interactifs, tablettes). L'intégration de ces dispositifs n'a pas toujours été pensée en relation étroite avec les espaces pédagogiques

physiques dans lesquels ils sont utilisés. Cet élément a entraîné de nombreuses contraintes pour en faire usage de manière efficiente (liés, notamment, aux difficultés matérielles associées à son usage dans les salles de classes existantes, aux représentations des acteurs concernant son usage en classe, ou encore aux habiletés technologiques des acteurs).À travers une démarche inductive et s'appuyant sur une perspective écologique et systémique, la présente thèse vise à étudier l'impact de cette implantation sur les usages qu'en font les enseignants, la manière dont sa pratique évolue (ou non) au regard de son usage, mais aussi comment il est possible de repenser les espaces pédagogiques intégrant ces dispositifs pour favoriser l'enseignement et les apprentissages. Dans ce cadre, trois études expérimentales (mêlant à la fois des données qualitatives et quantitatives) ont été réalisées et visent à étudier les interactions entre l'usage du numérique éducatif et les environnements physiques dans lesquels ils sont utilisés.

Villanueva, J. A. R., Redmond, P., Galligan, L., & Eacersall, D. (2024). **Investigating blended learning interactions in Philippine schools through the community of inquiry framework**. *Asia Pacific Education Review*, *25*(4), 813-828. https://doi.org/10.1007/s12564-023-09826-4
This article reports on an exploratory case study that applied the Community of Inquiry framework in the K-12 Philippine setting, where there are limited studies on blended learning interactions and experiences. The study examined blended learning interactions across three schools in the Philippine K-12 system to investigate the following: (1) what is the nature of interactions in the blended learning classes? and (2) how do the interactions indicate learning communities as outcomes of blended learning? A mixed method approach to data collection was undertaken, which included student surveys, focus group discussions, teacher interviews, and class observations. The constant comparative analysis uncovered thick descriptions of blended learning interactions. Findings uncovered three themes on blended learning across levels of interactions within the Community of Inquiry presences: (i) best of both worlds, (ii) learning anytime and anywhere, and (iii) learning with technology. Descriptive statistics indicated high mean ratings across the presences, revealing positive experiences afforded by the use of various technologies and social media. The study concluded that learning communities are an outcome of blended learning interactions. A Developmental Model for K-12 Blended Learning Communities was recommended to inform teacher professional development on pedagogies and practices supportive of learning community building in contexts where blended learning may continue to thrive.

Wang, F., Zhu, X., Pi, L., Xiao, X., & Zhang, J. (2024). **Patterns of participation and performance at the class level in English online education: A longitudinal cluster analysis of online K-12 after-school education in China**. *Education and Information Technologies*, *29*(12), 15595-15619. https://doi.org/10.1007/s10639-024-12451-2
Studies have shown that course participation and academic performance are key factors in defining the success of online education, but much remains unknown regarding how best to define the success of online K-12 after-school education that are popular in Asian countries. To address this issue, we used a longitudinal clustering approach to analyze the course records of a large online education company in China. In total, we analyzed data on 166 online English courses offered by a Chinese K12 after-school education company for the entire fall semester, and after excluding data on 10 classes where there were consecutive missing courses, the remaining 156 classes covered

more than 200,000 primary school students enrolled in grades 1–6 in public schools. The results showed that there were two different patterns: classes with poor learning outcomes generally had high participation rates, while classes with good learning outcomes generally had low participation rates. Further analysis revealed that teacher's teaching experience, the difficulty of the course, and students' grade level helped explain the dichotomy. This finding shows that there can be dissociation between participation and achievement at the class level in online K-12 after-school education, which likely resulted from misalignment between requirements set by the course and the expectations from teachers and parents. This study provides important insight for future research and practice in online K-12 after-school education.

Wu, D., Guo, Z., Wang, Y., & Li, Z. (2024). **Auxiliary analysis of digital platform using internet of things technology in physical education teaching**. *Education and Information Technologies*, 29(12), 15855-15874. https://doi.org/10.1007/s10639-024-12469-6
The informatization of education is the key area of the current education reform. Physical exercise is not only a compulsory course in schools but also very important to people's health. With the outbreak of the COVID-19 epidemic, online courses have begun to appear frequently. With the gradual increase of various online learning platforms, digital platforms emerge as the times require, which lays the foundation for the provision of physical education online. The digital platform can make online physical education teaching more complete and efficient and gradually form an independent and efficient system. However, the development of digital-physical education platforms has not made a big breakthrough. In response to the above problems, this paper will conduct data analysis and research on the role and development of digital platforms in physical education based on the Internet of Things (IoT) technology. The research results showed that the Random Forest (RF) algorithm can achieve 99% accuracy in gesture recognition when the number of features is 4. This provided new methods and aids for physical education on digital platforms.

Wut, T., Shun-mun Wong, H., Ka-man Sum, C., & Ah-heung Chan, E. (2024). **Does institution support matter? Blended learning approach in the higher education sector**. *Education and Information Technologies*, 29(12), 15133-15145. https://doi.org/10.1007/s10639-024-12478-5
This study aims to investigate factors affecting students' intention to join blended learning courses in higher education sector using Community of Inquiry framework and Unified Theory of Acceptance and Use of Technology (UTAUT) model. Stimulus-Organism-Response (S-O-R) model was employed to develop a new research framework while constructs in the Community of Inquiry are Stimulus and constructs from UTAUT are considered as Organism and Response. A survey was conducted with undergraduate students in a Hong Kong higher institution. It was found that Teaching Presence (TP), Social Presence (SP) and Cognitive Presence (CP) were associated with performance expectancy, social influence and effort expectancy respectively. Performance expectancy and effort expectancy were associated with social influence. Social influence was associated with students' attitude towards blended learning. Institution support was not related to the students' attitude towards blended learning in the post-pandemic period. Attitude towards blended learning was associated with their behavioral intention to participate in blended learning. Online and offline tools could be adopted to improve the students' acceptance towards the blended learning approach.

Yang, G., Zhou, W., Rong, Y.-D., Xu, Y.-J., Zeng, Q.-F., & Tu, Y.-F. (2024). **Designing a second-order progressive problem-based scaffold strategy to promote students' writing performance in an SVVR environment**. *Education and Information Technologies*, *29*(12), 14591-14620. https://doi.org/10.1007/s10639-023-12418-9

Writing is a challenging task for students in language learning. A key question in this challenge is how to exploit the potential of information technology and design effective learning strategies to promote quality writing. This is a question that Chinese teachers need to actively consider in the process of optimizing their writing instruction. Therefore, this study embedded problem-based scaffolds in an SVVR system and proposed a second-order progressive problem-based scaffold (SPPS-SVVR) strategy to enhance students' writing skills. To examine the effectiveness of the proposed strategy, a quasi-experiment was conducted in an elementary school in China. The experimental group (39 students) used the SPPS-SVVR writing strategy, while the control group (39 students) used the traditional SVVR writing strategy (T-SVVR). The study results showed that the SPPS-SVVR writing strategy not only significantly improved the students' writing performance, but also increased their learning engagement and transferability. In addition, the results of epistemic network structure analysis showed that students using the SPPS-SVVR writing strategy focused on writing in terms of internal, mental, and dynamic environments. Interviews revealed that the SPPS-SVVR writing strategy supported the experimental group students' grasp of writing ideas and verbal expressions, and they were more satisfied with this strategy.

Zapata-Cáceres, M., Marcelino, P., El-Hamamsy, L., & Martín-Barroso, E. (2024). **A Bebras Computational Thinking (ABC-Thinking) program for primary school: Evaluation using the competent computational thinking test**. *Education and Information Technologies*, *29*(12), 14969-14998. https://doi.org/10.1007/s10639-023-12441-w

Bebras tasks are considered to develop Computational Thinking (CT) and are currently used for this purpose in many studies. However, the relationship between Bebras tasks and CT is recent and, given the scarcity of validated instruments for assessing CT that are not associated with a specific learning environment, the expected development of CT through Bebras tasks has not been sufficiently evaluated, especially in Primary School. For this reason, we designed the ABC-Thinking program for the development of CT in which a set of Bebras tasks were selected and categorised according to the CT skills they were related to, specific lesson plans were designed to integrate these tasks in a 12-week curriculum, and teachers were trained to apply the program. Using the competent Computational Thinking test (cCTt) in a pre-post-test experimental design, we looked to determine whether Primary School students developed specific CT skills after the program, and, therefore, whether Bebras could be considered suitable for the development of this competence. The results show a significant development in specific CT skills, interesting findings in the gender differences in this development, and between high and low performers. Finally, qualitative data indicate the suitability of the ABC-Thinking program with respect to teachers' practice.

Zerkouk, M., Mihoubi, M., Chikhaoui, B., & Wang, S. (2024). **A machine learning based model for student's dropout prediction in online training**. *Education and Information Technologies*, *29*(12), 15793-15812. https://doi.org/10.1007/s10639-024-12500-w

School dropout is a significant issue in distance learning, and early detection is crucial for addressing the problem. Our study aims to create a binary classification model that anticipates students' activity levels based on their current achievements and

engagement on a Canadian Distance learning Platform. Predicting student dropout, a common classification problem in educational data analysis, is addressed by utilizing a comprehensive dataset that includes 49 features ranging from socio-demographic to behavioral data. This dataset provides a unique opportunity to analyze student interactions and success factors in a distance learning environment. We have developed a student profiling system and implemented a predictive approach using XGBoost, selecting the most important features for the prediction process. In this work, our methodology was developed in Python, using the widely used sci-kit-learn package. Alongside XGBoost, logistic regression was also employed as part of our combination of strategies to enhance the models predictive capabilities. Our work can accurately predict student dropout, achieving an accuracy rate of approximately 82% on unseen data from the next academic year.

Zheng, J., Cheung, K., Sit, P., & Lam, C. (2024). **Unraveling the relationship between ESCS and digital reading performance: A multilevel mediation analysis of ICT-related psychological needs**. *Education and Information Technologies*, *29*(12), 15067-15085. https://doi.org/10.1007/s10639-024-12458-9
The era of information and communication technology (ICT) has popularized adolescents' digital reading activities in their daily lives. Most prior studies focused on identifying significant factors that foster digital reading performance. Although educational quality is of great concern, it is crucial to consider the issue of educational equity in the digital world. Our study aims to unfold the mediating roles of ICT-related psychological needs between economic, social, and cultural status (ESCS) and digital reading performance. A multilevel mediation analysis was adopted for 36,490 students from six high-performing Asian regions participating in the Programme for International Student Assessment (PISA). The results indicated that perceived ICT autonomy significantly mediated the relationship in most Asian regions, while perceived ICT competence yielded mixed roles. Interestingly, the suppression effects were detected between ESCS, ICT in social interaction, and digital reading. Our research findings offer fresh insights into narrowing the digital divide in the online reading environment for adolescents.

Zhou, K., Jin, F., Li, W., Song, Z., Huang, X., & Lin, C.-H. (2024). **The design of technology-enhanced vocabulary learning: A systematic review**. *Education and Information Technologies*, *29*(12), 14875-14897. https://doi.org/10.1007/s10639-023-12423-y
Some meta-analyses have confirmed the efficacy of technology-enhanced vocabulary learning. However, they have not delved into the specific ways in which technology-based activities facilitate vocabulary acquisition, or into first-language vocabulary learning. We conducted a systematic review that retrieved 1,221 journal articles published between 2011 and 2023, of which 40 met our inclusion criteria. Most of the sampled studies focused on teaching receptive vocabulary knowledge and vocabulary breadth. All utilized cognitive strategies. Their common design features included noticing and receptive or productive retrieval, and most implicitly drew upon dual-coding theory. Our findings highlight the need for a balanced approach to vocabulary learning, encompassing both vocabulary breadth and depth, as well as receptive and productive knowledge. They also suggest that affective and social learning strategies should be promoted alongside the cognitive ones that are currently dominant. Additionally, our identification of commonly and rarely used design features can guide curriculum

designers to develop more effective tools. Lastly, we argue that the design of technology-enhanced learning should be theory-driven.

Zhou, Z., Zhang, Z., Lu, Y., Wang, Z., Cui, J., & Ni, G. (2024). **ICT as a weight tilting the scales toward "nomadic employees": Implications for work-school interface experiences of working students**. *Education and Information Technologies*, *29*(12), 14663-14685. https://doi.org/10.1007/s10639-023-12416-x
For working students, reconciling work and school lives is a major challenge. Emerging ubiquitous information and communication technologies (ICTs) further exacerbate this challenge, as a constant connection to work via ICTs blurring the boundaries between work and school domains. While the influence of ICTs on users' work and personal lives has received considerable research attention, the lens has not focused on how ICTs usage affect working students. In this study, we theorized the process by which working students' ICTs usage during school time affects their work-school interface experiences. We conducted a time-lagged design with two-phase data collection, and a sample consisted of 266 working students was used to test the proposed hypotheses and theoretical model. The results suggest that as the frequency of work-related ICTs usage during school time increases, working students will experience more work-school conflict; the elevated experience of work-school conflict in turn negatively affects working students' work-school balance satisfaction. Furthermore, our results indicate that the negative effects of ICTs usage presented in this study are stronger (weaker) for those with high segmentation (integration) preference. These findings add to our understanding of the consequences of ICTs usage regarding working students' work-school interface. We provide some recommendations on how to minimize work-school conflict caused by ICTs usage and enhance balance satisfaction, and provide directions for future research in this topic.

Orientation scolaire et professionnelle

Arnaud, E., & Cahill, S. (2024). **Graduate Student Perceptions of the Effectiveness of Individual Development Plans**. *Canadian Journal of Higher Education/La Revue Canadienne d'enseignement Supérieur*, *54*(1), 71-88. https://doi.org/10.47678/cjhe.v54i1.189931
Individual development plans (IDPs) are increasingly being used in higher education to provide personalized guidance to students that can foster a more purposeful and productive education experience. In this study, we document the graduate student's perspective on the effectiveness of the IDP based on responses from students in course- and thesis-based masters and doctoral programs in science and social science. Informational interviews and mentor meetings were seen as the most useful components of the IDP. Students also felt that the IDP had helped them with many career development activities, but they also highlighted several challenges. Findings from a content and thematic analysis provide insight for those interested in implementing the IDP at their own institution.

Chowdhury, I. S., Edwards, B., & Norton, A. (2024). **Youth education decisions and occupational misalignment and mismatch: evidence from a representative cohort study of Australian youth**. *Oxford Review of Education*, *50*(5), 727-747. https://doi.org/10.1080/03054985.2023.2282628

In theory, misalignment of education and career aspirations in high school is a crucial determinant of post-school education and career mismatch. However, existing scholarship investigates the social influence and rational choice determinants of misalignment and mismatch separately. This study examines how misalignment at 15 years of age correlates with career mismatch in young adulthood (25 years). Using data from Y09 cohort in the Longitudinal Surveys of Australian Youth (LSAY), it analyses the education and career aspirations of 7,871 15-year-olds and the education and career outcomes of 2,697 of the same cohort after ten years. Consistent with both social class influences and rational choice factors, the results show that young people who were female, misaligned at school, in vocational pathways, were in relatively poor health and wealth when growing up and had a father with lower levels of education were more likely to be mismatched. Notably, misalignment of career and educational aspirations at age 15 was the strongest indicator of employment outcomes in early adulthood at age 25. The findings urge a rethinking of national and state investment in careers education, especially in addressing disadvantages faced by equity groups and within occupations served by vocational education.

Hong, S. (2024). **Analyzing changes in college students' career decisions: using LCGA**. *Asia Pacific Education Review*, *25*(4), 1115-1128. https://doi.org/10.1007/s12564-024-09953-6
The purpose of this study was to identify career decision groups based on the career decision trajectories of college students over a 3-year period, and to examine the factors influencing group classification and differences. To achieve this goal, a latent class growth analysis (LCGA) was conducted on longitudinal data collected from 867 college students from 2018 to 2020. As a result of the analysis, a total of four groups were identified based on the change in career decision status of college students: a group that retained previous career decision, a group with a significant increase in career decision, a group that maintained career indecision status, and a group that reduced career decision. A college student's self-directed learning experience and ability, which are predictors of latent group classification, significantly affect their chances of belonging to each group based on their change in career decision level. Also, a significant difference was found in college students' understanding of their desired job based on the changing pattern of their career decisions.

Lehoux, E. (2024). **Une anticipation rationnelle de son orientation**. *Education et socialisation - Les cahiers du CERFEE*, *72*. https://doi.org/10.4000/11w25
La mise en œuvre de Parcoursup s'inscrit dans le cadre d'une mutation globale de l'orientation. Les élèves et leurs parents, considérés comme acteurs de leur éducation, sont invités à faire des choix d'orientation rationnels, en se référant notamment à un projet préalablement élaboré. Cet article montre que les lycéennes et lycéens sont réceptifs à cette attente, tout en entretenant un rapport plus ou moins instrumental à leur scolarité. S'ils se réfèrent quasiment tous à un projet, celui-ci prend cependant, en pratique, des significations différentes selon les élèves. L'article propose d'étudier la diversité des usages et des expressions de la logique de projet chez des élèves de seconde.

Mendel, M. (2024). *Nonstandard Educational Careers and Inequality* [CRC TR 224 Discussion Paper Series]. Consulté à l'adresse University of Bonn and University of

Individuals from low-income backgrounds perform worse than their higher income peers in school. If individuals from low-income backgrounds enter university, they are more likely to do so after dropping out of high school or finishing vocational training. I refer to trajectories that involve vocational training or high school dropout before entering university as alternative paths to university. This paper asks whether alternative paths to university promote social mobility. To reach this goal, I specify a dynamic model of education that follows individuals from low-income backgrounds in the Netherlands during adolescence and early adulthood. The model shows that despite initial achievement gaps, many individuals from low-income backgrounds have high returns from finishing a bachelor's degree later. They face substantial dropout risk, however, when entering higher education. Alternative paths to university substantially increase university graduation rates and wages among individuals from low-income backgrounds. The main explanation for this result is that many individuals from low-income backgrounds face substantial uncertainty when deciding about their future education at sixteen. Imposing flexibility between different educational careers consequently improves outcomes significantly.

Politique de l'éducation et système éducatif

Abrigo, M. R. M., & Francisco, K. A. (2024). **Compulsory kindergarten education and early teenage literacy in the Philippines**. *International Journal of Educational Development*, *109*, 103087. https://doi.org/10.1016/j.ijedudev.2024.103087
We assessed the impact of compulsory kindergarten education on early teenage basic and functional literacy skills achievement using a large-scale natural experiment in the Philippines. In 2012, the Philippine government mandated compulsory kindergarten attendance for children aged five years or older prior to enrolling in the country's basic education cycle. This created a non-trivial discontinuity in the propensity of kindergarten school attendance among different cohorts of children, which we exploited in this study. We find that children who were exposed to the policy were no more likely to be able to read, write and calculate by age 11–13 years when contrasted with comparable peers who were not compelled to attend kindergarten. However, those who were exposed to the policy were more likely to reach full functional literacy by early teen-age, which is likely due to dynamic complementarities in skills formation. While other children were able to eventually catch up with basic literacy skills in later childhood, children who attended kindergarten were more likely able to read and write before entering primary school, which likely allowed them to develop further skills later.

Alshubiri, F., Mughrabi, H. H. A. L., & Alhousary, T. (2024). **Foreign higher education and corruption: is host country knowledge a blessing or a curse? Empirical evidence from MENA countries**. *Asia Pacific Education Review*, *25*(4), 959-977. https://doi.org/10.1007/s12564-024-10000-7
The present study aimed to investigate the relationship between foreign higher education and corruption in 14 home countries in the MENA region and 13 host countries from 2007 to 2021. Panel-estimated generalized least squares, robust least squares MM estimation, dynamic panel data estimation, and one-step difference generalized method of moments was used to overcome heterogeneity and endogeneity issues and increase robustness. The study adopted the positive grease-the-wheels theory of

corruption and the greed or need (GONE) theory in which the need for corruption develops into greed for corruption, revealing a significant positive relationship between foreign higher education and corruption in the MENA countries. Meanwhile, the sand-in-the-wheel theory of corruption and anti-corruption mechanisms that encourage less greed per the GONE theory revealed a significant negative relationship between foreign higher education and corruption in origin countries after students returned to their home countries. The study findings support the idea that foreign knowledge is a blessing for MENA countries. Furthermore, there was a significant positive relationship between foreign higher education and corruption in the host countries because students adapted to the host country's environment. The main conclusion was that governments should encourage students to study abroad in countries with less corruption, supporting the main hypothesis, which posited that ethics and values are adopted abroad and transferred to home countries. Furthermore, constitutional reform and economic development should be adopted to implement the anti-corruption system and control public spending on education.

Asadullah, M. N. (2024). **Back to school after COVID-19 pandemic: Resumption or transitional disruption?** *International Journal of Educational Development*, *109*, 103086. https://doi.org/10.1016/j.ijedudev.2024.103086
Since its onset in 2020, the COVID-19 pandemic has globally disrupted school operations, leading to a shift to some form of homeschooling arrangements. After two years, in March 2022, the government of Malaysia officially reopened all schools, ending its homeschooling program. In this paper, we exploit a purposefully designed, nationwide, cross-sectional survey of government-owned primary and secondary schools in Malaysia to document student learning experiences during the early months of the home-to-school transition. Our empirical analysis and choice of indicators is guided by a conceptual framework that distinguishes between two competing hypotheses related to school reopening experiences: resumption vs transitional disruption. We find that 59 % of secondary and 72 % of primary level students report that they are happy to be back in school. School reopening also coincides with a significant reduction in educational-related worries (e.g., concerns over dropout, learning loss, and loss of interest in study) and indices of negative emotions (i.e., feelings of being tense, depressed, and restless), particularly among secondary school students. More importantly, those satisfied upon return to school report a statistically significant reduction in worries related to learning loss. These correlations support the resumption hypothesis. Yet our data highlights an important puzzle: Even after school reopening, one-third of students report that they do not learn more, at least one-fifth report a struggle to catch up on studies, and up to 40 % are concerned about learning loss. The majority of learners additionally report not receiving more support from teachers and parents. Recipients of public aid as well as private (i.e., parental) support report being happy about school reopening and are less likely to report "not learning more." We conclude by discussing these somewhat paradoxical findings and the need for remedial measures beyond financial support for struggling learners to minimize post school reopening, transitional disruptions.

Augelli, A., & Benelli, C. (2024). **Vite "difficili". Prospettive nazionali e internazionali sull'educazione in carcere**. *Encyclopaideia*, *28*(69), 1-4. https://doi.org/10.6092/issn.1825-8670/20133

Augelli, A., & Schermi, M. (2024). **Persone "difficili", educazione difficile. In dialogo con il contributo di Piero Bertolini nel lavoro educativo della giustizia**. *Encyclopaideia*, *28*(69), 5-20. https://doi.org/10.6092/issn.1825-8670/19904

The contribution resumes the conversation with work of Piero Bertolini – educator, pedagogist, director of the Institute for Observation and Preventive Custody "C. Beccaria" in Milan (1958-1968) – in relation to old and new deviances. In the footsteps of his experiences and reflections, we try to investigate the re-educational paths of "difficult" subjects, outside and inside prison, grappling with the fundamental pedagogical question (what is the desired and legitimate margin of educational intervention?), at one of the most critical junctures for the subject in formation (in the conflict that he is experiencing with the world, with the other and with himself?). Can there be an educational orientation of punishment in the penal experience? How to curb the risk that educating intent on punishing profoundly mutates its meaning, to the point of transfiguring itself into violence? How to interpret that obstinacy to seek and to trigger growth in the difficult situations? What directions of meaning indicated by Bertolini need to be taken up, known and actualized in the care of difficult subjects? The hypothesis is that there is a margin for educating in punishment: it is the responsibility of those who pedagogically interpret criminal events to seize and cultivate it.

Aydarova, E. (2024). **What You See Is Not What You Get: Science of Reading Reforms as a Guise for Standardization, Centralization, and Privatization**. *American Journal of Education*, *130*(4), 653-685. https://doi.org/10.1086/730991

Purpose: In the last 5 years, many states have introduced science of reading (SOR) reforms that require increased attention to foundational skills instruction in grades K–3. The fast spread of these policies raises questions about the mechanisms that facilitated their rapid adoption. The purpose of this article is to examine how SOR discourses obscured or legitimated agendas of various policy actors involved in promoting literacy reforms. Research Methods/Approach: Grounded in anthropology of policy, this study examines interactions between legislators, policy makers, and policy advocates in Tennessee. Data sources include video recordings of legislative sessions, policy artifacts, reports, media articles, and interviews. Findings: The study documents how the focus on the "science of reading" disguises pursuits of conservative think tanks and major philanthropies in promoting curriculum reforms. Intermediary organizations' advocacy for particular instructional materials and consulting services aligned with Common Core State Standards, even in the states that moved away from them, paves the way for greater standardization, centralization, and expansion of private sector involvement in educational services. Implications: Positioned in the wider sociopolitical context of neoliberal education reforms, SOR advocacy becomes a performance that obscures privatizers' efforts to use literacy legislation as a mechanism for securing a market share for their products and services.

Bagot, L., Dutey, C., de Formel, C., Liogier, V., & Rousseau, S. (2024). *Le financement de l'éducation en 2023 : comptes de l'éducation 2023 provisoire et 2002 définitif - Éléments de comparaison internationale pour 2021* (N° 2024-E08). Consulté à l'adresse DEPP-MEN website: https://www.education.gouv.fr/le-financement-de-l-education-en-2023-415375

La Direction de l'évaluation, de la prospective et de la performance (DEPP) publie les principaux résultats du compte de l'éducation pour 2023. Ces indicateurs ont un statut provisoire. Ils sont accompagnés des résultats définitifs pour l'année 2022 et des dernières comparaisons internationales disponibles, à valeur sur l'année 2021.

Bekele, T. A. (2024). **The Sustainable Development Goals as mechanisms of educational governance in Africa**. *International Review of Education*, *70*(4), 673-697. https://doi.org/10.1007/s11159-024-10085-7
This study interrogates how one of the least-studied regional intergovernmental organisations, the African Union (AU), operationalises or recontextualises the global Sustainable Development Goals (SDGs) in the process of developing its post-2015 education and development strategies. Employing critical discourse analysis and drawing on multidisciplinary theories, the author examines the emergence of the SDGs in Africa and the strategies used to make them hegemonic. The analysis indicates that the AU positions itself as an emerging education policy "node" negotiating between global development discourses and African needs and challenges. The strategies that the AU uses highlight potential issues in global governance. On the one hand, the AU positions itself as a victim of the unfair power relationships in global governance, by which international organisations and powerful economies maintain their institutional, structural and productive dominance. This seems to keep the AU "at bay" when it comes to decision-making at the global level. The AU consequently vows to become more critical and assertive, and to forge inclusive and fair relationships with its global partners. On the other hand, post-2015 African development strategies seem to benefit from global norms and make repeated references to scientific knowledge, expert ideas and best practices from the Western world. Overall, then, in order to carry out its role as a continental policy node vis-à-vis global expectations, the AU employs two apparently conflicting strategies: adoption and adaptation. These interpretations of the SDGs add more salience to both consensus and conflict-driven theories of global governance.

Benelli, C., & Zizioli, E. (2024). **Tra gli "intravisti". Uno sguardo pedagogico sul rapporto tra carcere e psichiatria**. *Encyclopaideia*, *28*(69), 31-42. https://doi.org/10.6092/issn.1825-8670/19391
This contribution deals with the relationship between psychiatry and prison, taking a pedagogical perspective, despite the complexity and interdisciplinary nature of the subject. We started from the reconstruction of the historical and cultural context by linking up with the teachings of Franco Basaglia (one hundred years after his birth), recovering his model of democratic psychiatry that is still relevant and to be reread in a contemporary key, also in the light of new emergencies, as shown by the data collected by the Antigone Association. In particular, a research project carried out at the "Vittorio Madia" Institute in Barcellona Pozzo di Gotto, a former Judicial Psychiatric Hospital, was resumed, also with a view to valorising good educational and cultural practices carried out at other institutes in the national territory in line with what was promoted by the Sicilian reality. The gender perspective was therefore assumed for the development of further research on the topic.

Bernard, P.-Y. (2024, septembre 3). *« C'est en faisant de l'accompagnement des élèves une activité professionnelle à part entière qu'on pourra lutter efficacement contre l'exclusion scolaire »*. Consulté à l'adresse https://www.lemonde.fr/education/article/2024/09/03/c-est-en-faisant-de-l-accompagnement-des-eleves-une-activite-professionnelle-a-part-entiere-qu-on-pourra-lutter-efficacement-contre-l-exclusion-scolaire_6302638_1473685.html

TRIBUNE. Pierre-Yves Bernard, maître de conférences émérite à l'université de Nantes, refuse, dans une tribune au «Monde», l'idée de lutter contre le décrochage scolaire grâce au bénévolat et plaide pour des accompagnements proposés en milieu scolaire.

Bigot, V., & Jardin, A. (2023). **À l'école et hors les murs : contextes et défis de l'apprentissage de la langue du partenaire dans une Europe multilingue**. *Panorama*, (6). Consulté à l'adresse https://hal.science/hal-04704948
Alors que nous venons de fêter les 60 ans du traité de l'Élysée, la question de l'apprentissage de la langue du partenaire dans les deux pays se pose. Comment expliquer le recul observé au cours des dernières décennies et quelles sont les raisons d'espérer ? Qu'en est-il de l'engouement pour la langue du partenaire dans le domaine de l'éducation formelle et dans le domaine de l'éducation non formelle ? Comment renforcer la coopération entre tous les acteurs de ces domaines et donner un nouvel élan à ce sujet important pour les relations franco-allemandes ? Le nombre d'élèves apprenant l'allemand et le français comme première langue vivante atteint, 60 ans après la signature du Traité de l'Élysée, un niveau plus bas que jamais. Cependant, la proportion d'élèves apprenant la langue du pays partenaire comme première ou deuxième langue est stabilisée autour de 15 %. Les défis auxquels sont confrontés l'institution scolaire et les élèves fragilisent la place de la 2e langue vivante et, plus largement, des autres langues que l'anglais dans les cursus des élèves. Néanmoins, la part des jeunes en France et en Allemagne disposant de compétences plurilingues dans un nombre de langues très variées est croissant. Dans le contexte de la mondialisation des échanges, les facteurs de motivation pour apprendre une langue sont divers et multiples. L'enseignement des deux langues des pays partenaires ne peut se concevoir sans prise en compte de cette réalité plurilingue. Des dispositifs favorisant l'immersion dans la langue du pays partenaire se sont développés de manière tout à fait positive depuis 20 ans et de nombreux jeunes sortent de leur cursus scolaire et universitaire avec des compétences bilingues. Les progrès technologiques et l'accès aux outils numériques facilitant une communication plurilingue interrogent les motivations à apprendre des langues étrangères. Les expériences de socialisation qui permettent aux adolescentes et adolescents de construire leur identité peuvent être des moments décisifs. Toutes les expériences de socialisation au contact de pairs de l'autre pays sont à prendre en compte pour déclencher et soutenir des processus d'apprentissage. Les apprentissages langagiers «systématiques» que propose l'école sont essentiels pour la diffusion des langues des deux pays partenaires, mais ils doivent s'articuler avec des activités de socialisation plurilingue et pluriculturelle qui fassent sens dans le développement des jeunes citoyens européens des deux pays.

Braaten, M. (2024). **Not Honors Material: The High Stakes of Educational Triage for Science Education**. *American Journal of Education*, *130*(4), 583-619. https://doi.org/10.1086/730998
Purpose: This study investigates how the practice of dividing students and coursework into leveled categories persists in science education despite decades of efforts aimed at reducing inequities. This study makes underlying logics visible through an empirical analysis of how science educators attempt to reconcile an egalitarian vision of science for all students with divisive practices of grouping students and coursework into levels. Research Methods/Approach: This case study uses ethnographic methods during a 2-year period where researchers were embedded alongside teachers to investigate how a high school science department recreated hidden systems of leveled science

coursework within a detracked institutional context. Data analysis draws on scholarship from Science and Technology Studies as well as organizational theory to examine how leveled categories are made through instructional logics built into teachers' work practice. Findings: Findings describe how certain students and science courses are categorized as "not honors material" through recursive discourses and practices that sort, divide, delay, and ultimately deny educational opportunities. Science teachers' instructional decision making was governed by two instructional logics: a mismatch logic and a not-yet-ready logic. These logics made it possible to enact stratification practices denying education opportunities to students seen as mismatched or unready for certain science coursework even as overt tracks were eliminated. Implications: Findings raise implications for current science education reform efforts aiming for greater equity, suggesting that categorization of science courses and students is entrenched in teachers' work practice and will need direct attention to dismantle.

Brun, L. (2024). **89 500 élèves allophones nouvellement arrivés scolarisés en 2022-2023 : neuf sur dix bénéficient d'un soutien en français langue seconde**. *Note d'Information*, (24.40), 1-4. Consulté à l'adresse https://www.education.gouv.fr/89-500-eleves-allophones-nouvellement-arrives-scolarises-en-2022-2023-neuf-sur-dix-beneficient-d-un-415447
Au cours de l'année scolaire 2022-2023, 89 500 jeunes ayant des besoins éducatifs particuliers dans le domaine de l'apprentissage du français langue seconde (FLS) sont scolarisés en école élémentaire, en collège ou en lycée. C'est 12 000 élèves de plus qu'en 2021-2022.

Café pédagogique. (2024a, septembre 17). **Rapport de la Cour des comptes sur l'inclusion scolaire : passer du quantitatif au qualitatif**. Consulté 25 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/17/rapport-de-la-cour-des-comptes-sur-linclusion-scolaire-passer-du-quantitatif-au-qualitatif/
La Cour des comptes a publié un rapport lundi 16 septembre 2024 sur l'inclusion scolaire des élèves en situation de handicap. Depuis la loi de 2005, « la scolarisation

Café pédagogique. (2024b, septembre 25). **Thibault Coppe : « Faire de l'Université une actrice plutôt qu'une observatrice de la société »**. Consulté 25 septembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/09/25/thibault-coppe-faire-de-luniversite-une-actrice-plutot-quune-observatrice-de-la-societe/
Dans cet entretien, Thibault Coppe - l'un des coordonnateurs de l'ouvrage Transformer les pratiques en éducation : quelles recherches pour quels apports ? – répond aux questions du Café pédagogique

Chairassamee, N., Chancharoenchai, K., Saraithong, W., & Temsumrit, N. (2024). **Inequality in educational opportunity in Thailand during the COVID-19 pandemic**. *International Journal of Educational Development*, *109*, 103083. https://doi.org/10.1016/j.ijedudev.2024.103083
This study provides lower-bound estimates of inequality in educational opportunity from 2020 to 2021—during the COVID-19 pandemic in Thailand. We also analyze the relationship between school- and local-specific characteristics and inequality in educational opportunity. Using school dropout status as a student's outcome, our study

reveals that children's and parental characteristics were the most relevant circumstances at the primary level. However, at the secondary level, access to computers and the internet were more important circumstances contributing to inequality in educational opportunity. The estimated inequality in educational opportunity in 2021 is slightly higher than that in 2020, indicating an increase in inequality from circumstances beyond children's control. School quality and local social and economic factors could be potential drivers to improve equality in educational opportunity in Thailand.

Cheah, H. M. (2024). **Making teacher education relevant: 2004–2005 curriculum review**. *Educational Research for Policy and Practice*, 23(3), 359-369. https://doi.org/10.1007/s10671-023-09360-5
Teacher education (TE) in Singapore has undergone regular reviews and reforms over the years within the National Institute of Education (NIE). The main impetus tended to be to ensure continual relevance of TE to the educational landscape in Singapore, as well as to incorporate new evidences in pedagogical and assessment practices. The 2004–2005 TE review in NIE, while operating within similar considerations, incorporated a then new perspective into teacher preparation. It introduced the Group Endeavour in Service-Learning as a core curriculum component, so as to more firmly link the work of a teacher to communities in Singapore. This established a conduit through which student teachers could "practise" values, representing one of the three key parts of the Values, Skills and Knowledge framework that guided TE in NIE. This paper aims to not only revisit key aspects of the curriculum review done in 2004–2005 but, more importantly, to examine current contexts within which TE operates to provide insights on how TE can and may evolve in the near future.

Cohen-Vogel, L., Harrison, C., Socol, A. R., Xing, Q. C., Edwards, T., & Carson, C. (2024). **Warrants for Action: An Agenda for Continuous Improvement Research in Education**. *American Journal of Education*, 130(4), 519-553. https://doi.org/10.1086/730996
Purpose: Recent reports by the National Academy of Sciences, Engineering, and Medicine have ignited a new wave of discourse regarding the future of education research and reinvigorated calls for education research to be more relevant to practice. An emerging research paradigm, continuous improvement research (CIR), responds to that debate by placing the pursuit of practice relevance at its core. This article seeks to understand how participants in the discourse surrounding the improvement research paradigm legitimize and justify their positions regarding its use and situate the method within the field of education research. Research Methods/Approach: Through systematic searches of education research databases, reviews of key improvement research websites, and queries to scholars in the field, we draw on Cochran-Smith and Fries's warrants framework to analyze the discourse surrounding CIR as it plays out in articles, reports, presentations, and speeches. Findings: We find that participants in the discourse surrounding improvement research in education rely on the political, evidentiary, and accountability warrants identified by Cochran-Smith and Fries, along with three novel claims, as they discuss CIR approaches and construct their arguments. Implications: These findings make explicit the varied assumptions and claims that underlie arguments regarding CIR. Moreover, they underscore that decisions regarding research funding and support will likely not be made based on empirical considerations alone—but also on stakeholders' values-based assessments regarding which models best hold researchers

accountable for results, ensure the public interest is served, and efficiently spend limited research dollars.

Coulibaly, L. (2024). *L'Education bi-plurilingue au Mali : entre politiques linguistiques éducatives, pratiques et discours enseignants et représentations sociolinguistiques* (Phdthesis, Université Rennes 2). Consulté à l'adresse https://theses.hal.science/tel-04684446
De nombreuses recherches (Dabène, 1994 ; Cummins, 2001 ; Vilpoux et Blanchet, 2015 ; Maurer, 2007, 2011a, 2013b, 2016, 2018) s'accordent sur les avantages pédagogiques d'un système éducatif bi-plurilingue, prenant en compte la langue première de l'apprenant, ou au moins une de ses langues premières. Le Mali s'est lancé depuis le début des années 1980 dans une politique éducative bi-plurilingue articulant langues locales et langue française, l'objectif étant d'amener les apprenants à effectuer les premiers apprentissages dans une langue de leur environnement social eUou familial (langue 1) de telle sorte que les apprentissages ultérieurs du et en français (langue 2) s'en trouvent facilités. Des résultats encourageants issus de différentes phases d'expérimentation ont montré un net avantage des écoles bilingues sur les écoles classiques monolingues (Nounta, 2015 ; ELANAfrique, 2016). Cependant, le Mali n'est pas encore parvenu à généraliser l'éducation bi-plurilingue. Combinant observation des pratiques de classes et des entretiens semi-directifs (Blanchet, 2012)aussi bien avec les acteurs de terrain (enseignants et directeurs d'écoles bilingues) qu'avec des autorités éducatives, cette thèse propose d'explorer l'éducation bi-plurilingue au Mali. Elle s'intéresse ainsi aux pratiques enseignantes en matière d'éducation bi-plurilingue et aux représentations sociolinguistiques de différents acteurs impliqués (enseignants, directeurs, parents d'élèves ...) sur l'enseignement et l'apprentissage des langues locales à l'école. Elle soulève également la question de la formation des enseignants et de leur adhésion à cette politique éducative. Des facteurs politiques qui freinent la généralisation de l'éducation biplurilingue sont également abordés. Cette thèse contient également des propositions pour une politique éducative bi-plurilingue efficiente.

Council of ministers of education. (2024). *CMEC Symposium on Indigenizing Education. Summary Report* (p. 28). Consulté à l'adresse CMEC website: https://cmec.ca/Publications/Lists/Publications/Attachments/443/CMEC_CEA_2022_EN.pdf

Cour des comptes. (2024). *L'inclusion scolaire des élèves en situation de handicap* (p. 159). Consulté à l'adresse Cour des comptes website: https://cafepedagogique.net/wp-content/uploads/2024/09/20240916-Inclusion-scolaire-des-enfants-en-situation-de-handicap-cafe-pedagogique.pdf

de la Herrán Gascón, A., & Herrero, P. R. (2024). **The radical inclusive curriculum: contributions toward a theory of complete education**. *Asia Pacific Education Review*, *25*(4), 777-790. https://doi.org/10.1007/s12564-022-09810-4
This paper contributes to curriculum theory from the perspective of a fundamental critique of education. Its objective is two-fold: to analyze both traditional and critical approaches to the curriculum and the types of education that flow from them and to propose changes that could result in significant improvements to the curricula through the radical and inclusive approach. The principles of pedagogy are redefined from the

standpoint of this approach, aiming to enhance the educational potential of the curricula. The method of the paper is hermeneutic and dialectical, critically disputing the utility of curriculum theory and of the international policies that drive current educational practice. The essay's arguments are developed throughout in the dialogical space between the critique and the proposed changes. These arguments are oriented toward complementarity and aim to redefine education and the curriculum in terms of complexity and a higher level of consciousness. The conclusions suggest that the radical and inclusive approach can produce significant, thoroughgoing change in curricula, education, and pedagogy.

de Andrade, F. M. R. (2024). **Environmental Education in the Brazilian Amazon, in Pará State: the meanings of environmental governance**. *Asia Pacific Education Review*, *25*(4), 871-883. https://doi.org/10.1007/s12564-023-09841-5
The Brazilian Amazon is at the very core of current economic disputes driven by different versions of capitalism, which have determined a history of environmental devastation, and commercial and environmental exploitation. Accordingly, we thought about elaborating a study based on the following research aims: getting to know the environments' social representations and the Environmental Education giving meaning to environmental governance concepts, in the context of Pará State's Amazon. In methodological terms, this research was substantiated by the Theory of Social Representations, based on the ethnographic approach. It counted on the collaboration of 121 teachers trained in Pedagogy who work in municipal public schools in Castanhal City—Pará State. We used questionnaire, focus groups and participatory observation to collect data. Based on the main results, the environment's social representations and the Environmental Education elaborated by teachers provided powerful elements for natures' defense aimed at environmental awareness and citizenship participation in decision-making processes. Due to an adverse environmental scenario—of nature's commercialization and aggressive exploitation—the herein approached representations can help the population to redefine its history and, simultaneously, to set environmental governance processes to preserve the forest and the life of local communities.

Eacott, S. (2024). **School provision, workforce distribution, housing, and the staffing of schools: The case of Sydney, Australia**. *International Journal of Educational Development*, *109*, 103110. https://doi.org/10.1016/j.ijedudev.2024.103110
Pursuing Sustainable Development Goal 4 has led to more children and youth accessing schooling than at any point in history. However, this expansion of provision has not been without workforce challenges. UNESCO modelling indicates a global shortfall of 44 million teachers by 2030. The challenge of having a sufficiently qualified school education workforce where it is needed is amplified in locations where affordable quality stock of housing is limited. With most of the world's population urbanising, cities represent a new frontier in understanding the complexity of current and forthcoming teacher shortages, with significant public policy implications. Interventions aimed at individual workers, schools, or administrative boundaries have failed to arrest staff shortages as they are frequently applied too late or based on potential rather than realised data. This paper develops a novel measure, the Workforce Catchment Area (WFCA), and tests its applicability in the Australian city of Sydney. Analysis demonstrates that when integrated with housing and transportation costs it is possible to identify workforce distribution as a contributor to teacher shortages, and generate the data and evidence required by policy makers to set explicit policy goals and markers of success.

Etty, J. (2024). **Affective responses to curriculum making in Aotearoa New Zealand**. *The Curriculum Journal*, 35(3), 516-519. https://doi.org/10.1002/curj.256

Fouopi Djiogap, C., Manga, J. R. A., Onana, S. P., & Bitoto, F. E. (2024). **Does fiscal decentralization improve people's access to health and education services in Cameroon?** *African Development Review*, 36(3), 457-470. https://doi.org/10.1111/1467-8268.12770

We study the effects of fiscal decentralization on people's access to health and education services in Cameroon. It is generally believed that fiscal decentralization is an essential way to improve people's access to social services such as education and health. After reviewing the literature, we employed the Driscoll and Kraay estimate in a sample of 45 rural and urban municipalities for the period 2010–2020 to find our results. The results show that fiscal decentralization has a positive effect on the number of classrooms per pupil and the number of desks per pupil. At the same time, it negatively affects public hospitals per capita and the state of public hospitals. To improve people's access to education and health services in Cameroon, it is necessary to encourage the transfer of powers to municipalities. There is a need to control the actions of local officials to avoid mismanagement of resources that will not benefit the population. Also, the responsibility for selecting communal projects financed via the public investment budget within the framework of decentralization should be exclusively that of municipal executives, and not that of the central government.

Gaebel, M., Zhang, T., & Stoeber, H. (2024). *Trends 2024: European higher education institutions in times of transition* (p. 100). Consulté à l'adresse European University Association (EUA) website: https://www.eua.eu/publications/reports/trends-2024.html

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.

Gobet, S. (2024, août 25). **La langue des signes à l'école : 50 ans de luttes et de progrès**. Consulté 27 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/la-langue-des-signes-a-lecole-50-ans-de-luttes-et-de-progres-231084

Si la langue des signes française (LSF) est reconnue comme langue d'enseignement depuis 2005, l'accès à un cursus bilingue LSF-français reste compliqué.

Gonzalez, K., Sabol, T. J., & Schanzenbach, D. W. (2024). **Impact of the Chicago universal pre-kindergarten expansion: Effects on pre-kindergarten capacity and enrollment and**

implications for equity. *Early Childhood Research Quarterly*, 69, 154-165. https://doi.org/10.1016/j.ecresq.2024.08.004

In 2019, Chicago began transitioning from a targeted pre-K program to free, full-day universal pre-K (UPK). By design, the transition intended to expand capacity over a few years, prioritizing access in more disadvantaged areas before moving on to more advantaged areas. We analyzed the transition path, showing capacity and enrollment over time across neighborhoods categorized by poverty rates, racial and ethnic composition, and economic resources. We also used a difference-in-differences approach to examine the causal impact of the expansion on access and explore implications for equity. We found that Chicago's UPK increased 4-year-old enrollment in free, full-day pre-K programs in Chicago Public Schools, largely through replacing half-day seats with full-day seats, with no negative effect on 3-year-old enrollment. We also found that capacity and enrollment generally were expanded earlier in neighborhoods with higher levels of disadvantage. Importantly, all communities across the city experienced increases in capacity and enrollment through the UPK expansion, suggesting it is possible to expand access across sociodemographic groups without compromising access for children living in historically underinvested neighborhoods. As local efforts across the nation expand to increase access to publicly funded programs, the Chicago UPK expansion can serve as a model.

Gopinathan, S., & Loh, H. (2024). **Universitising teacher education in Singapore: from the TTC to the NIE**. *Educational Research for Policy and Practice*, 23(3), 345-357. https://doi.org/10.1007/s10671-023-09335-6

The emergence of a modern teacher education system in Singapore can be traced to 1950 when the Teachers Training College (TTC) was established. The TTC was a separate entity from the School of Education at the University of Singapore. Rapid economic growth in the 1970s and 80s necessitated changes to upgrade the education system, such that school leavers could be better prepared for work in a post-industrial economy. It was recognised then that teacher preparation had to be upgraded to represent the field as an evidence-based profession, thus leading to the establishment of the Institute of Education in 1973; this was a significant first step in the journey towards universitising teacher education in Singapore. Continued and transformative economic growth in the 1980s and 90 s necessitated further changes in education goals, best represented by the Thinking Schools, Learning Nation initiative in 1997, the Teach Less Learn More initiative in 2004, and the ICT MasterPlans initiatives. In response, in 1991, the National Institute of Education (NIE) was established, as an institute of Nanyang Technological University. The move to universitise teacher education in Singapore enabled the profession to attract a better calibre of teacher-students, develop rigorous graduate and postgraduate programmes in education, recruit faculty with postgraduate qualifications, and invest in Singapore-centric education research. Though the journey has been long, steady progress towards universitisation has contributed significantly to Singapore's development, and the NIE can today claim to be an internationally recognised Institute of Distinction.

Grossi, S., & Decembrotto, L. (2024). **Il carcere come generatore di disabilitazione sociale**. *Encyclopaideia*, 28(69), 21-30. https://doi.org/10.6092/issn.1825-8670/19719

The paper explores the effects of social disablement caused by imprisonment, analyzing how this institution can exacerbate existing disability conditions or create new ones. Through a review of sociological literature, it highlights how the prison context can

significantly contribute to an additional level of disablement. Considering the incapacitating effects of imprisonment, it emerges that the prison system acts as a "producer" of social disablement, intensifying marginalization processes and increasing societal disparities. This process is fueled by prison overcrowding, loss of employment and housing, suspension of social assistance, and the breakdown of family ties, creating a vicious cycle that generates and reinforces social disablement. The article underscores the need for greater attention and research in the field of disability within the prison environment, considering the dynamic interaction between individual conditions and contextual factors that influence it. Furthermore, it calls for a critical reflection on the social function and practices of prison institutions, proposing a more inclusive approach that reconsiders penal structures and policies to mitigate the disabling effects of detention.

Guillemot, F. (2023). ***Éducation inclusive de qualité pour les enfants en situation de handicap, perceptions des parents, attitudes des enseignants*** (Phdthesis, Nantes Université). Consulté à l'adresse https://theses.hal.science/tel-04609098
Face au manque d'études quantitatives à grande échelle menées en France auprès d'élèves en situation de handicap, l'objectif de cette thèse est d'étudier différents facteurs de qualité de l'éducation inclusive. Une étude préliminaire indique l'importance du climat scolaire, de la communication, de la formation des enseignants et du soutien individuel pour une éducation inclusive de qualité. En raison de l'absence d'outil français de mesure de la perception de l'inclusion, une première étude menée auprès d' élèves de 6ème (n = 288) a permis de valider un questionnaire (PIQ ; Venetz et al., 2015) à cet effet (article 1). Puis une seconde étude a été menée auprès de parents et d'enseignants d'enfants en situation de handicap donnant lieu à 5 articles. Du côté des parents (n = 552), l'article 2 montre que différents facteurs jouent sur leurs perceptions du temps de scolarisation et de la qualité de leur enfant : la catégorie socio-professionnelle des parents, le handicap de l'enfant et ses difficultés de comportement. L'article 3 (n = 491) met en avant l'importance des relations parent- enseignant sur le bien-être à l'école et l'inclusion sociale des enfants, selon leur type de handicap et leur âge. Du côté des enseignants, une méta-analyse menée sur 131 articles éclaire leurs attitudes et réticences vis-à-vis de l'éducation inclusive (article 4). Du côté parent-enseignant (n = 48), l'article 5 révèle un lien entre les intentions des enseignants d'utiliser différentes pratiques inclusives et le bien-être des élèves. Enfin, l'article 6 met en évidence un biais de non réponse des enseignants (n = 382). Ces résultats et des préconisations pour une éducation inclusive de qualité sont enfin discutés.

Halle, T., Tang, J., Maxfield, E. T., Gerson, C. S., Verhoye, A., Madill, R., … Kelley, S. (2024). **Expanding access to high-quality early care and education for families with low income in Maryland through child care subsidy policies**. *Early Childhood Research Quarterly*, 69, 1-12. https://doi.org/10.1016/j.ecresq.2024.05.005
Documenting how federal and state child care policies increase equitable access to high-quality early care and education (ECE) for families with low- and moderate-incomes remains a challenge in part due to overlaps in policy enactment. This study used an interrupted time series analysis (ITSA) to describe changes to providers' participation in Maryland's child care subsidy program following implementation of a constellation of child care policies enacted between January 5, 2015, and March 2, 2020 (i.e., prior to the COVID-19 pandemic). Findings indicate a marked increase in the percentage of licensed family child care (FCC) and center-based providers serving children with a

subsidy following increases in household income eligibility levels and provider reimbursement rates in 2018. Provider participation rates varied by neighborhood income level, with participation expanding more in neighborhoods with lower poverty density relative to their starting level in 2015. Changes in child participation rates by income eligibility mirrored changes in state subsidy policy: children residing in income-eligible households above 200 % federal poverty level represented 4.4 % of the child sample in 2018, 13 % in 2019, and 18 % in 2020. The proportion of children with a subsidy who used higher-rated ECE increased significantly between January 2018 and January 2020 for all racial/ethnic groups, income eligibility levels, and urbanicity categories. The majority (62 %) of children who stayed in the subsidy program between 2018 and 2019 stayed with their same provider, many of which obtained their first rating or increased their quality rating during this time frame in accordance with a new requirement for providers to participate in the state's quality rating system to receive a subsidy reimbursement. Implications for future research, policy, and practice are discussed.

Hamadi, M., Imtinan, U., & Namisango, F. (2024). **Sustainability education in information systems' curricula: A conceptual research framework**. *Education and Information Technologies*, *29*(12), 14769-14787. https://doi.org/10.1007/s10639-023-12409-w
In recent years, "sustainability education" in Higher Education has become an increasingly popular topic among researchers driven by the constant calls for the research community to contribute novel research that can aid in building a sustainable world. The objective of this paper was to explore how sustainability concepts have been integrated in Information Systems (IS) curricula, to determine the state of knowledge in this area and provide guidance for future research. Using Arksey and O'Malley's five-stage scoping review process, the current landscape of sustainability in IS classrooms is mapped and key themes and factors which were found to influence sustainability education in IS are identified. Eight databases were searched for relevant papers published on this topic. Fifteen articles were selected and deemed high quality for a thematic analysis. As a result, nine themes emerged from the thematic analysis, and key research gaps and directions for future research are presented. The findings show that there is currently no unified approach to sustainability education in IS. This paper presents the themes in a novel conceptual research framework which can guide the incorporation of sustainability concepts in IS education. In addition, the framework can be used as the basis for future research in this area.

Heffernan, T. (2024). **Failing at the basics: disabled university students' views on enhancing classroom inclusion**. *Oxford Review of Education*, *50*(5), 694-709. https://doi.org/10.1080/03054985.2023.2281314
Since the beginning of higher education, universities have remained largely closed off spaces for disabled students. This paper examines how, and why, it has largely been in the last fifty years that these students have slowly been able to enter universities as the sector has made incremental improvements to enable the entry of students from different disability backgrounds. The paper aims to assess the positive steps universities have taken towards more inclusive practices for disabled students, while also using data sourced from a survey of disabled students studying in the Global North to consider what actions might increase equitable practices in university classrooms. Disabled students highlight that for all of the advances and support they receive, so often it is the fundamental elements of classroom inclusion that are still being overlooked, and subsequently, are creating barriers in even the earliest steps into their university careers.

Hegseth, W. M. (2024). **Implementing along a Continuum: Comparing the Embedded Agency of Leaders and the Coupling Orientation of Educational Systems**. *American Journal of Education*, 130(4), 555-582. https://doi.org/10.1086/730993
Purpose: In the wake of interlocking pandemics, educational systems are resetting in important ways, pursuing aims that are not exclusively instructional (e.g., social justice, well-being). As systems (re)build, they may vary in how they manage their institutional and policy environments, which may or may not be reorienting toward these same expanded aims and at a similar pace. Drawing on theoretical lenses related to coupling and the embedded agency of leaders, this article compares the work of system and school leaders as they reconcile system-level policies with their environments, and with teaching and learning in classrooms. Research Methods/Approach: Drawing on data from four elementary schools, situated across two educational systems (i.e., Montessori and International Baccalaureate) and two national contexts (i.e., United States and Canada), I highlight differences—between and within systems—in implementation of system-level policies. Findings: I find an educational system's "coupling orientation" provides context for the embedded agency of leaders and for the nature of their work as implementation agents. By orienting its leaders toward a certain coupling arrangement between macro (i.e., environment), meso (i.e., system), and micro (i.e., classroom) levels, a system can shape the type of work leaders do, and the degree of structure and agency they experience. Implications: In detailing differences in implementation between and within systems, this research helps scholars frame loose and tight coupling, structure and agency, along a continuum. For educational leaders, this article highlights necessary system knowledge for managing interactions between the environment, their system, and teaching and learning in classrooms.

Huckle, J. (2024). **Critical education for sustainability and Chantal Mouffe's green democratic revolution**. *The Curriculum Journal*, 35(3), 429-446. https://doi.org/10.1002/curj.232
How should the curriculum for older school students address the transition to sustainable futures? This article seeks to answer this question by reference to the marginalisation of education for sustainability (EfS) in England after 2010; its re-emergence around 2020, prompted largely by students' protests over climate change: and the continuing need for critical approaches that acknowledge the contested nature of sustainability. Gramsci's theory of hegemony as developed by Gilbert and Williams, is used to explain the marginalisation of EfS while Mouffe's advocacy of a green democratic revolution, shaped by a blend of eco-socialist, post-developmental and decolonial thought, suggests what a critical EfS should cover and why it should be linked to radical global citizenship education. Neoliberal, socially democratic and eco-socialist discourses of sustainability and a green transition should feature in the curriculum and agonistic pedagogy should be employed to enable students to reflect and act on these and so develop their political literacy. The Curriculum for Wales can accommodate such pedagogy and an incoming Labour government in Westminster can learn from its example.

Jang, S. (2024). **Capital mechanisms driving parental activism in South Korea: Perspectives from parentocracy, meritocracy, and a Bourdieusian analysis of capital.** *International Journal of Educational Development*, 109, 103104. https://doi.org/10.1016/j.ijedudev.2024.103104

This article considers the capital-related mechanisms behind parental activism against the Future School reform in South Korea, employing two theoretical frameworks: the parentocracy ideology and a Bourdieusian Analysis of Capital. The findings from discourse and social network (geolocational) analyses suggest that the activism is primarily driven by parents' belief in meritocracy (testocracy), rooted in dominant educational norms. The efforts of parents to secure children's high exam scores indicate that parentocracy is a 'continuum' from meritocracy, rather than its next stage. The intersection of parental activism with capital and habitus highlights the complexities between parentocracy, meritocracy, and inequality, necessitating further analysis.

Jeong, S., & Park, H. (2024). **Can school cultivate active global citizens? Exploring school and student factors related to students' global citizenship in the Republic of Korea**. *Asia Pacific Education Review*, 25(4), 1129-1140. https://doi.org/10.1007/s12564-024-09961-6
The purpose of this study was to investigate the school-related factors that influence students' global citizenship. To explore both student-level and school-level factors that influence students' global citizenship, we applied a hierarchical linear model using PISA 2018 data from Korea. The results showed that factors related to teacher's GCED practices and school climate can play an important role in fostering students' global citizenship. Based on these findings, we suggest that a whole-school approach is needed to promote the inclusion of GCED-related topics in various school curricula and to integrate GCED values into the overall school culture to enhance students' global citizenship.

Jiang, L., Zhang, Y., & Shen, Y. (2024). **Governance reform of local university under the "Double World-Class" policy: are there unintended but not unanticipated consequences?** *Asia Pacific Education Review*, 25(4), 1009-1020. https://doi.org/10.1007/s12564-024-09926-9
Adoption of the "Double World-Class" policy in China has led to substantial changes in the country's higher education governance system. Thus, to examine whether any undesired effects have occurred, in this study, we conducted document analysis along with purposive interviews to gather pertinent data on one local university that has been selected for inclusion in the national "Double World-Class" initiative as well as the Guangdong Province's "High-Level Construction Universities" project. This investigation is guided by de Zwart's (Theory and Society 44:283–297, 2015) concept of the "unintended but not unanticipated consequences" and a clear distinct perspective on how these consequences arise. Application of this analytical framework on unanticipated consequences of purposive social action allowed us to identify selective neglect, utility maximization, and the pursuit of the "world-class university" label to perpetuate the myth of superior educational quality as the main drawbacks of the recent policy change. The impact of these factors on the quality of higher education in China is discussed, along with the strategy that can be adopted to mitigate the noted drawbacks in future.

Kato, M., & Kobakhidze, M. N. (2024). **Transnational juku: Japanese shadow education institutions in Hong Kong, Beijing, and Shanghai**. *Asia Pacific Education Review*, 25(4), 1083-1093. https://doi.org/10.1007/s12564-024-09946-5
Japan has a longstanding history of shadow education, which has evolved, transformed, and extended beyond its borders. Japanese shadow education institutions, known as juku, have expanded worldwide, including in Asia, the US, and Europe, offering offline and online tutoring services mainly for Japanese expatriates. This study examines the role

and features of juku, specifically in Beijing, Hong Kong, and Shanghai. It identifies 20 different juku, analyzes their types, and explains a different type of juku, the "Japanese cultural supplementary school," that caters to expatriate parents aiming to nurture Japanese culture and traditions in their children. Although the Japanese juku phenomenon has previously attracted the attention of scholars, there is a gap in the literature when it comes to transnational juku and its operation outside Japan. This paper contributes to informing scholars, policymakers, and the public on the transnational movement of shadow education as a global phenomenon.

Katzir, S., & Perry-Hazan, L. (2024). **Promoting politically contested change by invisible education policies: the case of ultra-Orthodox public schools in Israel**. *Oxford Review of Education*, *50*(5), 658-675. https://doi.org/10.1080/03054985.2023.2274022
Education policies are typically anchored in official texts that provide a foundation for their enactment in schools. What are the implications of an invisible policy not anchored in any official text due to political motives? This study explores the enactment of an invisible education policy that regulates religious enclave schools. These schools' curricula are the source of frequent conflict between states and religious enclave communities. The study draws on the case of the National Haredi Education (NHE) reform in Israel that enabled ultra-Orthodox (Haredi) private schools in Israel to affiliate with a new stream of public schools whose regulations were not anchored in any official text. The data comprised interviews with principals, teachers, and supervisors, as well as document analysis. The findings showed that the enactment of the NHE policy was primarily manifested in invisible changes, such as teacher professionalisation and pupil assessment. Curricular changes visible to the wider school community were enacted differently in different schools. Our findings also characterised the implications of the NHE policy's invisibility. The lack of institutional recognition hindered the reform, but the autonomy of the implementing agents enabled them to promote changes within their purview and become policy entrepreneurs.

Konozy, E. H. E. (2024). **Commentary: Navigating Sudan's education system through turmoil and conflict**. *International Journal of Educational Development*, *109*, 103088. https://doi.org/10.1016/j.ijedudev.2024.103088
Since December 2018, Sudan's education system has been in turmoil due to a youth uprising against Omar Al-Bashir regime, leading to the closure of schools and universities for about ten months. Although a transitional government briefly restored educational activities in late 2019, the COVID-19 pandemic soon caused another six-month-long closure. Political instability continued post-pandemic, with conflicts between military and civilian factions within the transitional government leading to repeated educational disruptions and protests. By 2022, ongoing turmoil had caused significant academic delays. An internal conflict between the Sudanese Armed Forces (SAF) and Rapid Support Forces (RSF) erupted into violence on April 15, 2023, devastating educational institutions in Khartoum, the capital of Sudan. The prolonged conflict has left educators unpaid and forced many into low-skilled jobs. With the war ongoing and schools and universities closed for over a year, Sudan's educational future remains uncertain. Achieving a ceasefire and promoting dialogue between rivals are crucial to addressing the root causes of the conflict. Investing in education is essential for rebuilding the system and securing a brighter future for Sudanese youth.

Koukoulidis, N. M., Kotluk, N., & Brown, J. C. (2024). **The status of culturally relevant teacher education in the European context: A systematic review of research**. *Review of Education*, *12*(3), e70002. https://doi.org/10.1002/rev3.70002

In this systematic literature review spanning 2000 to 2024, we examine the landscape of culturally relevant education (CRE) in Europe. Our goal is to present a clear picture of how in-service and pre-service teachers perceive, practice and experience CRE in the evolving European context. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol, we analysed 48 empirical studies from European countries. In a multiphase process, we utilised qualitative methods to iteratively identify key features to categorise study purposes and outcomes for meaningful reporting. Included studies primarily consisted of self-reported data on perspectives, practices and experiences of in-service or pre-service educators working with learners that are culturally and linguistically diverse compared to the dominant culture of the studies' locations. The aim was to reveal the state of CRE research in the context of Europe by identifying the reviewed studies' goals, key findings and suggestions to move forward. Our findings highlight well-intentioned educators, yet there is a discernible need for improved teacher education programmes and in-service professional learning that focus on supporting educators' culturally relevant practices. The review emphasises the necessity of better preparing European educators to effectively meet the needs of their culturally and linguistically diverse student populations. We offer a series of recommendations synthesised from the examined studies, pointing towards a need for reform at multiple levels, including pre-service teacher education, professional development, school and community practices and policy changes. As we navigate the educational landscape of Europe, our synthesis aims for a clear understanding and practical insights, fostering an environment where educators can effectively nurture the potential of every learner. Context and implications Rationale for this study: The study aims to assess the state of culturally relevant teacher education in Europe, highlighting the gap in research through a systematic review of the literature to help inform future educational efforts. Why the new findings matter: These findings matter because they offer a structured insight into current practices and challenges, suggesting significant opportunities for enhancing teacher preparation in culturally diverse settings across the continent of Europe. Implications for practitioners, policy makers and researchers: Policy makers may use these insights to better support and develop policies that enhance teacher training, aiming for inclusivity and diversity in classrooms. Researchers are provided with a detailed analysis of existing works and trends, highlighting challenges and unexplored areas, thus offering the potential to push the boundaries of educational research in culturally relevant pedagogy. Overall, these implications aim to foster an educational environment where diversity is not only recognised but actively embraced and integrated into teaching practices.

Lau, Y., & Cheung, L. M. E. (2024). **Faculty perceptions on managerial changes in a sub-degree institution in Hong Kong**. *Asia Pacific Education Review*, *25*(4), 897-909. https://doi.org/10.1007/s12564-023-09845-1

Sub-degree education is one of the key higher education sectors in Hong Kong. With the effect of managerialism, tertiary institutions tend to transition from a collegial toward a managerial model, and have shifted from teaching-intensive institutions to research-intensive ones. In this study, two key research questions are addressed: to what degree can managerialism influence organisational change? To what degree and how will an exogenous force generate organisational development? To answer the research

questions, we present a case study at "Hong Kong College" via 15 face-to-face, semi-structured interviews with the administrative staff, academic staff, department head, and a visiting scholar. The key research findings identified the difficulties or obstacles experienced in carrying out research or scholarly activities, the long-term impacts on the workplace of staff and sub-degree institutions changing from teaching to research, the advantages of the staff and institutions regarding their working areas in the process of new research directions, and the driving forces for enriching a research culture in sub-degree institutions. Academic and managerial implications are also provided in the paper.

Lavado, P., Yamada, G., Armas, J., & Gonzalez, M. (2024). ***Signaling Effects on the Labor Market: Winners and Losers of University Licensing in a Higher Education Reform*** (IZA Discussion Paper N° 17212). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17212.htm
We investigate the effects of a higher education reform on the labor market outcomes of college graduates in Peru. The cornerstone of this piece of legislation was a licensing process whereby a newly created higher education superintendency evaluated every existing university on minimum quality criteria to grant or deny their operating license. We find that, conditionally on being employed, the effects of this reform on the college graduates of universities that were granted (denied) the license were two: an effect of around 6.5% (-9%) on monthly wages and a less precisely estimated effect of approximately 4 p.p. (-3.5 p.p.) on the probability of being formally employed. Our work provides evidence of the existence of winners and losers as a consequence of this ambitious higher education reform in Peru.

Lin, J. C. (2024). **Chinese patriotism: inward and outward perspectives**. *Asia Pacific Education Review*, *25*(4), 751-759. https://doi.org/10.1007/s12564-022-09780-7
Patriotic education in China is a state project that serves the Chinese government. However, current discourse on Chinese patriotic education basically views inward and outward aspects of patriotism as separate and incompatible, which downplays the intricate relationship between them. Arguably, a more nuanced understanding of patriotism is needed to better explore patriotic education in the context of China. This paper begins by elaborating the differences between inward and outward patriotism as illustrated by Marianna Papastephanou's Janus-faced nature of patriotism. It then proceeds to give background information on Chinese patriotic education and illustrate how inward patriotism has been intrinsic to patriotic education in China from its beginnings. The paper further reveals that outward patriotism has been increasingly emphasized in today's China. Finally, it proposes that the risks and potentials of both inward and outward patriotism should be realized and given full consideration and explains how balanced patriotism can help accommodate diverse needs and make Chinese development more sustainable.

Liu, W. C. (2024). **Preparing teachers for the changing future (2014–2018)**. *Educational Research for Policy and Practice*, *23*(3), 381-394. https://doi.org/10.1007/s10671-023-09328-5
The current generation of children must grow up with different competencies to thrive in this highly complex and interconnected world. Amongst others, we need to equip them with twenty-first century skills that include curiosity, self-direction, creativity, innovation, and an inquiring mindset. We are short-changing our children if we teach them the way

we were taught. In this era, education must emphasise discovery and facilitate inquiry and problem-solving, and learning should be self-directed and collaborative, as well as meaningful and transferable. From this perspective, teacher education cannot be about teacher training. It must be about developing professional leaders in the field of education. Drawing from Singapore's experience of preparing teachers for the twenty-first century, this paper will touch on the four pillars of teacher education in the recent development of the Nanyang Technological University-National Institute of Education Teaching Scholars Programme, the enhanced Bachelor of Arts/Science (Education), and the 16-month Postgraduate Diploma in Education Programmes. The four pillars are deepening professionalism, strengthening practice, broadening pedagogies, and developing perspectives. In essence, the paper will focus on developing thinking professionals through (1) ownership of learning and inquiry that deepen professionalism; (2) reflective practice and focused conversations that strengthen teaching competencies and crystallise teacher identity; (3) pedagogical innovations and technology-enabled learning that develop facilitators of learning and architects of learning environment; and (4) a three-pronged approach of the 'community as coach', the 'industry as partner', and the 'world as our classroom' that facilitates a worldview and fosters new ways of thinking.

Llorent-Vaquero, M., De Pablos-Pons, J., & Velez, I. (2024). **Digital learning and public policy in schools: A transformative paradigm for a changing world**. *Policy Futures in Education*, 22(4), 574-592. https://doi.org/10.1177/14782103231180675
This study explores models of digital learning in public educational institutions, focusing on good practices aimed at bringing about instrumental and methodological change, and encouraging the adoption of new values and greater social justice. It identifies challenges and opportunities to propose a dynamic model of public policy on digital education. Eighteen public educational institutions associated with good digital practices in Andalusia (Spain) participated in the study. Using a descriptive method with a survey design, three questionnaires were administered at the institutions. The results confirm the importance of collective practice in encouraging the introduction of digital technologies in educational institutions. The conclusions show that a participatory culture and innovative teaching initiatives can facilitate the digital integration, on which the proposed policy model is based. The study proposes a policy model based on how participatory culture and innovative teaching initiatives can facilitate digital integration in schools. This dynamic, reflexive policy model proposed can be adapted to emerging social changes and used by policymakers, management staff and teachers in primary and secondary education.

Løken, I., & Wetlesen, A. (2024). **From boundary maintenance to boundary crossing: Geography in the Norwegian national curriculum**. *The Curriculum Journal*, 35(3), 412-428. https://doi.org/10.1002/curj.247
The integrated status of Social Studies in the Norwegian Curriculum for Knowledge Promotion in Primary and Secondary Education and Training 2020 reflects an international educational trend pertaining to a movement from knowledge and traditional disciplinary thinking to generic skills, competence and boundary crossing. This article addresses the changed organisation of geography as a subject within Social Studies in the national curriculum framework. Through a thematic analysis of how geographical knowledge is classified and represented in the curriculum, this article discusses opportunities and limitations in the curriculum when it comes to developing

students' powerful geographical knowledge. The analysis shows that geographical knowledge is organised in an attempt to reduce content boundaries. Found across the curriculum, geographical knowledge includes geographical scale, geographic conditions and human–nature interconnections. However, geographical knowledge is represented through an understanding of space as absolute and fixed rather than relational and dynamic, as well as through a technical and mainly individual understanding of scale. We conclude that boundary crossing related to sustainability and citizenship as interdisciplinary topics opens opportunities for powerful geographical knowledge, although this potential is limited by the weak classification of geography in the curriculum for Social Studies.

López, R. N., Serrano, F. del P., & Cantero, F. G. (2024). **Social Education in Prisons in Spain**. *Encyclopaideia*, 28(69), 59-72. https://doi.org/10.6092/issn.1825-8670/19435
The aim of this research is to analyse the socio-pedagogical actions carried out in Spanish prisons. To do so, we begin by analysing the main regulations covering educational policy in prisons, share as an essential axis the orientation of the custodial sentence towards the re-education and social reintegration of the prisoners, serving as a basis for justifying social intervention. Secondly, we analysed the prison population, where we observed a prevalence of men over women, a greater presence of crimes related to material offences and an average age of the population between 35 and 45 years old. Thirdly, based on the legislative and contextualized review, we analysed the programmes that are carried out in prison, the socio-educational potentials that may arise, through their principal objectives and the target groups they are aimed at, with the purpose of detecting good socio-educational practices. We underline the social and pedagogical function of these activities, as opposed to the therapeutic vision from which they emanate, highlighting the emancipatory potential of such an approach. Finally, we conclude with the professionalizing principles that can guide good practices in socio-educational intervention in prison, both in the Spanish context and in other countries with similar characteristics.

Low, E. L. (2024). **Rethinking teacher education in pandemic times and beyond**. *Educational Research for Policy and Practice*, 23(3), 395-406. https://doi.org/10.1007/s10671-023-09337-4
With disruptions such as the Fourth Industrial Revolution (4IR) and crises such as the COVID-19 pandemic drastically changing our lives and challenging all nations to rethink our current paradigms of teaching and learning and paradigms of living and working, the world needs to educate our young to be future-ready in more deliberate ways. Future-ready learners need to have a lifelong learning mindset that is instilled with the right values, attributes, skills, competencies and knowledge so as to ensure that their nation survives upcoming disruptions and crises and thrives amidst and in spite of the great challenges faced. Singapore is learning to adapt to the fast-changing and unpredictable landscape, seeking solutions to succeed beyond the difficulties and seizing opportunities amidst the myriad challenges faced. Drawing lessons from international best practices while contextualising them to our local needs and developing our own brand of innovations, teacher education at the National Institute of Education (NIE) anchors itself in taking a values-driven, evidence-informed and future-focused approach, building upon the past foundations. This article will detail how Singapore's sole teacher preparation institute is rethinking teacher education by seeking to articulate the archetype of the future-ready teacher, provide greater learner agency

and flexibility and develop interdisciplinary programmes, and reimagining, restructuring and streamlining teacher education programmes. Ultimately, the aim is to nurture teacher educators, teachers, students and the entire education ecosystem to be future-ready.

Lucas, A. M. (2024). **Selection, training, and importance of school heads and supervisors across Africa**. *International Journal of Educational Development*, *109*, 103094. https://doi.org/10.1016/j.ijedudev.2024.103094
Despite their potential importance in the education production function, relatively little is known across contexts about the selection and training of school heads and supervisors in Africa. Based on available data and qualitative studies, most school heads and supervisors are selected from existing teaching ranks, receive little (if any) pre-service training, and are promoted based on factors other than their managerial ability.

Luo, J., & Chan, C. K. Y. (2024). **Assessing students' holistic development in China: managerialism, market, and performativity as policy technologies**. *Asia Pacific Education Review*, *25*(4), 885-895. https://doi.org/10.1007/s12564-023-09842-4
With the rise of accountability measures in education, many policymakers have also argued the need to record, assess, and certify students' holistic development. However, using China as a case, we caution how a policy-driven reform on the assessment of holistic development might fall into the pitfall of performativity. Borrowing from Ball's (Ball, Journal of Education Policy 18:215–228, 2003) seminal work on policy technologies, we investigate the ways in which management cultures, market logic, and performance indicators have figured in China's assessment policies on students' holistic development. Using the findings as a base, we further discuss and problematize how these policies could have rendered students "managed," "marketized," and "performative," influencing what it means to become a "holistic" student.

Mao, X. (2024). **Internal migration and students' bullying experience: the case of China from the Program for International Student Assessment 2018**. *Asia Pacific Education Review*, *25*(4), 791-800. https://doi.org/10.1007/s12564-022-09812-2
Schools are becoming increasingly diverse due to globalization and migration. Worldwide, more than 700 million people migrate across international borders, and more than 200 million migrate within one country. Within China, approximately 36 million school-aged children relocate to cities with parents in the search for better education and future life. However, less research focuses on the school life experiences of migrant students, especially in terms of school bullying victimization. Using the Program for International Student Assessment 2018, this study examines the relationship between the migration status of students and their experiences of school bullying in China. This study finds that students who are migrants are more likely to experience school bullying compared with their local peers. Given that the experience of school bullying can exert long-term effects on the growth and later life of students, the finding calls for actions to provide a more inclusive school environment for migrant students. Lastly, this study provides important implications for educators and researchers.

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.

Meirieu, P. (2024). **Éducation : Rallumons les Lumières**. In *https://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1954*. Consulté à l'adresse https://editionsdelaube.fr/catalogue_de_livres/education-rallumons-les-lumieres/
Au pays des Lumières, on a longtemps cru en l'éducation. Celle-ci passait par l'École, mais aussi par l'Éducation populaire et les loisirs, par la prévention dès la toute petite enfance, comme par le développement du débat citoyen et de la « formation tout au long de la vie ». Cette vision politique se nourrissait de la conviction que tous les humains étaient éducables et que l'on ne pouvait jamais désespérer de quiconque… Or tout cela ne semble plus à l'ordre du jour : un peu partout, on préfère la sélection, quand ce n'est pas la répression et l'exclusion. Cela relève d'une vision fondamentalement pessimiste et fataliste des humains et de la société. Ce n'est pas le « grand remplacement » mais le grand renoncement. Il est temps de redresser la barre et de faire de l'éducation une priorité absolue pour préparer notre avenir !

Miquel, F., & Meirieu, P. (2024). *A l'école universelle des gitans: Comment s'adopter ?* Consulté à l'adresse https://champsocial.com/book-notre_ecole_appel_a_ceux_qui_lui_manquent_a_la_rencontre_des_familles_gitanes,1349.html
En interpellant directement les absents de l'école, ceux qui la refusent et la fuient, parmi lesquels se trouve une grande partie des enfants d'origine gitane, l'auteur mobilise son expérience d'enseignant et d'inspecteur d'académie. Il souhaite éclairer et dépasser le dramatique abandon réciproque qui caractérise généralement les relations entre ces familles et l'école, dont les responsabilités sont partagées. Cet échec douloureux, vécu avec ceux qui manquent à l'appel, peut néanmoins devenir salutaire : il crie l'urgence de réduire les manquements, de généraliser ce que l'école porte de meilleur et d'inventer, avec ces citoyens et leurs enfants, de nouvelles formes d'adoption éducative. En effet, leur résistance invite plus que jamais à réaliser la promesse d'une école pour tous – Notre école, en somme – incarnant et tissant la continuité possible des identités au sein de la fraternité sociale. « Cet ouvrage constitue une fort belle contribution à la réflexion sur l'éducation aujourd'hui, mais aussi sur notre avenir et sur la société que nous voulons. En s'adressant à la Gitanie, Frédéric Miquel nous dit, en réalité, que devrait être notre École », Philippe Meirieu.

Miras, G., & Molle, N. (2024, septembre 25). **Faut-il forcément faire cours en anglais pour internationaliser les formations ?** Consulté 26 septembre 2024, à l'adresse The Conversation website: http://theconversation.com/faut-il-forcement-faire-cours-en-anglais-pour-internationaliser-les-formations-236017

Faut-il impérativement faire de l'anglais pour se constituer un profil international ? Pourquoi s'initier à d'autres langues à l'heure où l'anglais permet d'être compris sur tous les continents ?

Moriau, L., & Angouri, J. (2024). **Participatory curriculum development: The case of EUTOPIA, a European university alliance**. *The Curriculum Journal*, *35*(3), 337-360. https://doi.org/10.1002/curj.243
This paper reports on a model for participatory curriculum development that builds on a 'connected learning communities' (CLC) approach. We describe and analyse the trajectory of six CLC-cases using a framework informed by Social Practice Theory (SPT). The activities we report on took place during the first pilot year (2020–2021) of a transnational University Alliance involving six European universities. Data were drawn from document analysis, direct observations and ongoing dialogue with students and staff involved in the CLCs. Our findings illustrate the affordances of building on existing practice for curriculum development in international contexts and point out the importance of well-equipped collaborative environments that encourage critical analysis and active experimentation. We found that the CLC model and SPT framework are helpful contributions in the field of curriculum development and argue that connected curriculum-making approaches help shape versatile environments that can effectively transform and enhance educational provisions, experiences and outcomes.

Mottais, É. (2024). ***Étude du parcours en reconnaissance d'acquis et de compétences (RAC) en formation professionnelle québécoise dans une perspective de justice sociale*** (Université de Sherbrooke). Consulté à l'adresse https://savoirs.usherbrooke.ca/handle/11143/21790
Dans la perspective de l'apprentissage tout au long de la vie, de grandes organisations internationales incitent les États à adopter des politiques de reconnaissance des acquis de l'apprentissage non formel et informel. Ces dispositifs sont promus comme un moyen de contribuer à la justice sociale en offrant la possibilité aux adultes d'accéder à un premier diplôme qualifiant comme celui du diplôme d'études professionnelles (DEP), le premier diplôme qualifiant dans le système éducatif québécois. On soutient notamment que ces dispositifs permettraient de réduire la durée d'un parcours jusqu'au diplôme. Cependant, certaines caractéristiques des adultes et de leur environnement social ainsi que des pratiques de reconnaissance des acquis des institutions sont associées à l'obtention d'un diplôme par la voie de la reconnaissance des acquis en enseignement et formation professionnels (EFP). Cette thèse par articles vise à répondre à la question générale de recherche suivante : dans une perspective de justice sociale, qu'est-ce qui caractérise le parcours des personnes inscrites à une démarche de reconnaissance des acquis en formation professionnelle jusqu'à l'obtention du diplôme?   Le concept de parcours en reconnaissance des acquis s'appuie sur le concept de parcours tirés de travaux de recherche portant sur des parcours scolaires et des parcours éducatifs (Doray et al., 2009; Picard et al., 2011) et plus spécifiquement sur la notion de parcours scolaire ainsi que sur des étapes prescrites de la démarche de reconnaissance des acquis et des compétences en formation professionnelle (RAC-FP) québécoise. Ainsi, le parcours en reconnaissance des acquis dans les milieux scolaires est défini comme l'enchainement d'évènements et de différentes situations balisées par les étapes de la démarche d'un dispositif de reconnaissance des acquis, de la demande d'information jusqu'à l'obtention d'un diplôme qui marque la fin de ce parcours, sur une période de durée pouvant varier d'une personne candidate à l'autre et selon les ressources des

organismes responsables et des établissements d'enseignement. La perspective de justice sociale s'appuie ici sur l'approche par les capabilités de Sen (2010) et les principales composantes qui en découlent, soit celles des ressources, des facteurs de conversion, la capabilité et les fonctionnements. La capabilité renvoie à la possibilité réelle de choix dont dispose une personne d'être et de faire ce qu'elle a des raisons de valoriser. Par exemple, c'est de choisir de passer par une démarche de RAC-FP pour obtenir un diplôme qualifiant parmi d'autres possibilités comme celle de passer par la formation initiale. Les fonctionnements représentent les réalisations concrètes d'une personne, comme l'obtention d'un DEP par la RAC-FP. Les facteurs de conversion personnels, sociaux et environnementaux peuvent faciliter ou entraver la capabilité d'une personne à convertir les ressources en possibilités réelles de réaliser un fonctionnement effectif de valeur comme le DEP. Cette thèse s'intéresse en particulier aux facteurs de conversion personnels et sociaux. Des analyses secondaires à partir d'une base de données administratives anonymisée et constituée dans le cadre d'une recherche partenariale (Bélisle et al., 2022) sont réalisées. L'échantillon global est constitué de 1 893 personnes candidates inscrites à la démarche de RAC-FP à la Commission Scolaire de la Capitale (appellation en vigueur au moment de la recherche source). Le premier et le deuxième article s'appuient sur ces 1 893 personnes candidates, alors que le troisième article porte sur un sous-échantillon de 502 personnes candidates ayant obtenu un DEP. L'originalité de cette thèse par rapport à la recherche source réside dans la mobilisation d'analyses statistiques différentes de celles de la recherche source pour approfondir l'étude du parcours en reconnaissance des acquis, ainsi que l'angle de la perspective de justice sociale. Les trois articles de thèse abordent chacun un ou deux objectifs spécifiques de la thèse. Le premier article examine les facteurs de conversion disponibles dans les données administratives pour mieux saisir comment les adultes qui s'engagent dans une démarche de RAC-FP pour obtenir le DEP se distinguent selon qu'ils ont un premier diplôme ou non avant celle-ci. Des analyses de comparaison sur l'échantillon de 1 893 personnes candidates à la démarche de RAC-FP ont permis de constater que des facteurs de conversion personnels (sexe, statut d'immigration, certains groupes d'âge) et sociaux (certaines sources d'information, la RAC-FP en entreprise, ou RAC collective, et la durée des programmes) sont associés positivement à la participation à la RAC-FP. Par ailleurs, le fait de ne pas avoir un premier diplôme en début de démarche ne l'est pas, ce qui est un résultat qui tranche avec des études françaises ayant abordé la question. Le deuxième article vise à identifier les facteurs de conversion qui sont associés à la durée du parcours, soit de la date de la demande d'information à celle de l'obtention du DEP. En s'appuyant sur l'échantillon de 1 893 personnes candidates à la démarche de RAC-FP, les résultats d'une analyse de survie montrent que certains facteurs de conversion personnels (âge, sexe, statut d'immigration) et sociaux (RAC-FP en entreprise ou RAC collective, durée des programmes) sont associés à la durée jusqu'à l'obtention du DEP sous certaines conditions. Un important résultat est que le niveau de diplôme le plus élevé avant la démarche de RAC-FP n'est pas associé à la durée du parcours jusqu'à l'obtention du diplôme. Le troisième article vise deux objectifs spécifiques, soit celui de dégager des profils de parcours selon la durée des séquences dans une démarche de RAC-FP et celui d'examiner l'association entre les facteurs de conversion et l'appartenance aux parcours dégagés. Une analyse de profils latents au sein d'un sous-échantillon de 502 personnes candidates ayant obtenu un DEP par la voie de la RAC-FP permet de dégager trois profils de parcours : 1) parcours de courte durée; 2) parcours de durée intermédiaire avec possible passage par la formation; 3) parcours long avec l'étape d'accueil étendue. Les résultats de comparaison des profils indiquent

que des facteurs de conversion personnels (âge, sexe, immigration) et social (RAC-FP en entreprise ou RAC collective) sont associés à l'appartenance à certains profils. De plus, les résultats indiquent qu'il n'y a pas de différence significative entre les profils dégagés et le niveau de diplôme le plus élevé avant la démarche de RAC-FP. Cette étude est l'une des rares au Québec à documenter le parcours en RAC-FP avec un aussi grand échantillon et en portant une attention particulière à la scolarité antérieure, une information centrale qui est peu documentée au Québec comme ailleurs. Sur le plan scientifique, cette thèse contribue au domaine de la reconnaissance des acquis, notamment en produisant des connaissances sur les caractéristiques de personnes qui peuvent, grâce à ce type de démarche, avoir accès à un diplôme qualifiant. Elle propose également d'enrichir l'approche par les capabilités en soulignant l'importance de prendre en compte la dimension temporelle dans ces composantes. Enfin, une contribution méthodologique est mise de l'avant avec la mobilisation des données administratives en recherche. Enfin, les résultats de cette thèse ont le potentiel de contribuer à la pratique en reconnaissance des acquis ainsi qu'à l'intervention en orientation éducative et professionnelle directement concernée par la phase d'information en reconnaissance des acquis. Par ailleurs, cette thèse comporte quelques limites. Tout d'abord, la mobilisation de l'approche par les capabilités reste modeste, compte tenu des données administratives disponibles. De plus, la taille de certains sous-échantillons (ex. : personnes immigrantes) reste faible dans le milieu enquêté, ce qui peut entrainer des résultats ayant un effet de taille négligeable dans le cas des analyses de comparaison entre certains groupes. Ensuite, les résultats ne peuvent pas être généralisés, mais peuvent être transférables à des CSS ayant un contexte apparenté. Enfin, à la suite des résultats des trois articles de la thèse, quelques pistes de recherche sont priorisées considérant le jeune domaine de la reconnaissance des acquis, telles que de documenter les parcours avec des données rétrospectives avant l'inscription dans la démarche pour identifier les leviers et obstacles dans la participation à la reconnaissance des acquis, d'identifier les leviers et obstacles à l'obtention d'un diplôme qualifiant dans le cadre de la RAC-FP en entreprise et d'examiner les retombées réelles de l'obtention du diplôme qualifiant par la reconnaissance des acquis sur la vie des adultes.

Musi, E. (2024). **La comunità "messa alla prova". Una ricerca pilota di matrice pedagogica per la costruzione di un vademecum**. *Encyclopaideia*, *28*(69), 43-57. https://doi.org/10.6092/issn.1825-8670/19703
The institution of "probation," a form of judicial probation aimed for adults, was rewied by the recent justice reform law (Cartabia Reform, Dec. 30, 2022), where, even in the rewied version, was confirmed its high civic and reeducational value. Through probation, offenders can realize the paths to change own critical reinterpretation of their behavior. This is an interpretation of punishment that preserves its retributive value, but the challenge that institutions and associations take as welcoming these people into the activities and projects of a (re)educational nature, gives this particular penal measure a restorative purpose too. Probation concerns first and foremost the offender, it also verifies the skills, resilience, and responsibility of those it accommodates. With these premises, in 2023 a collaboration between some professors of the Catholic University of the Sacred Heart and the Piacenza Volunteer Service Center led to the realization a training course and later a Research involving the Associations that take in the people on probation.

Ng, P. T. (2024). **A journey of change in Singapore's teacher education**. *Educational Research for Policy and Practice*, *23*(3), 411-417. https://doi.org/10.1007/s10671-024-09374-7
This paper is a commentary regarding the journey of change in Singapore's teacher education, in particular at the National Institute of Education (NIE). Change in Singapore's teacher education follows closely the phases of school accountability in the education system. Although initial teacher education is centralised at the NIE, further teacher education and professional development are increasingly decentralised in the system. Despite the need to adapt very quickly to the needs of the profession, teacher education is built in a balanced and steady manner, so that there is both change and continuity over the years. The commentary also suggests three areas to consider regarding what lies ahead for teacher education in Singapore and NIE.

Ntale, A., & Amos, O. (2024). **Prevailing Organizational Culture Strategies in Public Primary Schools in Rorya District Council, Tanzania**. *British Journal of Education*, *12*(10). Consulté à l'adresse https://eajournals.org/bje/vol12-issue10-2024/prevailing-organizational-culture-strategies-in-public-primary-schools-in-rorya-district-council-tanzania/
The study investigated the prevailing organizational culture strategies in public primary schools in Rorya District. The study was guided by cultural dimensions theory and organizational culture model. The study employed pragmatism research philosophy and concurrent triangulation mixed research design. The target population comprised Chairpersons of School Management Committees, teachers, and heads of schools. Questionnaires and … Prevailing Organizational Culture Strategies in Public Primary Schools in Rorya District Council, Tanzania Read More »

Obiakor, T. E. (2024). **Language of instruction policy in Nigeria: Assessing implementation and literacy achievement in a multilingual environment**. *International Journal of Educational Development*, *109*, 103108. https://doi.org/10.1016/j.ijedudev.2024.103108
In this study, I evaluate adherence to Nigeria's Language of Instruction (LOI) policy, which mandates that primary school students be taught in indigenous language. Using multivariate regression analysis and data from round 6 of the Multiple Indicator Cluster Survey (MICS6), I assessed disparities in adherence between school types (public and private schools) and location (urban/rural areas) and regions. The results reveal private schools exhibit lower implementation rates than public schools, while urban areas lag behind rural areas, and the southern region trails the north. This highlights the challenges of enforcing a uniform LOI policy in Nigeria's linguistically diverse setting. I also examine the relationship between LOI and literacy outcomes using regression and propensity score matching anaysis. Contrary to prevailing notion that teaching children in an indigenous language improves learning outcomes, my findings show that students taught in English outperformed their peers taught in indigenous languages. This departure from the norm underscores the need to reassess generalized conclusions derived from less lingustically diverse contexts, as they might not apply settings like Nigeria. It also calls for a nuanced understanding of how LOI influences learning outcomes in diverse contexts, emphasizing the importance of tailoring educational policies to local realities.

Ocampo Cantillo, J. J., & Lazaro, L. L. B. (2024). **Transforming education or transforming the fourth Sustainable Development Goal (SDG 4)?** *International Review of Education*, *70*(4), 575-601. https://doi.org/10.1007/s11159-024-10088-4

This article provides an overview of the evolving agenda surrounding the fourth Sustainable Development Goal (SDG 4), dedicated to education. The authors examine the transformation of its guiding principles via the introduction of new priorities, benchmarks and modes of governance. Drawing on theoretical and methodological insights from political sociology of global education, and employing a combination of ethnographic methods, they highlight key moments which illustrate the dynamic nature of global coordination efforts for SDG 4. The article examines the reform process of the Global Education Cooperation Mechanism (GCM), alongside the adoption of a renewed thematic agenda, ranging from the Global Education Meetings in 2020 and 2021 to the Transforming Education Summit in 2022. Their findings underscore the predominant influence of multilateral agencies and donors over Member States, driven by a preference for a multistakeholder approach and a pragmatic vision of education. Key trends identified include a focus on basic learning, digital literacy and education financing, highlighting the current trajectory of global education governance.

Ouattara, C. A. T., Tang, Y., Luo, S., Okagbue, E. F., Diallo, B. S., Onyinye, N. E., … Kante, N. C. (2024). **Exploring the competency-based approach curriculum in secondary education in Mali with the core players' experiences**. *Journal of Curriculum Studies*, 56(4), 432-447. https://doi.org/10.1080/00220272.2024.2375220
Curricular reforms oftentimes cause more problems than they solve. Teachers' being kept out of curricular activities is one main reason for a reform to plummet. In this qualitative study, we examined the Malian curricular policy from two aspects—reform and teaching and learning. Guided by Fischer's argumentative approach theory, this analysis involved 18 participants. While officials and principals were interviewed, teachers were both interviewed and observed. We tried to elaborate on the power of arguments to further principals' and teachers' concerns and needs in curriculum related tasks. We discovered that CBA reform has the potential to harness learner's chances to learn better. The identified challenges like the intricate dialogue between authorities and teachers need to be lifted to unlock the full potentiality of the reform and achieve goals. We also found that advocating for teachers' inclusion in curriculum-making remains as important as upskilling teachers' competence to contribute to curriculum processes. (Re-)Designing standardized textbooks can address the issues of curriculum content overload and concept opacity. This can also help unify practices and align content with contextual norms. To curb congestion, a typical phenomenon in resources-scarce areas like Mali, more classes or schools should mushroom.

Paddle, H. (2024). **The place for disciplinary knowledge: Teacher insights into interdisciplinary learning from international schools**. *The Curriculum Journal*, *35*(3), 520-523. https://doi.org/10.1002/curj.279

Piper, B., & Dubeck, M. M. (2024). **Responding to the learning crisis: Structured pedagogy in sub-Saharan Africa**. *International Journal of Educational Development*, *109*, 103095. https://doi.org/10.1016/j.ijedudev.2024.103095

Raybaud, A. (2024, septembre 23). **Dans l'enseignement supérieur, des obstacles pour former les enseignants à la transition écologique**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/23/la-prise-de-conscience-est-bien-la-mais-sans-les-moyens-dans-le-superieur-des-resistances-pour-former-les-enseignants-a-la-transition-ecologique_6329660_4401467.html

Former les profs pour faire évoluer les enseignements afin de répondre aux urgences liées au dérèglement climatique : une évolution qui se heurte encore largement aux contraintes financières et organisationnelles des établissements.

Rowan, B., Ghimire, D. J., Schulz, P., & Sharma, U. (2024). **The relevance of governance, external monitoring, and instructional quality to public-private school differences in student achievement in the Western Chitwan Valley of Nepal: An exploratory analysis**. *International Journal of Educational Development*, *109*, 103076. https://doi.org/10.1016/j.ijedudev.2024.103076
This study uses a theoretical perspective known as organizational institutionalism to explain the higher test scores observed among private school students in Nepal. We argue that the differing "institutional charters" of public and private schools in Nepal result in different forms of school governance, external monitoring, and instructional practice in public and private schools and that these organizational features of schooling affect students' learning outcomes. Empirical analyses presented in the paper show that public and private schools in Nepal do show expected differences in school governance, external monitoring, and instructional practice, but that only the instructional practice variable positively affects student achievement.

Salazar, C., Jaime, M., Leiva, M., & González, N. (2024). **Environmental education and children's pro-environmental behavior on plastic waste. Evidence from the green school certification program in Chile**. *International Journal of Educational Development*, *109*, 103106. https://doi.org/10.1016/j.ijedudev.2024.103106
Environmental education provides people with the information they need to understand the causes and consequences of environmental issues, helping to promote positive attitudes toward nature. This paper uses a multivalued treatment effects model to evaluate the effects of a green school certification program on children's pro-environmental behavior in Chile. Pro-environmental behavior is measured by knowledge, attitudes, and practices related to the consumption and disposal of plastics. Results evidence a positive effect of schools' higher certification level on children's plastic waste behavior. This effect seems stronger in practices where children have more decision-making power (e.g., packing a lunch box). The observed reverse effect when switching from basic to intermediate level of certification is in line with the potential non-linear effects of environmental education on pro-environmental behavior regarding the consumption and disposal of plastic. To improve the design of the program, it is important to redefine incentives in the certification system to differentiate better the benefits of reaching each level of environmental certification

Samarasekara, C. K., Ott, C., & Robins, A. (2024). **A framework identifying challenges & solutions for high school computing**. *Education and Information Technologies*, *29*(12), 15621-15654. https://doi.org/10.1007/s10639-023-12329-9
A global concern in recent years has been the formal incorporation of computing and digital technology subjects into high school curricula. Despite many initiatives to make these subjects accessible to students, significant barriers to uptake remain in many countries. In this study we convened a panel of 32 academic, research, and other experts from several countries, to participate in a three round Delphi study with the goal of identifying ways to improve student participation for high school computer science and programming subjects in New Zealand. The study explored barriers and challenges, potential solutions and future scenarios, as well as implementation ideas for the most

important solutions across five domains: Computer Science and Programming Standards, Resources, Support, Assessment, and Student-centred factors. Together these three Delphi rounds were synthesized into a framework summarizing challenges and potential solutions, including suggestions relating to the implementation of those solutions, alongside key aspects of a likely and a desirable future scenario regarding high school computing in New Zealand. The framework, which is the major result of this study, was designed with the intention to summarise and present potential ways to increase student participation and engagement for computer science and programming standards. We hope that this framework will be of interest to government, teachers, schools, industry, universities and other key stakeholders.

Sarmurzin, Y., Amanzhol, N., Toleubayeva, K., Zhunusova, M., Amanova, A., & Abiyr, A. (2024). **Challenging aspects of Kazakhstan's trilingual education policy: evidence from a literature review**. *Asia Pacific Education Review*, *25*(4), 801-811. https://doi.org/10.1007/s12564-023-09823-7
The research reported in this article explored the implementation of Trilingual Education Policy in Kazakhstan. The authors explain the challenges stakeholders came across while taking on the reforms in the language-in-education policy. In this context, the scholars describe four main challenges, such as the simultaneous implementation of several reforms, teachers training, a lack of an English environment, and different language origins. The topic is important, as the issue has been raised for almost two decades. Despite the two decades of meticulous deliberation and piloting of the system, it has not been fully implemented yet. During the research, a systematic literature review method was adopted. The authors used Google Scholar, ERIC, Web of Science, and Scopus databases as well as the official websites of the Government of Kazakhstan and Media resources. This review was conducted using Russian, English, and Kazakh databases.

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.

Setren, E. (2024). *Busing to Opportunity? The Impacts of the METCO Voluntary School Desegregation Program on Urban Students of Color* (NBER Working Paper N° 32864). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32864.htm
School assignment policies are a key lever to increase access to high performing schools and to promote racial and socioeconomic integration. For over 50 years, the

Metropolitan Council for Educational Opportunity (METCO) has bussed students of color from Boston, Massachusetts to relatively wealthier and predominantly White suburbs. Using a combination of digitized historical records and administrative data, I analyze the short and long run effects of attending a high-performing suburban school for applicants to the METCO program. I compare those with and without offers to enroll in suburban schools. I use a two-stage least squares approach that utilizes the waitlist assignment priorities and controls for a rich set of characteristics from birth records and application data. Attending a suburban school boosts 10th grade Math and English test scores by 0.13 and 0.21 standard deviations respectively. The program reduces dropout rates by 75 percent and increases on-time high school graduation by 13 percentage points. The suburban schools increase four-year college aspirations by 17 percentage points and enrollment by 21 percentage points. Participation results in a 12 percentage point increase in four-year college graduation rates. Enrollment increases average earnings at age 35 by $16,250. Evidence of tracking to lower performing classes in the suburban schools suggests these effects could be larger with access to more advanced coursework. Effects are strongest for students whose parents did not graduate college.

Shimada, K. (2024). **The long-term effects of the free primary education policy on intergenerational mobility in Kenya: A household survey in 2015**. *International Journal of Educational Development*, *109*, 103109. https://doi.org/10.1016/j.ijedudev.2024.103109
This study examines Kenya's Free Primary Education policy's long-term effects on intergenerational mobility (IM). Children are likely to achieve a higher level of education than their mothers and fathers, especially those whose parents had no education. Analyzing the 1985–1994 cohort identifies a 1–3 % shift in IM compared to the 1985–1989 cohort, primarily driven by the rise of parental schooling. Kenya shows significant IM; thus, the background does not solely determine one's future. Kenya has a rate of return similar to the global average. Parental education's impact seems limited, and a child's education alleviates poverty.

Shirley, D., Carolyn, A., & Peter, S. (2024). **Commentary: teacher education and nation-building in Singapore**. *Educational Research for Policy and Practice*, *23*(3), 407-410. https://doi.org/10.1007/s10671-024-09373-8
The papers of this special issue provide an overview of the evolution of teacher education in Singapore with a focus on nation-building. They describe how teacher education in the small city-state has developed from the first Teachers' Training College in 1950 to the establishment of the National Education Institute (NIE) in Nanyang Technological University (NTU) in 1991. They explain how the NIE has worked hand-in-hand with the Ministry of Education and NTU leaders to make the NIE a global entrepot of educational practice, policy and research. In 2009, the NIE established a business consulting arm, NIE International, which has worked to circulate NIE's model of teacher education around the globe. Yet, what is the specific nature of this model? To what extent is it relevant to other countries, as different in their histories and cultures as the Peoples' Republic of China, the Federal Republic of Germany or the Kingdom of Bhutan? These are questions raised in this article.

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.

Smith, W. C., Ehren, M. C. M., & Grek, S. (2024). **Global governance of education: The Sustainable Development Goals as a product and mechanism?** *International Review of Education*, *70*(4), 531-545. https://doi.org/10.1007/s11159-024-10108-3

Smith, W. C., Susu, A., Jackaria, I., Martinez, J. B., Qu, M., & Niwa, M. (2024). **Prioritisation of indicators in SDG 4: Voluntary national reviews as a tool of soft governance**. *International Review of Education*, *70*(4), 621-649. https://doi.org/10.1007/s11159-024-10067-9

Voluntary national reviews (VNRs) are an important component of the follow-up and review process for the Sustainable Development Goals (SDGs). Presented by countries at the annual United Nations High-Level Political Forum on Sustainable Development (HLPF), VNRs detail a country's self-reported progress to peers. This voluntary process has been criticised for its weak accountability. Global governance literature, however, points to an increase in these "soft" governance mechanisms as well as the potential strategic benefits of this approach. Using a mix of logistic regression and document analysis, this study examined VNRs as a soft governance tool and a reflection of the governance mechanism of the SDGs. The authors examined the scope and content of VNR submissions from 2016 to 2022, with a deeper review of 2022, which focused on the global goal for education (SDG 4). Three types of soft governance – governing by goal-setting, by numbers and by morality – were used as lenses to make sense of the results. The authors' findings demonstrate the ability of soft governance tools to bring together diverse actors around a broad set of goals, and how the power of numbers can influence which indicators countries report on in their VNR.

Tan, O. S., & Chua, J. J. E. (2024). **Reflections on the teacher education model for the twenty-first century (TE21) and V3SK: legacy and lessons**. *Educational Research for Policy and Practice*, *23*(3), 371-379. https://doi.org/10.1007/s10671-023-09361-4

This article will reflect on the first author's deanship journey from 2008 to 2014, which saw the mobilization of the NIE Teacher Education Model for the 21st Century (TE21) and conceptualization of the V3SK framework for teacher education curriculum. Taking a big picture approach, the model and framework were architecturally derived through our building block and improvement systems approach where strong foundations were critical. The period of the late 2000s through the next decade saw an increased interest in education reforms worldwide. Two major trends saw a confluence in interest in Singapore. Firstly, there was increased research pointing to the importance of the teacher factor. Secondly, enhanced interest in the Programme for International Student Assessment (PISA) and international comparisons placed Singapore under global spotlight owing to her remarkable performance. Singapore drew much attention from education ministries around the world, which were visiting Singapore to learn how we invest in education and more importantly what we do to bring ideas to fruition. It became

clear that the teacher factor was a significant reason for Singapore's success. This article will share on how TE21 was a scholarly and pragmatic endeavour resulting from research-informed and motivated teacher educators working with partners and stakeholders in practice whilst taking a globalized perspective. The pinnacle of the TE21 model was the V3SK framework which continues to permeate theory and practice. The framework has gone beyond a professional guidepost to capturing the importance of the teacher symbol. In essence, we were building on roots, culture, values, and wisdom as we tapped on science and evidence.

Thao Khamsing, W. (2024). **L'apprentissage dans l'enseignement supérieur en 2023**. *Note Flash du SIES*, (22), 1-2. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Sommaires-revues/DetailSommaire.php?parent=actu&id=8239
Au 31 décembre 2023, les centres de formation d'apprentis accueillent 635 900 étudiants préparant un diplôme de l'enseignement supérieur. Cela représente une hausse de 10 % en un an et de 33 % en deux ans. Près d'un tiers de ces apprentis sont inscrits en STS, 16 % en écoles de commerce et 31 % dans diverses autres formations principalement privées. 46 % des étudiants en STS effectuent leur année en apprentissage, tout comme 61 % des étudiants en licence professionnelle, 25 % des étudiants en IUT et 32 % des étudiants en écoles de commerce. Un sixième des apprentis sont formés à Paris et près d'un tiers en Ile-de-France. Dans les formations d'ingénieur et les écoles de commerce, les apprentis sont en moyenne d'origine sociale moins favorisée que les étudiants « scolaires », mais pas dans les formations universitaires. Près de la moitié des apprentis sont des femmes

Unterhalter, E. (2024). **Soft power in complicated and complex education systems: Gender, education and global governance in organisational responses to SDG 4**. *International Review of Education*, *70*(4), 547-573. https://doi.org/10.1007/s11159-024-10098-2
This article examines how the distinction between complicated and complex education systems contributes to our understanding of global governance and how "soft power" concerned with gender is used in international development organisations' responses to Sustainable Development Goal (SDG) 4, the global goal for education. Four global governance approaches which shape these organisations are distinguished: partnership building, gender mainstreaming, gender activism and contestation by global feminist movements. These strands of soft power have implications for how meanings of gender, education, power and accountability are interpreted. The work of three organisations – the Global Partnership for Education (GPE), the Gender at the Centre Initiative (GCI) and the Malala Fund – are reviewed to exemplify these global governance approaches. The analysis draws on a close reading of the organisations' published documents to build a history of how the gender concerns of SDG 4 came to be interpreted, negotiated, contested or ignored. The activities of the three organisations show considerable interplay between concepts of complicated and complex education systems. The discussion raises questions regarding what kind of work soft power in gender and education does in a context of huge and growing global inequalities and insecurities. In addition, the question is posed why there is still no institutional base to articulate a global feminist politics which confronts and seeks to dismantle unjust structures of power.

Versailles, D. W., & Mérindol, V. (2024, septembre 18). **How universities can unlock their entrepreneurial potential**. Consulté 25 septembre 2024, à l'adresse The Conversation

website: http://theconversation.com/how-universities-can-unlock-their-entrepreneurial-potential-239226
To work toward the development of innovation in their regions, French universities must undergo a profound transformation. They need to develop differentiated strategies and cannot succeed on their own.

Willemse, T. M., Nelen, M. J. M., & Blonk, A. (2024). **Including families in the implementation of school-wide positive behavioral interventions and support: Dutch administrators and SWPBIS-leadership team experiences**. *Psychology in the Schools*, *61*(10), 3942-3960. https://doi.org/10.1002/pits.23266
Despite the fact that research shows that collaboration between families and schools contribute to academic achievement, social-emotional development and sense of well-being of students, many schools struggle to establish family-school partnerships. The current study explores keys to success and challenges in engaging families to the design and implementation of School Wide Positive Behavioral Interventions and Supports (SWPBIS). In a two-step systematic assessment, consisting of an online survey (n = 27 participants) and five focus group interviews with administrators and members of SWPBIS leadership teams in schools for primary education (n = 15 participants), we found that all 27 participating schools considered partnerships and communication with parents important. However, most participating schools did not have a policy or strategic planning for engaging families, nor did they systematically evaluate their actions. Schools used one-way approaches of communicating with parents and found it hard to adapt their communication to a diverse population of new parents and parents already familiar with SWPBIS. Schools did not communicate about what was achieved by implementing SWPBIS in their school. Including families in the SWPBIS leadership team was often considered challenging. Input from families on SWPBIS was not collected, nor did schools gather information about family's needs, (cultural) backgrounds to develop strategies for engaging families. Further research on actual school practices in engaging families is recommended.

Wulff, A. (2024). **Sneaking out the back door? Interrogating the role of governments in the global governance of SDG 4**. *International Review of Education*, *70*(4), 603-620. https://doi.org/10.1007/s11159-024-10105-6
In 2015, the governments of United Nations Member States agreed on an ambitious agenda for people, planet and prosperity. Support for the unprecedentedly ambitious Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda was obtained, however, on the condition that there would not be any accompanying enforcement or accountability mechanisms. The non-binding nature of the SDGs is characteristic of the process of "governance through goals", with governments enjoying a large degree of freedom in their implementation. Following the COVID-19 pandemic, however, and its impact on national education systems, political consensus has emerged that education must be an urgent policy priority, evidenced by multiple global initiatives to accelerate progress towards achieving the targets of SDG 4 on Quality Education. Drawing on the emerging literature on governance through goals, as well as relevant policy documents, the author examines two specific global initiatives aimed at making headway through increased Member State engagement; namely, the reform of the Global Education Cooperation Mechanism (GCM) and the Transforming Education Summit (TES). Discussing the role of governments in global education governance, this article examines whether such initiatives signal a new approach to implementation and

accountability in relation to SDG 4 – and thus to the global governance of education. The findings have important implications for the remaining SDG period until 2030, and demonstrate the critical need for increased accountability as well as mechanisms to assess the implications of different policy measures, evaluate funding arrangements, and interrogate the roles of different actors in education.

Yamada, S. (2024). **The synchronic and diachronic evolution of key themes around SDG 4 before and after 2015: From a quantitative analysis of web-downloaded texts**. *International Review of Education*, *70*(4), 651-671. https://doi.org/10.1007/s11159-024-10078-6

The authoritative ideas of what education should be like under the fourth Sustainable Development Goal (SDG 4) are constructed through discourse among key actors of the "international education community" at large. This article presents the evolution of international education discourse, comparing the periods before and after September 2015. The analysis is presented in two parts. The first part discusses the period before the adoption of SDGs in 2015, during which the agenda was formulated through discourse. The author identifies themes such as cognitive and noncognitive skills, learning outcomes, measurement and indicators. Actors shaping the discourse included mission-driven civil society organisations (CSOs), constituency-based CSOs, technical specialist groups, UN Member States and philanthropic organisations. The second part is based on a large sample text mining using 832 web-downloaded texts published between 2015 and 2022. The list of key themes largely mirrors those identified in the first part, although the relative weight among them has changed over time. The emphasis has shifted from global, structural topics to more local, specific ones, with increased attention on individual learners and their skills and knowledge. It suggests the uprooted nature of global governance, particularly at the time of SDG adoption. The fact that the term "SDGs" has permeated to the household level reflects widening participation in the global discourse on education. The author observes two contrasting perspectives: one discusses education's contributions to noneducational goals, such as employment, economic growth, achieving sustainability or guaranteeing basic human rights; while another represents traditional educationalism, which tends to equate schooling with the traditional classifications of primary, secondary and higher education.

Zhong, C. (2024). **Negotiating educational equities: Chinese middle-class parents' distributive justice claims to school choice reform**. *Asia Pacific Education Review*, *25*(4), 979-992. https://doi.org/10.1007/s12564-024-10001-6

School choice policy in China aims to achieve educational equity by limiting school choice. Synchronous Admission Reform (SAR hereafter) is a recent school choice reform in China, which continues to limit parents' autonomy and strengthen the equal distribution of school resources. This study explores Chinese middle-class parents' (n = 21) justice claims in SAR. The findings suggest parents' three distributive justice claims, including situational principles of distribution, institutional partiality in distribution, and entrepreneurship representative of distribution. Each claim contains contradictory interpretations of education equity. While parents admire SAR's egalitarian promise, they recognize the present unbalanced school development and engage in a meritocratic way of hoarding opportunities. Despite their complaints over SAR's institutional partiality, they acknowledge SAR's political representation. Instead of participating in policy networks, parents adopt an entrepreneurial way of non-compliance. Parents' contradictory discourse is shaped by an interplay of policy discourse, school gaps, and

parents' agency in a competitive and high-stakes education environment. Our analysis offers a micro-psychosocial lens for policymakers and practitioners to understand educational equity in everyday discourses.

Zygmunt, E., & Scaife, W. (2024). **For Such a Time as This: Community Members as Architects of Imagination in Teacher Education Reform**. *Journal of Teacher Education*, *75*(4), 452-465. https://doi.org/10.1177/00224871241259776
The narrative woven throughout this article elevates the persistence, perseverance, resilience, and resolve of a neighborhood anchored in faith, and fiercely devoted to its children. Contextualized through its rich history of mobilization for social justice, this story uplifts and defends the cultural wealth of a historically marginalized community as an imperative element of children's education and as a critical cognizance for those aspiring to become teachers. An exemplar in self-determinism, the narrative, elevates how neighbors' voice and vision propel innovation in the dynamics of university/community collaboration. Ultimately, the article challenges traditional power structures, offering a compelling and justifiable direction for the field of educator preparation.

Pratiques enseignantes

Anderson, A. (2024). **Teaching music unmusically: The impact of the COVID-19 pandemic on secondary school music curricula in England**. *The Curriculum Journal*, *35*(3), 470-488. https://doi.org/10.1002/curj.236
The COVID-19 pandemic, which emerged during 2020, had a wide-ranging impact on all forms of social engagement in England until February 2022, when all COVID restrictions were lifted. Schools were widely affected during this time in both tangible and tacet interactions. The impact of COVID restrictions on curricula for 11–14-year-olds in the Key Stage 3 secondary music classroom in schools has been among the more hidden educational impacts, and research in this area has been limited. This article discusses research conducted between November 2020 and June 2021, which took the form of an online survey with 59 classroom music teachers and semi-structured interviews with 12 music teacher participants. Adopting a methodology of descriptive coding and thematic analysis for interviews and open-response survey questions, the findings reveal 10 unintended consequences of COVID-19 safety measures for curriculum music teaching in schools. The article concludes by developing the concept of the 'funnelling' of music teaching during this time and explores the lasting impacts of such treatment, tracing the implications for the future of music curriculum in school and policy contexts.

Archie, T., Wise, S. B., Robalino, J., & Laursen, S. (2024). **Factors Influencing the Use of Evidence-based Instructional Practices by Community College Biology Instructors**. *CBE—Life Sciences Education*, *23*(4), ar43. https://doi.org/10.1187/cbe.24-02-0095
Evidence-based instructional practices (EBIPs) have been shown to benefit students in undergraduate biology, but little is known about the degree to which community college (CC) biology instructors use EBIPs or the barriers they encounter. We surveyed CC biology instructors to characterize how they use EBIPs, their capacity to use EBIPs, and perceived barriers to their use, and to explore which factors are associated with EBIP use. CC biology instructors report using EBIPs to a similar degree as other populations of undergraduate biology faculty; they generally believe EBIPs to be effective and are motivated to use EBIPs. Consistent with the theory of planned behavior, instructor belief in EBIP

effectiveness, collegial support, and perceived knowledge of and skill in using EBIPs positively influence their use. The main barriers to using EBIPs reported by CC instructors included the need to cover large amounts of course content, lack of time to prepare for using EBIPs, and student resistance. Our findings point to a number of approaches that may promote the use of EBIPs by CC biology instructors, including professional development to increase instructor knowledge and skill, addressing tensions between content volume and the use of EBIPs, and providing resources to make implementing EBIPs time efficient.

Asadi, S., Allison, J., Khurana, M., & Nilashi, M. (2024). **Simulation-based learning for computer and networking teaching: A systematic literature review and bibliometric analysis**. *Education and Information Technologies*, *29*(12), 15655-15690. https://doi.org/10.1007/s10639-024-12476-7
Simulation-based learning (SBL) offers an extensive variety of chances to practice complex computer and networking skills in higher education and to implement diverse kinds of platforms to facilitate effective learning. Utilizing visualization and computer network simulation tools in teaching computer networking courses has been found to be useful for both teachers and learners. However, little effort has been made to assess the status of this research area and investigate the factors that influence students' perceptions and intentions to use simulation-based learning. Therefore, this study performed a Systemic Literature Review (SLR) to analyze studies of simulation-based learning and utilized a factor derivation method to recognize and categorize the factors derived from students' perceptions of simulation tools in education. Moreover, this study conducted bibliometric techniques to investigate SBL by analyzing scientific publications, the geographical distribution of articles, the co-occurrence of authors' keywords, and the Cite score per year for each article. The study considered Scopus-indexed SBL articles published between 2012 and April 2023. VOSviewer software and PRISMA protocol were employed for bibliometric descriptive analysis and data analysis. The results obtained from the SLR indicate that Cisco Packet Tracer is the most commonly used tool in simulation-based learning for teaching computer networks. Furthermore, the results demonstrate that perceived ease of use, perceived usefulness, and behavioral intention, are among the most indicated factors from the review which influence students' perception of simulation-based learning tools. The bibliometric analysis revealed that the USA is the leading country in SBL. Additionally, simulation-based learning was the most frequently used keyword in the abstract, keywords, and literature. This study provides the theoretical groundwork for forthcoming empirical studies and helps to understand the advantages of using simulation-based learning tools in teaching and learning.

Asamoah, P., Marfo, J. S., Owusu-Bio, M. K., & Zokpe, D. (2024). **Bridging the gap: Towards guided plagiarism correction strategies**. *Education and Information Technologies*, *29*(12), 15589-15594. https://doi.org/10.1007/s10639-024-12475-8
In this brief we shift the current academic integrity conversation from "detecting and preventing plagiarism" to "examining how plagiarized contents can be corrected with an objective knowledge of the number of words to modify and properly acknowledged". We proposed a simple, yet useful and powerful mathematical model that is useful for both students, authors, and technology-enabled plagiarism detection firms. We discussed the model, its relevance to students and authors, and firms.

Batdı, V., Elaldı, Ş., Özçelik, C., Semerci, N., & Özkaya, Ö. M. (2024). **Evaluation of the effectiveness of critical thinking training on critical thinking skills and academic achievement by using mixed-meta method**. *Review of Education*, *12*(3), e70001. https://doi.org/10.1002/rev3.70001

Critical thinking is among the basic skills for learning needed in the twenty-first century. In order to develop students' critical thinking skills, it is very important to include different teaching practices in education that will enable them to think critically. The impact of these practices on learners is also curious. In this study, it was aimed to evaluate the effectiveness of critical thinking training (CTT) on critical thinking skills and academic achievement with the mixed-meta method. As a result of the literature review, quantitative (meta-analysis) and qualitative (meta-thematic analysis) findings were obtained. Quantitative studies scanned from some databases in line with certain criteria were analysed with CMA 2.0 and MetaWin programs, and learning level, implementation process and course area moderator analyses were conducted. As a result of the analysis, it was seen that the effect sizes of critical thinking-based practices on learners' academic achievement and critical thinking skills were positive with a large-scale effect at a large level. Qualitative studies on the other hand were analysed with the Maxqda program. As a result of the analysis, the emerging themes were found to be 'the effect of CTT on the cognitive domain', 'the effect of CTT on the affective domain', 'the effect of CTT on the social domain', 'the effect of CTT on the delivery of the course', 'suggestions for CTT' and 'the problems encountered in CTT'. The findings revealed that CTT had a positive effect on academic achievement and development of critical thinking skills. Context and implications Rationale for this study This literature review provides evidence of the effect of critical thinking training on academic achievement and critical thinking skills. Why the new findings matter The review demonstrates that the effect sizes of critical thinking-based practices on learners' academic achievement and critical thinking skills were positive, with a large-scale effect at a large level. Implications for education programmes and researchers Considering the results obtained that critical thinking practices have a positive effect on academic achievement and critical thinking skills, it can be suggested that more activities and content be prepared in primary and secondary education programmes that will enable students to develop their critical thinking skills. Since more general and comprehensive results can be obtained in terms of qualitative and quantitative aspects with mixed-meta analysis, it may be recommended to use the relevant method in different subject areas for future research.

Béneker, T., Bladh, G., & Lambert, D. (2024). **Exploring 'Future three' curriculum scenarios in practice: Learning from the GeoCapabilities project**. *The Curriculum Journal*, 35(3), 396-411. https://doi.org/10.1002/curj.240

This paper has its origins in the EU Comenius funded GeoCapabilities project. From its outset, the project developed and researched the notion of powerful disciplinary knowledge (PDK) as an underlying principle of curriculum making in the context of secondary school geography teaching. The work, led from the UCL Institute of Education and involving school teachers, teacher educators and other stakeholders across eight mainly European jurisdictions, was framed by Young and Muller's 'three educational scenarios' (Young & Muller, European Journal of Education, 45, 2010 and 11). The three futures heuristic is discussed as a means to distinguish qualities of curriculum thought. Future 3 scenarios, which posit teachers as curriculum makers with responsibility to engage in essential 'knowledge work', provide a principled platform on which to develop ambitious educational classroom encounters. Knowledge working with PDK and

(as we go on to argue) other powerful ways of knowing the world, is seen as a bridge between social realist epistemological principles and practical classroom content selections. This opens the possibility of responding to Deng's (Journal of Curriculum Studies, 54, 2022) call for developing practical theories of content with teachers. Although the authors are geographers in education drawing on different international perspectives and traditions, the paper addresses matters of interest applicable to a variety of specialist subject domains across the secondary school curriculum.

Benelli, C., & Zizioli, E. (2024). **Tra gli "intravisti". Uno sguardo pedagogico sul rapporto tra carcere e psichiatria**. *Encyclopaideia*, *28*(69), 31-42. https://doi.org/10.6092/issn.1825-8670/19391
This contribution deals with the relationship between psychiatry and prison, taking a pedagogical perspective, despite the complexity and interdisciplinary nature of the subject. We started from the reconstruction of the historical and cultural context by linking up with the teachings of Franco Basaglia (one hundred years after his birth), recovering his model of democratic psychiatry that is still relevant and to be reread in a contemporary key, also in the light of new emergencies, as shown by the data collected by the Antigone Association. In particular, a research project carried out at the "Vittorio Madia" Institute in Barcellona Pozzo di Gotto, a former Judicial Psychiatric Hospital, was resumed, also with a view to valorising good educational and cultural practices carried out at other institutes in the national territory in line with what was promoted by the Sicilian reality. The gender perspective was therefore assumed for the development of further research on the topic.

Bernard, P.-Y. (2024, septembre 3). *« C'est en faisant de l'accompagnement des élèves une activité professionnelle à part entière qu'on pourra lutter efficacement contre l'exclusion scolaire »*. Consulté à l'adresse https://www.lemonde.fr/education/article/2024/09/03/c-est-en-faisant-de-l-accompagnement-des-eleves-une-activite-professionnelle-a-part-entiere-qu-on-pourra-lutter-efficacement-contre-l-exclusion-scolaire_6302638_1473685.html
TRIBUNE. Pierre-Yves Bernard, maître de conférences émérite à l'université de Nantes, refuse, dans une tribune au « Monde », l'idée de lutter contre le décrochage scolaire grâce au bénévolat et plaide pour des accompagnements proposés en milieu scolaire.

Bower, M., Torrington, J., Lai, J. W. M., Petocz, P., & Alfano, M. (2024). **How should we change teaching and assessment in response to increasingly powerful generative Artificial Intelligence? Outcomes of the ChatGPT teacher survey**. *Education and Information Technologies*, *29*(12), 15403-15439. https://doi.org/10.1007/s10639-023-12405-0
There has been widespread media commentary about the potential impact of generative Artificial Intelligence (AI) such as ChatGPT on the Education field, but little examination at scale of how educators believe teaching and assessment should change as a result of generative AI. This mixed methods study examines the views of educators (n = 318) from a diverse range of teaching levels, experience levels, discipline areas, and regions about the impact of AI on teaching and assessment, the ways that they believe teaching and assessment should change, and the key motivations for changing their practices. The majority of teachers felt that generative AI would have a major or profound impact on teaching and assessment, though a sizeable minority felt it would have a little or no impact. Teaching level, experience, discipline area, region, and

gender all significantly influenced perceived impact of generative AI on teaching and assessment. Higher levels of awareness of generative AI predicted higher perceived impact, pointing to the possibility of an 'ignorance effect'. Thematic analysis revealed the specific curriculum, pedagogy, and assessment changes that teachers feel are needed as a result of generative AI, which centre around learning with AI, higher-order thinking, ethical values, a focus on learning processes and face-to-face relational learning. Teachers were most motivated to change their teaching and assessment practices to increase the performance expectancy of their students and themselves. We conclude by discussing the implications of these findings in a world with increasingly prevalent AI.

Braaten, M. (2024). **Not Honors Material: The High Stakes of Educational Triage for Science Education**. *American Journal of Education*, *130*(4), 583-619. https://doi.org/10.1086/730998
Purpose: This study investigates how the practice of dividing students and coursework into leveled categories persists in science education despite decades of efforts aimed at reducing inequities. This study makes underlying logics visible through an empirical analysis of how science educators attempt to reconcile an egalitarian vision of science for all students with divisive practices of grouping students and coursework into levels. Research Methods/Approach: This case study uses ethnographic methods during a 2-year period where researchers were embedded alongside teachers to investigate how a high school science department recreated hidden systems of leveled science coursework within a detracked institutional context. Data analysis draws on scholarship from Science and Technology Studies as well as organizational theory to examine how leveled categories are made through instructional logics built into teachers' work practice. Findings: Findings describe how certain students and science courses are categorized as "not honors material" through recursive discourses and practices that sort, divide, delay, and ultimately deny educational opportunities. Science teachers' instructional decision making was governed by two instructional logics: a mismatch logic and a not-yet-ready logic. These logics made it possible to enact stratification practices denying education opportunities to students seen as mismatched or unready for certain science coursework even as overt tracks were eliminated. Implications: Findings raise implications for current science education reform efforts aiming for greater equity, suggesting that categorization of science courses and students is entrenched in teachers' work practice and will need direct attention to dismantle.

Cartier, S. C., Berger, J.-L., & Fagnant, A. (2024). *Apprentissage autorégulé: Formation, pratiques et conceptions des enseignants*. Consulté à l'adresse https://www.alphil.com/livres/1349-1637-apprentissage-autoregule.html#/3-format-e_livre_en_libre_acces
Jacques et Rania sont très engagés dans l'enseignement qu'ils offrent à leurs élèves et dans leur propre formation continue. En plus de guider leurs élèves dans les apprentissages de disciplines scolaires, ils veulent aussi les soutenir dans la prise en charge de leur apprentissage. En fait, ils souhaitent les conduire à " apprendre de manière autorégulée ". Or, comment ces enseignants conçoivent-ils l'apprentissage autorégulé? Que font-ils déjà dans leur enseignement pour favoriser l'apprentissage autorégulé des élèves ? Eux-mêmes, lorsqu'ils sont en formation, comment sont-ils soutenus dans leur apprentissage de pratiques nouvelles ou innovantes ? Aborder ces questions est important, car cela pourrait servir à orienter de nouvelles initiatives

pédagogiques dans les classes ainsi qu'en formation initiale et continue des enseignants. Le but du présent ouvrage vise ainsi à contribuer à répondre à ces interrogations. Ce livre offre un outil de référence pour les enseignants, les conseillers pédagogiques, les inspecteurs d'écoles, les étudiants aux trois cycles de l'enseignement supérieur, ainsi que pour tous les chercheurs qui se situent dans le champ en sciences de l'éducation. En effet, en réunissant des aspects théoriques et pratiques concernant les conceptions et les pratiques des enseignants au regard de l'apprentissage autorégulé ainsi que leur formation ciblant cette fois leur propre apprentissage autorégulé, cet ouvrage cherche à devenir une référence dans le domaine pour la francophonie.

Chang, T.-S. (2024). **The evolutionary course of mathematics literary writings: A case study**. *Asia Pacific Education Review*, 25(4), 1141-1159. https://doi.org/10.1007/s12564-024-09969-y
Attention to the disconnection between culture and mathematics has been addressed then and now (Wilder (in: Graves et al., Proceedings of the international congress of mathematicians, American Mathematical Society, 1950; Liu in Taiwan Journal of Mathematics Education, 8:79–88, 2021b). Recently, studies, workshops, and contests about an approach to relating culture and mathematics, such as incorporating mathematics history or mathematics writings in class, have emerged. However, although the effectiveness of such an approach was proved, employing it as instruction was still significantly ignored, not to mention the approach to creating mathematics literary writings—the goal that the Mathematics-Literature Contest aimed to achieve. Additionally, no empirical studies have systematically assessed the contest, especially from the cultural perspective. Through teachers' and students' perceptions, this qualitative case study aims to examine the impact of mathematics literary writings on the development of mathematics teaching/learning and the mathematics culture represented in the contest. Ten teachers and 20 students were interviewed. Data were analyzed by following Yin's five phases (2016). The study visualizes an evolutionary model of the contest, signifying the development of mathematics culture simultaneously. Results demonstrated that the contest caused teachers and students, who constituted the internal force, to consolidate the mathematics culture, which was enriched by the external force—to reinterpret the connection between mathematics as well as culture and the reform of general education. The developed mathematics culture included elements other than mathematics, such as the Chinese writings and their interactions with mathematics and life experiences. The findings hold implications for mathematics and general education: An interdisciplinary curriculum design can help cultivate teachers' and students' intellectual acumen; higher education communities worldwide must follow the trend.

Chen, J., & Mokmin, N. A. M. (2024). **Enhancing primary school students' performance, flow state, and cognitive load in visual arts education through the integration of augmented reality technology in a card game**. *Education and Information Technologies*, 29(12), 15441-15461. https://doi.org/10.1007/s10639-024-12456-x
In visual arts education, understanding abstract concepts and intricate symbolism is crucial for appreciating traditional art. However, traditional teaching methods often fail to facilitate students' grasp of these ideas, resulting in reduced engagement and inefficient learning. To overcome this, our study integrates Augmented Reality (AR) technology into a card game to enhance visual arts education. Using a quasi-experimental approach and a gamification model, we evaluated the influence of AR

technology in the card game. Sixty Primary 6 students participated, divided into an experimental group (using an AR-based card game) and a control group (using a conventional card game). The study concluded that AR technology significantly improved student performance, flow state, and reduced cognitive load, highlighting its potential to enhance visual arts education. This study contributes to the ongoing research on Augmented Reality Game-Based Learning (AR-GBL) for visual arts education. It also guides art teachers in effectively integrating AR technology into authentic classroom teaching environments.

Clouse, F. (2024). ***Clinique contemporaine de l'éducation spécialisée*** (Phdthesis, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-04675556
Cette thèse propose de faire émerger les fondements de la clinique de l'éducation spécialisée. Nous avons contextualisé notre champ de pratique à travers une approche historique et problématique du travail social, de l'éducation spécialisée et des approches d'orientation cliniques sciences de l'éducation. Des invariants se sont dégagés grâce à notre revue de littérature et une pré-enquête menée auprès d'éducateurs spécialisés, de directeurs d'établissements médico-sociaux (Dispositif Intégré Thérapeutique Éducatif et Pédagogique - DITEP) et d'une étude de corpus. Cette recherche s'appuie sur une méthodologie croisée quantitative (entretiens auprès de professionnels regroupant plus de 50% des DITEP d'un département français) et qualitative (récits de pratiques). Nous avons aussi réalisé des entretiens auprès de trois figures de l'éducation spécialisée (Joseph Rouzel, Philippe Gaberan, Philippe Chavaroche) pour compléter notre recueil de données. Nos résultats ont permis de caractériser une clinique de l'éducation spécialisée à partir des concepts opératoires spécifiques qui la fondent : sans exhaustivité, le maniement du transfert dans la relation éducative, la rencontre, le quotidien, l'institution, la politique du symptôme, etc. Nous pouvons alors discuter des enjeux des pratiques éducatives en établissement médico-social en contexte néo-libéral en termes d'éthique, de lien social, de dispositifs institutionnels et de formation de travailleurs sociaux.

Cudel, C., Hobigand, N., Anne-Gaëlle, J., Lidolf, S., Mocquet, B., Philip, J., ... Thierry, S. (2024). ***APC épanouie : Workshop NCU2Amue***. Consulté à l'adresse Amue ; Avignon université ; Université Bordeaux ; Université Gustave Eiffel (2020-....) ; Université Haute Alsace ; Université Paul valéry - Montpellier III website: https://hal.science/hal-04706045
Ce rapport propose une analyse approfondie du workshop organisé par l'UHA dans le cadre de la convention NCU2Amue, centré sur l'Approche Par Compétences (APC) au sein de 5 universités françaises et avec l'Amue. Il contextualise l'initiative « Nouveaux cursus à l'université » (NCU), financée par le Programme d'investissements d'avenir (PIA 3), qui vise à diversifier les formations pour améliorer la réussite en premier cycle. Au cours des deux journées de workshop, tenues en mars 2023 à l'Université de Haute Alsace, les participants ont exploré plusieurs thématiques clés. Celles-ci incluent l'identification de bonnes pratiques issues des expériences NCU, l'APC comme levier d'attractivité pour les programmes universitaires, et les moyens de favoriser l'engagement durable des parties prenantes envers cette approche pédagogique. L'articulation entre l'évaluation des compétences et la diplomation ainsi que l'évolution des systèmes d'information pour soutenir l'APC ont également été abordées. Le rapport se structure autour de six sessions, permettant d'interroger la pertinence et l'impact des outils numériques associés à l'APC et de projeter une vision prospective pour 2030. En croisant les perspectives de divers acteurs académiques, ce workshop a permis de dégager des pistes concrètes

pour atteindre une APC épanouie, soulignant ainsi son rôle essentiel dans la transformation des pratiques pédagogiques au sein des universités.

Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Almogren, A. S., & Vighio, M. S. (2024). **Investigating factors affecting teachers' training through mobile learning: Task technology fit perspective**. *Education and Information Technologies*, *29*(12), 14553-14589. https://doi.org/10.1007/s10639-023-12434-9
Mobile learning has ushered in a transformative era in education, compelling educational institutions to reimagine their pedagogical approaches. This shift is particularly evident in teacher training programs, where mobile learning is increasingly integrated into traditional education. The success of these integrated systems hinges on educators' willingness to adapt to these evolving paradigms. Nevertheless, a notable gap exists in the research landscape concerning the challenges of adopting mobile learning in teacher training and its consequential impact on teachers' professional capabilities. This study aims to bridge this gap by identifying the factors influencing teachers' satisfaction and performance within mobile learning training courses and establishing the intricate relationships between these variables. This study was conducted in a quantitative research framework and collected data from 563 schoolteachers through an online survey. These respondents were actively engaged in mobile-based training courses at the Provincial Institute for Teacher Education (PITE) Sindh during their mandatory training programs in the academic year 2022-23. Structural equation modeling was employed to analyze the proposed hypotheses rigorously. The study's findings unveil a robust and significant nexus between several critical factors and educators' experiences when utilizing mobile learning for training. Specifically, content quality, information quality, system quality, prior experiences, and mobile self-efficacy contributed strongly to task-technology fit, ultimately enhancing teachers' engagement, and yielding improved outcomes. Moreover, the study elucidates a clear correlation between factors encompassing understanding, Instructors' prompt feedback, teachers' expectations, and instructor quality within the context of training course design. These factors collectively positively influence teachers' satisfaction and performance, enhancing content knowledge, pedagogical skills, and professional dispositions. This holistic approach to mobile learning positively influences teachers' satisfaction and, ultimately, enhances teachers' overall performance. This study provides valuable insights to guide educators, institutions, and policymakers in effectively embracing and implementing mobile learning to benefit teachers and, ultimately, the broader field of education.

Day, C., Edwards, D., Hill-Jackson, V., Cardinal, T., & Craig, C. J. (2024). **Engagement Matters: Reimagining Family, School, and Community Relations in Teacher Education to Improve Student Outcomes**. *Journal of Teacher Education*, *75*(4), 365-368. https://doi.org/10.1177/00224871241266315
D'Olimpio, L. (2024). **The limits to dialogue**. *Oxford Review of Education*, *50*(5), 626-640. https://doi.org/10.1080/03054985.2023.2268513
The great hope of dialogical pedagogy such as the Community of Philosophical Inquiry (CoPI) as advocated for by practitioners of philosophy for and with children (P4C) was to cultivate critical thinkers who would be guided by epistemic and moral virtues in their engagement with one another in an effort to uncover truth. And, further, that those democratic citizens could then take these newly honed skills out into the public square and enact good decision-making in their lives. The focus on equality and inclusion, with

a respect for diversity of thought and opinion, guided a sense that every participant should feel as though they 'belong', and were free to engage in dialogue with others as equals. And yet, the question about how we might ensure the CoPI is a space in which everyone can meaningfully contribute is forefront in my mind. In this paper, I will focus on what might limit dialogue by explicating three main issues which I call 'paying lip service', 'existing power dynamics' and 'the transfer problem'. I will see if I can respond to these in order to ultimately affirm the role for dialogical pedagogy to support radical listening and genuinely inclusive dialogue.

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.

Erol, A. (2024). **Failure analysis and continual improvement in the engineering design process: Teacher roles in children's problem-solving processes**. *Education and Information Technologies*, *29*(12), 15229-15248. https://doi.org/10.1007/s10639-024-12489-2
STEM education, which means integrated thinking, attracts the attention of early childhood educators and researchers. Engineering education, which naturally serves STEM integration, contributes to children's problem-solving skills with failure analysis and continual improvement habits of mind. Children need adult support in this process due to their developmental characteristics. This study focuses on the roles of teachers in situations where children fail to solve the problems they encounter in the engineering design process. In this direction, the research was carried out with a case study. The participants were 17 preschool teachers working in southwestern Turkey and 255 children in their classes. The data for the study were collected through observation and a semi-structured interview protocol. The data were analyzed by content analysis. According to the results, teachers facilitated failure analysis and continual improvement processes in the problems faced by children by encouraging them to rethink the problem, encouraging them to persist, and inviting communication and cooperation with friends. The findings highlight teacher encouragement as important in children's failure analysis and continual improvement processes.

Etty, J. (2024). **Affective responses to curriculum making in Aotearoa New Zealand**. *The Curriculum Journal*, *35*(3), 516-519. https://doi.org/10.1002/curj.256

Flores, M., Sala-Bars, Í., Ortiz, M., & Duran, D. (2024). **Does reciprocal peer observation promote the transfer of learning to teaching practice?** *Psychology in the Schools*, *61*(10), 3873-3890. https://doi.org/10.1002/pits.23259

This paper investigates whether Reciprocal Peer Observation is an effective practice for promoting Teacher Professional Development. It focuses on analysing the Improvement Goals transfer processes stemming from teachers' own educational approach, which teachers identify during Reciprocal Peer Observation. A total of 230 teachers, paired together, conducted a second classroom observation, focused on a specific Improvement Goals to assess the extent of their transfer. The findings indicate that Improvement Goals transfer to classroom practice occurs predominantly. The study analyses predictive and facilitating factors that contribute to this process. The results reveal that collaborative culture and collective agency are predictive factors for transfer. Similarly, personal factors arising from reflection and awareness of one's own practices, alongside the support of the partner, could promote the identified processes of improvement. In conclusion, Reciprocal Peer Observation can be regarded as a highly effective practice for identifying Improvement Goals and transferring them to the classroom, benefiting Teacher Professional Development.

Foster, C., Woollacott, B., Francome, T., Shore, C., Peters, C., & Morley, H. (2024). **Challenges in applying principles from cognitive science to the design of a school mathematics curriculum**. *The Curriculum Journal*, *35*(3), 489-513. https://doi.org/10.1002/curj.249

There are increasingly frequent calls for school mathematics curricula to be informed by robust research evidence. One approach to achieving this is designing evidence-informed learning and teaching resources for the classroom. In this paper, we reflect on our experiences of designing a free and fully resourced complete set of secondary mathematics curriculum materials. We explore in detail the challenges we have encountered in our attempts to apply principles from the cognitive theory of multimedia learning. We focus on tensions we have experienced when simultaneously applying multiple principles and balancing these with other educational considerations. Specifically, we consider trade-offs between redundancy versus clarity, seductive details versus richness, personalisation and emotional design versus abstraction, spatial contiguity and signalling versus parsimony, and pre-training and worked examples versus exploration. We examine the choices and dilemmas we faced, and illustrate our emerging attempts to resolve these tensions through presenting multiple examples from our design work. We conclude with recommendations about how tensions among these design principles might be navigated in curriculum design and we suggest possible avenues for further research in this area.

Franco, M. P., Bottiani, J. H., & Bradshaw, C. P. (2024). **Assessing Teachers' Culturally Responsive Classroom Practice in PK–12 Schools: A Systematic Review of Teacher-, Student-, and Observer-Report Measures**. *Review of Educational Research*, *94*(5), 743-798. https://doi.org/10.3102/00346543231208720

The importance of improving teachers' use of culturally responsive practice (CRP) in the classroom setting has been widely recognized. Although quantitative data on teachers' use of CRP has potential to be a helpful decision-making tool in advancing that goal, little is known about the psychometrics of classroom-based CRP measures, their utility in evaluating the impact of interventions designed to improve teacher CRP, or their use to inform teacher professional development in CRP. The current study reports findings from

a systematic review of the research on the quantitative measurement of CRP using the 2020 Preferred Reporting Items for Systematic reviews and Meta-Analyses standards to document how CRP is operationalized and measured in prekindergarten–12th-grade classrooms in the United States (U.S.). Searching across six databases, 27 measures were identified for inclusion. The vast majority of measures were teacher self-report surveys, and relatively few were student-report or external observer assessments. We examined the availability of classroom-based observational and survey instruments and critically analyzed each measure through an argument-based approach to validation. We concluded that although some CRP measures hold promise, the validity of their interpretation and use is not adequately supported by evidence, with some exceptions. This lack of empirical evidence is exacerbated by the limitations of single-informant measurement of CRP. More multi-informant assessment approaches are needed.

Goube, L., Lugand, A., Potrel, D., Raffaëlli, C., Vibert, A., Bianco, M., … Lima, L. (2024). *Pratiques d'enseignement du français en classe de CM2 : Résultats de l'enquête Praesco Français 2021* (Document de travail Nᵒ 2024-E09; p. 117). Consulté à l'adresse DEPP-MEN website: https://www.education.gouv.fr/pratiques-d-enseignement-du-francais-en-classe-de-cm2-415378
À partir de 2019, la DEPP a lancé des enquêtes nationales sur les pratiques d'enseignement spécifiques aux contenus (Praesco) afin d'obtenir une photographie différenciée des pratiques en CM2 et en 3e selon la discipline enseignée.

Gregory, E., Murtagh, L., & Beswick, K. (2024). **Perspectives from university tutors on the use of collaborative enquiry-based approaches to develop pre-service teachers' pedagogies and understanding of inclusive practice**. *The Curriculum Journal*, 35(3), 524-531. https://doi.org/10.1002/curj.278

Guise, A.-A. de, Girard, S., & Boulanger, M. (2024). **Pre-Service Physical Education Teachers' Perceptions of Anticipated Challenges and Needs during Teacher Education Programs**. *Canadian Journal of Higher Education/La Revue Canadienne d'enseignement Supérieur, 54*(1), 1-13. https://doi.org/10.47678/cjhe.vi.189943
Given that teacher dropout is an issue for beginning teachers, it is important to be proactive in order to retain teachers within the profession. Physical Education pre-service teachers' education programs represent a crucial part of their professional development in preparing them to face the challenges that often explain retirement, especially students' motivation. Authors recognize the importance of considering pre-service teachers' needs during teacher education programs and their concerns about the challenges to be faced once they start teaching (Richards et al., 2013). Using a qualitative approach, this study aims to: (1) identify pre-service Physical Education teachers' perceptions of anticipated challenges in general, (2) identify the specific challenges they anticipate aboutsupporting students' motivation and (3) describe how they can be prepared to support students' motivation. Participants consisted of 18 pre-service Physical Education teachers (Mage = 25; SD = 3.61 years) from French-language universities in Quebec (Canada). Four focus groups were conducted, and data were analyzed consistent with the four steps suggested by Boutin (2007). Results indicate that the main challenges anticipated by pre-service Physical Education teachers are classroom management and students' lack of motivation. In terms of supporting students' motivation, five specific challenges were highlighted: (1) student heterogeneity, (2) proposal of learning activities to support motivation, (3) student

engagement, (4) management of disengaged students, and (5) gender differences. As for their needs during teacher education program, participants wished to learn how to plan motivational strategies, be given more opportunities to practice, and discuss how to implement these strategies. Recommendations for teachereducation programs are discussed in the conclusion.

Guo, X.-M., Wang, D.-C., Lo, T.-T., & Huang, X.-H. (2024). **Historical architecture pedagogy meets virtual technologies: A comparative case study**. *Education and Information Technologies*, *29*(12), 14835-14874. https://doi.org/10.1007/s10639-023-12420-1
The immersive experience and diverse interaction modes provided by virtual digital technology match the spatial sensitivity and practical ability required in the field of architectural teaching, and its technological advantages can significantly enhance teaching outcomes. However, in the field of architecture teaching, there has been a lack of discussion on the suitability of different virtual technologies and teaching scenarios for historical buildings. Therefore, this study constructed a comprehensive adaptive evaluation system for virtual technology and selected 360-degree panoramic technology (360-degree PT), Immersive Virtual Reality (IVR) technology, and Desktop Virtual Reality (DVR) technology as representatives for empirical study. The research method used in this experiment is a questionnaire survey, involving a total of 60 students majoring in architecture and planning, with a certain foundation in historical architecture knowledge. Multiple statistical methods are employed to analyze the data. The experimental data indicates that IVR technology performs the best in terms of learning outcomes, learning autonomy, and sense of presence, making it suitable for immersive and interactive learning needs. 360-degree PT demonstrates the best perception of architectural features, catering to the demand for visual effects. DVR technology exhibits the highest learning efficiency, meeting the need for simplicity, efficiency, and widespread application. On the other hand, augmented reality (AR) technology and mixed reality (MR) technology have lower adaptability and do not meet the learning requirements for immersive spatial experiences. This study is expected to provide a new technical pathway for teaching historical buildings and serve as a systematic reference for selecting specific technologies.

Heikkinen, H. L. T., & Keränen-Pantsu, R. (2024). **Making Sense of Narrativity**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 179-200). https://doi.org/10.1007/978-3-031-68350-3_11
What does narrativity actually mean? The essence of narrativity lies in its ability to convey human experience through the telling of stories. In research, political rhetoric and everyday speech the concept of narrative has been used in a variety of ways, often ambiguously. The purpose of this chapter is to clarify the concepts related to narrativity, not only from an educational point of view, but starting from a broader framework with implications for society, politics and media. Drawing from a wide range of structuralist-narratological, epistemological and philosophical-anthropological views, we introduce the following six ways of understanding narrativity as: (1) an existential dimension, (2) an epistemological dimension, (3) a data dimension, (4) a methodological dimension, (5) a research report dimension, and (6) a practice dimension. These dimensions cannot be divided into exclusive categories. However, for analytical purposes we address each dimension in turn. We then move on to clarify the concepts related to narrativity by examining the central concepts of story, narrative and narrative discourse and their related concepts from a narratological point of view.

Hollenstein, L., & Brühwiler, C. (2024). **The importance of teachers' pedagogical-psychological teaching knowledge for successful teaching and learning**. *Journal of Curriculum Studies*, 56(4), 480-495. https://doi.org/10.1080/00220272.2024.2328042
Effective teacher education is expected to ensure that future teachers acquire professional knowledge that is relevant for coping successfully with the requirements of their teaching practice. To strengthen evidence-based teacher education, we need to better understand which teacher education outcomes are predictive for high-quality instruction and student learning. This study hence investigates the impact of teachers' pedagogical-psychological teaching knowledge (PPTK) on student's perception of instructional quality and students' achievement in mathematics. The study is based on longitudinal data of 28 early career primary school teachers and their students (n = 509). The results indicate PPTK as a significant predictor for students' perception of teachers' classroom management as well as teachers' quality of explaining. PPTK and teachers' cognitive activation as perceived by students are significant predictors for students' mathematics achievement. These results emphasize the importance of PPTK for successful learning processes in mathematics in primary school. The findings are discussed regarding their relevance for the effectiveness of teacher education.

Horoks, R., & Robert, A. (2024). *Zooms sur la classe de mathematiques : (se) former au métier d'enseignant du secondaire à partir d'analyses de pratiques*. Consulté à l'adresse https://pufc.univ-fcomte.fr/zooms-sur-la-classe-de-mathematiques.html#:~:text=Les%20auteurs%20et%20autrices%20d%C3%A9crivent%20comment%20leurs%20analyses%20de%20s%C3%A9ances

Huamán, D. R. T., Carletti, B., Cordero, R. C., Huamán, A. L. T., Rodriguez, M. A. A., & Castro, L. J. T. (2024). **Esperienze degli insegnanti sulle tematiche di genere**. *Encyclopaideia*, 28(69), 99-110. https://doi.org/10.6092/issn.1825-8670/17766
Gender issues are still under debate in Latin American societies, especially in the educational sphere; for this reason, the objective of the research was to know the experiences of high school teachers regarding gender issues in the classroom and during their university education. The research was qualitative, phenomenological and 22 teachers participated voluntarily. Unanimity was not found in the use of terms related to gender; most of the participants have been adapting their didactic strategies to give the same opportunities to all their students; in addition, the role of the family in the formation of adolescents and in the construction of stereotypes is recognized. Finally, a lack in gender issues was evidenced in the educational proposal of teacher training centers. According to the above, there is still a long way to go in terms of gender issues in education and teacher training.

Huang, J.-C. (2024). **Relationships among the volitional strategies, task values, and goal commitment of remedial teaching teachers and differences in teaching experience and professional background**. *Asia Pacific Education Review*, 25(4), 1021-1036. https://doi.org/10.1007/s12564-024-09938-5
This research applied the perspectives of volition theory and goal setting theory to analyze the effects of teachers' volitional strategies and task value on goal commitment in remedial teaching. The samples were collected from 92 elementary schools and 460 teachers with remedial teaching experiences were invited to participate in this study. There were 296 responses, recovery rated of 64.3%. Multivariate analysis of variance and

structural equation modeling were employed to analyze the data. The results revealed, first, significant differences in volitional strategies and goal commitment were observed among teachers with different degrees of teaching experiences. Those who possessed more remedial teaching experiences had better volitional strategies and goal commitment; Second, significant differences were displayed in volitional strategies between remedial teaching teachers from different professional backgrounds. Teachers with a good professional background had shown higher volitional strategies in self-efficacy enhancement dimension. Finally, teachers' volitional strategies and task value were found with strong and moderate effects, respectively, on the goal commitment of remedial teaching. The findings provided useful information for teacher preparation programs.

Hwang, G.-J., Chen, Y.-T., & Chien, S.-Y. (2024). **A concept map-based community of inquiry framework for virtual learning contexts to enhance students' earth science learning achievement and reflection tendency**. *Education and Information Technologies*, 29(12), 15147-15172. https://doi.org/10.1007/s10639-024-12454-z
With the growing popularity of Virtual Reality (VR), the integration of the Community of Inquiry (CoI) framework provides insights into its role in facilitating student learning in VR environments. VR offers immersive experiences and visualization of abstract concepts. However, the abundance of information in VR can be overwhelming without proper guidance, hindering students' knowledge acquisition and organization. To address this issue, a concept map-based community of inquiry (CM-CoI) framework VR system was developed for a ninth-grade Earth Science course. A quasi-experiment was conducted to investigate its impact on learning achievement, reflection tendencies, and perceptions. The experimental group used the CM-CoI-based VR system, while the control group used a conventional CoI-based VR system. The results showed that the experimental group outperformed the control group in learning achievement and reflection tendencies. Interviews revealed that students in the experimental group found the method helpful for clarifying confusing knowledge. This study demonstrates the potential of CM-CoI-based VR systems to enhance learning achievement and reflection tendencies. It informs educators on integrating VR technology and concept mapping into Earth Science education, and on enhancing students' learning experiences and outcomes.

Hyry-Beihammer, E. K., Ylitapio-Mäntylä, O., & Uitto, M. (2024a). **Introduction**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 1-9). https://doi.org/10.1007/978-3-031-68350-3_1
Narratives in Educational Research—Methodological Perspectives explores and illustrates novel ways of conducting research on and with narratives in the educational field. This chapter introduces the significance and story of the book. It discusses how narratives are employed in research and argues that relations are a key characteristic of research on and with narratives. It then provides an overview of the chapters. The book consists of five parts: (1) researcher positionings and positioning analysis, (2) peer interviews and analysing peer narration, (3) visual and embodied ways of narration, (4) creative writing and analysis, and (5) rhetoric and comprehensive perspectives on narratives. The chapter ends with concluding thoughts on the chapters and their contributions.

Hyry-Beihammer, E. K., Ylitapio-Mäntylä, O., & Uitto, M. (Éd.). (2024b). ***Narratives in Educational Research: Methodological Perspectives***. https://doi.org/10.1007/978-3-031-68350-3
This edited volume focuses on narratives and diverse narrative approaches in the field of education. It discusses the concept of narrative and its boundaries as well as illustrates in detail the many ways of producing and analyzing diverse narrative research materials. Its chapters provide rich examples of oral, written, and visual narratives produced in peer interviews and group discussions as well as via creative writing and photographs. Various narrative ways of analyses are applied. The book reflects on research ethics, the position of the researcher and collaboration between participants and researchers as well as between researchers, also cross-culturally. By exploring and illustrating innovative ways to conduct research on and with narratives in the educational field, the book is a great resource for researchers and students in the field of education, social sciences and humanities.

Igboechesi, G. P., & Adigun, T. A. (2024). **Needs Assessment for the Enhancement of Academic Library Products and Services: A University of Jos Review**. *British Journal of Education*, *12*(10). Consulté à l'adresse https://eajournals.org/bje/vol12-issue10-2024/needs-assessment-for-the-enhancement-of-academic-library-products-and-services-a-university-of-jos-review/
Users remain the defining force in academic libraries; the core relevance of the 21st Century academic library is anchored on its ability to meet the needs of its ever evolving users. This means that the any present vibrant academic library is largely determined by the pedigree of library management and the librarians in place; those … Needs Assessment for the Enhancement of Academic Library Products and Services: A University of Jos Review Read More »

Institut national de la jeunesse et de l'éducation populaire (INJEP). (2024). **Environnement, genre, numérique : questions de pratiques en animation**. *Cahiers de l'action - Jeunesses, pratiques et territoires*, (62), 1-104. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3996
L'affirmation, au milieu du XIXe siècle, des mouvements de jeunesse et d'éducation populaire s'est accompagnée d'une spécialisation progressive des intervenants de jeunesse. À partir de la première moitié du XXe siècle, la structuration croissante des secteurs des loisirs, des sports et de l'intervention sociale a favorisé l'émergence des fonctions et des métiers d'éducateur, d'animateur ou d'éducateur spécialisé. Petit à petit, ces expériences se sont densifiées, diversifiées et ont engendré toute une série de formations et de certifications dessinant un paysage constitué d'une animation volontaire et d'une animation professionnelle. Aujourd'hui, dans un contexte où les travaux récents d'un comité de la « filière animation » ont permis une réflexion sur les difficultés et l'avenir de ce secteur professionnel, il a semblé intéressant et complémentaire de donner la parole à des animateurs et à des animatrices, à des responsables d'association ou de réseaux, afin qu'ils puissent revenir sur l'évolution des pratiques d'animation au regard des enjeux sociétaux contemporains. Ce numéro des Cahiers de l'action a donc choisi de réunir des contributions qui illustrent la manière dont les animateurs et animatrices cherchent à s'adapter à ces nouveaux défis, notamment ceux liés à l'environnement, au genre ou au numérique, en opérant des ajustements dans leurs pratiques professionnelles, dans leurs projets associatifs et dans leurs horizons de référence. Les pratiques exposées montrent comment on peut tenter d'articuler les

pratiques d'animation avec les référentiels du care, des communs numériques ou de la transition écologique. Elles confirment également que l'animation est affaire d'accompagnement, de pédagogie et d'inclusion dans des espaces où l'action éducative n'est plus la responsabilité exclusive de l'institution scolaire.

Jondeau, C. (2024). *La formalisation conjointe de savoirs professionnels en Économie sociale familiale : Apports combinés de l'Entretien d'Explicitation et de l'Analyse Conversationnelle dans l'étude d'Entretiens d'Accompagnement social* (Phdthesis, Université Rouen Normandie). Consulté à l'adresse https://hal.science/tel-04501821
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 révélée 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 (allo-confrontation) et de la coproduction de métaconnaissances sur les savoirs professionnels du champ d'activité étudié : le Conseil en Économie Sociale Familiale.

Kaasila, R., & Lutovac, S. (2024). **Analyzing Burkean Rhetoric in Pre-service Teachers' Identity Narratives**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 161-177). https://doi.org/10.1007/978-3-031-68350-3_10
This chapter makes a methodological contribution to research on teacher identity by employing the notions stemming from Kenneth Burke's theories of rhetoric and

highlighting how the analysis of rhetoric can shed light on the process of identity development. Narrative approaches have been used extensively in studies on teacher identity, however, these studies rarely focus on examining rhetoric, and studies with a methodological focus on how to use rhetorical analysis are even rarer. Rhetoric, arguably, complements and has the potential to add value to the analysis of identity narratives in the teacher education context. In this chapter, we return to two pre-service teachers' identity narratives, Vesa's and Leila's, to reanalyse them considering the rhetorical means and linguistic features and the types of identity rhetoric that appear in them. We conclude by discussing the meaning of analyzing rhetoric in studies on pre-service teachers' identity development and the implications for teacher education.

Kelchtermans, G. (2024). **Narratives in Educational Research and Practice: A Thoughtful Embrace and Critical Nurturing**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 203-219). https://doi.org/10.1007/978-3-031-68350-3_12
This concluding chapter starts by relating the meaning and potential of narrative for educational research to its subjective, intersubjective and discursive nature. Together they encompass what could be seen as the existential meaning of narrative in human lives. Building on this the second section addresses three important epistemological and methodological issues in narrative research: the produced nature of the data, the role of theory and the challenges caused by translation issues in narrative methodology (or qualitative research methods in general). In the final section the author argues for the critical potential of narrative perspectives to question the hegemony of the performativity logic in educational policy (and research funding). Similarly, he contends that the potential of narrative approaches for true professional development in education requires accepting and valuing practitioners' narrative accounts of their practices on the one hand, but also facilitating their public and critical discussion on the other.

Kennedy, B. L., & Junker, R. (2024). **The Evolution of "Loaded Moments" Toward Escalation or De-Escalation in Student–Teacher Interactions**. *Review of Educational Research*, 94(5), 660-698. https://doi.org/10.3102/00346543231202509
To minimize negative interactions and their impacts, teachers and students must successfully negotiate loaded moments, points in time when two or more parties realize that their needs differ and that they must confront that difference. In this literature review, we synthesize 30 studies, published from 2000 to 2020, that describe the evolution of loaded moments between teachers and students with the goal of identifying and explicating the co-construction of escalation and de-escalation during classroom interactions. We found that macro level social contexts and existing classroom patterns set the scene for the occurrence of a loaded moment. In addition, loaded moments emerge when specific instigating circumstances are co-constructed, which refer to incompatibilities between teacher and student(s). Furthermore, loaded moments (de)escalate, depending on the co-construction of the moment as it progresses, such as through mutual trade-offs, turnings, or refusals. Finally, these co-constructions can result in a specific long-term relationship- and bond-development. Implications of these findings for research concerning student–teacher conflict are discussed.

Keränen, V., Uitto, M., Martin, A., Kettunen, A., Körkkö, M., & Lutovac, S. (2024). **Creative Writings, Creative Analysis: Exploring Narrative Ways to Analyse Teachers' Writings**. In E.

K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 123-135). https://doi.org/10.1007/978-3-031-68350-3_8

In this chapter, our aim is to explore different narrative ways to think, read, and analyse teachers' creative writings. Creative writings are one novel way to produce reflective narrative data, and they have the potential to evoke more than formal, non-fiction narratives can. We understand narrative research as an exploration of experience captured in a story-formed data but also as research that is ethical and relational by nature. Teachers' creative writings were produced in a two-part creative writing workshop. There were eight teachers in the first meeting and seven teachers in the second. Various kinds of creative writings were produced, which were based on the teachers' autobiographical experiences but expressed by utilising literary art genres such as prose, drama, and poetry. We selected one creative writing for closer analysis. To draw a holistic picture of how we explored the narrative ways of analysing the creative writing, we showcase the analysis phase by phase in this chapter. Because of the richness of creative writings various means of analyses are needed. Creative writings can act as a place where teachers are allowed to fight against the cultural rules of how to be a 'proper' teacher.

Kess, R., & Juutinen, J. (2024). **Peer Interviews as a Narrative Research Method**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 53-64). https://doi.org/10.1007/978-3-031-68350-3_4

The peer interview method is rarely used in educational narrative research with educators. This chapter explores peer interviews as a method in educational narrative research in the North. The peer interviews described herein are recorded dialogues between pairs of early childhood educators without the presence of researchers. Our research material consists of peer interviews involving 24 educators conducted in several municipalities in northern Finland in 2018. In the peer interviews, educators shared their stories and shaped a common understanding of the two research themes: belonging and diversity. The peer interview research material enables us to understand educators' work more deeply by offering different kinds of knowledge compared with traditional interviewer–interviewee positions. By exploring this novel method of studying educators' narratives, we aim to shed light on the three kinds of narrative encounters that emerged during our research process. Further, we consider our position as researchers in applying the peer interview method.

Kettunen, A., Uitto, M., & Lutovac, S. (2024). **Exploring the Use of Pre-service Teachers' Visual Narratives to Study Emotions**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 85-101). https://doi.org/10.1007/978-3-031-68350-3_6

This chapter explores the use of pre-service teachers' visual narratives to study emotions. Narratives tend to be understood as oral or written, but visual narratives are stories told through, by or with images and can evoke emotions and help to tell stories that might otherwise be overlooked. Prior research has made claims about the benefits of using visual narratives in research but has rarely focused on what the use of visual narratives enable when studying the emotions in the process of becoming a teacher. Through the visual narratives produced by one pre-service teacher and the other participants' conversations around them in the arts-based workshop, we demonstrate how the use of visual narratives enabled the embodiment of emotions and collective emotions to

emerge. The findings show how visual narratives can be used for studying emotions in the process of becoming a teacher.

Kim, Jiwon. (2024). **Examining how perceptions of ready children and diversity shape a teacher's use of the funds of knowledge approach**. *Asia Pacific Education Review*, 25(4), 851-869. https://doi.org/10.1007/s12564-023-09839-z
This study examined how and to what extent a prekindergarten teacher's perceptions of ready children and diversity—which are influenced by broader societal culture—influence their abilities and ways of incorporating children's funds of knowledge into their practice. The methodology used was based on a descriptive case study of a teacher, Linda, who participated in a two-year professional development (PD) program that focused on using funds of knowledge in culturally and developmentally responsive early mathematics pedagogy. How Linda incorporated children's funds of knowledge when teaching mathematics was closely linked with her notions of the prototypical ready children and her essentialized understanding of culture and diversity. Findings suggest the importance of asset-oriented perspectives of each child and family and attention to cultural practices when learning funds of knowledge to raise teachers' sensitivity toward and use of children's funds of knowledge to enrich children's learning.

Kim, Jiyoung, Leftwich, A., & Castner, D. (2024). **Beyond teaching computational thinking: Exploring kindergarten teachers' computational thinking and computer science curriculum design considerations**. *Education and Information Technologies*, *29*(12), 15191-15227. https://doi.org/10.1007/s10639-023-12406-z
Many K-12 computer science (CS) education initiatives at the local, state, and federal levels have recently started to focus on engaging the young children. Although most CS education research has focused on the secondary level, only minimal research has explored how computer science (CS) and computational thinking (CT) can be taught in elementary and especially at kindergarten. Understanding how CS and CT are taught at the youngest levels is critical to support the creation of progressive quality curricula and professional development. Therefore, in this study, we delved into the CT/CS curriculum design considerations of five teachers for kindergarteners. Our findings revealed that the primary learning objectives encompassed: 1) Social skill acquisition, 2) Fostering a growth mindset, and 3) Developing basic CT competencies. Moreover, when crafting their CT/CS curriculum, teachers weighed factors such as 1) Their approach to adapting the CT/CS curriculum—whether it be a personalized approach or relying on a pre-packaged curriculum—and 2) Adhering to Developmentally Appropriate Practice (DAP), which took into account individual abilities, interests, and socially relevant contexts. We conclude by discussing the ramifications of these findings in terms of professional development and the shaping of future CT/CS curricula for young learners.

Kim, Jonghun. (2024). **Why do teachers not change while the national curriculum repeatedly changes?: The 'Hidden' resistance of teachers in the centralized system of education in South Korea**. *International Journal of Educational Development*, *109*, 103105. https://doi.org/10.1016/j.ijedudev.2024.103105
In the highly centralized education system, national curriculum revisions are significant because they fundamentally change the direction and nature of schooling across the country. However, any new reform will inevitably be met by opposition and resistance from various stakeholders. While the notion of increased autonomy and empowerment is predicated on teachers' participation, in practice, teachers are often unwilling to

accept or even oppose curriculum changes. Using South Korea's recent national curriculum revision in 2022 as reference, this study draws attention to the fact that despite the revision of the national curriculum, teachers' curriculum implementation has not changed as much as expected, and even show antipathy or resistance. Resistance in this context does not mean simple opposition but rather a phenomenon that involves and intervenes in the interpretive process of new policies, and the politics of the society that surrounds individuals and schools. I argue that Korean primary and secondary teachers' reactions to the new national curriculum reflect complex orientations towards the curriculum and resistance to its revision, shaped by personal, organizational, and sociocultural contexts. With implications of the analysis for understanding teachers' responses to national curriculum, I conclude that we need more pay attention to the dilemma as an ambivalent emotion teachers experience requires us to consider the dynamics when the national curriculum is implemented.

Koçoğlu, A., & Kanadlı, S. (2024). **Effect of argumentation-based instruction on student achievement: a mixed-research synthesis**. *Asia Pacific Education Review*, *25*(4), 1051-1081. https://doi.org/10.1007/s12564-024-09945-6
Many studies have examined the effect of argumentation-based instruction methods on student achievement in the literature. However, there was no mixed-research synthesis study providing a holistic overview of quantitative and qualitative research findings of primary studies. To fill this gap in the literature, the study investigated the effects of argumentation-based instructional practices on student achievement. It also aimed to reveal the factors affecting these practices by combining the quantitative and qualitative research findings. Therefore, a mixed-research synthesis was employed to achieve this purpose. The study included 72 quantitative and 22 qualitative studies. The data obtained from the quantitative studies were combined using a meta-analysis method, and the qualitative data were combined using a thematic synthesis method. Several analytical themes were created regarding the factors affecting argumentation-based instruction, and various analytic themes (recommendations/hypotheses) were developed accordingly. According to the data from the thematic synthesis, 13 analytical themes emerged. The meta-analytic results indicated that the argumentation method had a large positive effect on student achievement ($g = 0.927$, 95% CI [0.789, 1.064]). Also, the moderator analysis revealed that argumentation-based instruction highly affected student achievement in Chemistry and Mathematics than others. Also, the time allocated to courses was influential in increasing student achievement. Lastly, attempts were made to explain the variance between studies included in the meta-analysis using the analytical themes developed in the thematic synthesis. The thematic synthesis results indicated that the learning outcomes and the environment should be taken into consideration in argumentation-based instruction and that some deficiencies should be resolved.

LaCroix, E. (2024). **Meso-Foundations of Experiential Education in Ontario Universities: A Content Analysis of the Province's Strategic Mandate Agreements**. *Canadian Journal of Higher Education/La Revue Canadienne d'enseignement Supérieur*, *54*(1), 14-26. https://doi.org/10.47678/cjhe.vi.190053
Experiential education, the process of providing students with applied learning opportunities within and outside the classroom, is rife with organizational complexity. This article examines Ontario's Strategic Mandate Agreements using qualitative content analysis to see how conceptions and communications of experiential learning have

changed over time, and how universities have responded to government pressure to foster experiential learning. Drawing on frame analysis, findings reveal that universities have developed a considerable amount of institutional infrastructure and initiatives to support the expansion of experiential learning, and these efforts have been framed in relation to current discourse about graduate skill readiness. However, these outward signalling responses are not necessarily aligned with internal organizational processes (i.e., expansion of co-curricular learning). These mandate agreements represent official accounts of institutional priorities, which leave the door open for future research to examine micro-foundations of experiential learning through the perspectives of the faculty and staff inhabiting these institutions.

Lassila, E. T., & Hyry-Beihammer, E. K. (2024). **Examining Cross-Cultural Spaces and Researcher Positions in Narrative Research**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 13-32). https://doi.org/10.1007/978-3-031-68350-3_2

This chapter explores cross-cultural spaces in narrative research, especially from the researcher's point of view. Here, narratives are understood as relational, cultural and situated, and cross-cultural spaces as emerging between the researcher and significant others, especially research participants, in the research process. Through a dialogue between our own experiences of living and conducting research in different cultures and similar experiences of others in the research literature, we address the researcher's position when making methodological choices in cross-cultural research. The chapter challenges the researcher's position in the research field between insider–outsider positions, emphasises an understanding of cultural communication and different kinds of stories by producing and analysing narratives and suggests a readiness for creating new cross-cultural spaces for collaborations between researchers in cross-cultural narrative research. We highlight the often-downplayed influence of narratives of who we are as researchers and what exposure to different places brings to the cross-cultural space emerging between the researcher and significant others and, subsequently, to the narratives produced and reported.

Liu, X., Fan, X., Guo, H., Zhang, X., & Gu, M. (2024). **Chinese secondary school teachers' views on ethical issues in classroom assessment**. *Asia Pacific Education Review*, 25(4), 1097-1114. https://doi.org/10.1007/s12564-024-09948-3

The study investigated Chinese secondary school teachers' views on ethicality of teachers' practices in classroom assessment. Participants included 1,871 teachers from 205 secondary schools in 23 provinces, 4 municipalities, and 4 autonomous regions in China. A survey study with 14 authentic assessment scenarios revealed that there is no evident consensus on ethicality of teachers' practices in classroom assessment among the participant teachers, and discrepancies exist between teachers' views and the views of assessment professionals in the literature. Chinese secondary school teachers reported low agreement with the literature in assessment confidentiality, communication about grading, grading practice, and test administration. Gender and subject taught are significantly associated with teachers' ethical perceptions. The findings suggest that ethical issues in classroom assessment are complicated, and they are often interwoven with other factors including cultural background, educational policy, and institutional guidelines in assessments. The study findings are informative for the development of secondary school teacher education program, teachers' professional learning, and educational policy making.

Ma, X., Xie, Y., Yang, X., Wang, H., Li, Z., & Lu, J. (2024). **Teacher-student interaction modes in smart classroom based on lag sequential analysis**. *Education and Information Technologies*, *29*(12), 15087-15111. https://doi.org/10.1007/s10639-024-12487-4

At present, the research on the teacher-student interaction (TSI) mode in smart classroom (SC) was not in-depth enough, and a few studies mainly focuses on top-down theoretical deduction. This study adopted a bottom-up approach to study the TSI modes in SC and proposed specific implementation suggestions, which had important theoretical value and practical significance for promoting the development of students' higher-order thinking (HOT) and the digital transformation of education practice. The study used lag sequential analysis to encode and analyze 12 SC teaching videos that won first prize in Jilin Province, China. A total of 4617 sequence relationships and 48 significant activity sequences were generated. The analysis of these significant activity sequences showed that SC was divided into four types of TSI modes: discovery question, conceptual scheme, validation scheme, and creating products. There was a sequential relationship between the four types. The research proposed specific implementation suggestions from four aspects: interaction goals, interaction methods, interaction content, and interaction media. This will guide teachers in building high-quality SC and assist students in developing HOT.

Martin, A., & Kostiainen, E. (2024). **Narrating Teachers' Professional Development: Arts-Based Creative Expression in Educational Research**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 137-157). https://doi.org/10.1007/978-3-031-68350-3_9

This chapter narrates two teacher educators' journeys into arts-based narrative research. We explore utilising creative expression in the different phases of narrative research and introduce five research projects that use (written or visual) creative expression in (1) data collection, (2) data analysis, and (3) result presentation and the communication of the study to the audience. While mirroring the previous literature, we discuss our experiences of incorporating creative expression in narrative research. Our research focuses on the professional development of pre- and in-service teachers, and our experience is recounted through creative processes. Further, we emphasise the unique voices and experiences of pre- and in-service teachers, as well as our own researcher voices. By narrating our own journeys verbally and visually, we adopt the position of storyteller researchers. Based on previous literature and our own research, we aim to offer examples of intertwining creative expression with narrative research. We suggest that arts-based methods can help us deepen our understanding of the studied phenomena and communicate our research findings in an evocative style that can be more easily approached than traditional academic texts.

Mazzocco, M. M., Burchinal, M. R., Schulte, A. C., Vandell, D. L., Sanabria, A., Hwang, J. K., & Connor, C. M. (2024). **Mathematics in U.S. Preschool and Kindergarten Classrooms**. *Early Childhood Research Quarterly*, *69*, 25-37. https://doi.org/10.1016/j.ecresq.2024.04.007

To provide a landscape of mathematics activities children experience in U.S. preschool and kindergarten classrooms, we observed time children spent in mathematics activities (and — as a contrast — literacy) in 101 geographically diverse early childhood classrooms in seven U.S. states. We also observed what mathematics content, grouping strategies, and management formats teachers engaged during classroom mathematics

activities. Each observation lasted approximately 2 hours; collectively these observations focused on 930 children observed one to three times during the 2018/2019 or 2019/2020 school year. Averaging across individuals' data within classrooms, we found that mathematics and literacy activities comprised 5% and 45% of time observed in preschool classrooms, respectively; and 25% and 42% of time observed in kindergarten classrooms, respectively. At both grades, when mathematics activities occurred, they were proportionally more often teacher-led rather than child-led. These findings raise concerns about the paucity of mathematics and over-reliance on developmentally inappropriate teacher-managed mathematics instruction in early childhood classrooms, especially preschools. Amount of time in math did not vary by preschool auspice, but time in literacy and the proportion of math time devoted to specific math content did: In Head Start classrooms we observed lowest percentage of time in literacy (and the highest percentage of time in non-instruction) compared to all other auspices. Across auspices, numeracy was the predominant math content area overall, but especially in Head Start classrooms. Thus, some aspects of early mathematics may differ with program auspice, suggesting that recommendations to increase and improve early mathematics activities may need to consider auspice characteristics.

Mcharo, H. B., & Wandela, E. L. (2024). **The relationship between Project-Based Assessments and Students' Creativity in Secondary Schools**. *British Journal of Education*, *12*(10). Consulté à l'adresse https://eajournals.org/bje/vol12-issue10-2024/the-relationship-between-project-based-assessments-and-students-creativity-in-secondary-schools/
This study investigates the relationship between the frequency of project-based assessments and the enhancement of creativity among secondary school students. Employing a mixed-methods approach, data were collected from a sample of 100 students, 55 teachers and 02 academic masters across two secondary schools. The findings reveal a significant positive correlation between the regular implementation of … The Relationship Between Project-Based Assessments and Students' Creativity in Secondary Schools Read More »

Mcpeake, E., Lamore, K., Boujut, É., El Khoury, J., Clément, C., Zorn, S., … Cappe, É. (2024). **'We need to change our way of thinking about education': a thematic analysis of university staff's experience supporting autistic students in France**. *International Journal of Inclusive Education*, 1-22. https://doi.org/10.1080/13603116.2024.2380269
Whilst the prevalence of autistic students attending university in France is increasing, limited research has explored the experiences of university professors and disability support staff in French higher education. The current study sought to fill this gap in the literature using a qualitative research design. Semi-structured interviews were conducted with 26 university staff members (14 university professors, 8 disability support office staff, 4 'other support professionals'). Data was analysed using thematic analysis. Six main themes were identified: (1) Taking a holistic approach, (2) Adapting communication, (3) Relying on intuition, (4) What diagnosis? (5) The benefits of inclusion and (6) Navigating levels of support. Themes describe how participants engaged autistic students in higher education, their challenges, and their successes. Whilst professionals sought to provide personalised support to students, the analysis indicates more training and support is required as university staff reported a range of difficulties supporting autistic students at university. Results from the current study can contribute to the development of policy and practice with regard to the implementation of inclusive practices in French higher

education. Of note, participants highlighted the need to access more holistic support from a range of professionals in addition to further training.

Merjovaara, O., Eklund, K., Nousiainen, T., Karjalainen, S., Koivula, M., Mykkänen, A., & Hämäläinen, R. (2024). **Early childhood pre-service teachers' attitudes towards digital technologies and their relation to digital competence**. *Education and Information Technologies*, *29*(12), 14647-14662. https://doi.org/10.1007/s10639-023-12237-y
This study examines early childhood pre-service teachers' attitudes towards digital technologies and their relations to their self-perceived digital competence. Attitudes towards digital technologies were divided into core attitudes: general attitudes towards digital technologies; attitudes towards educational use of digital technologies; and perceived ease of digital technology use. Technological knowledge [TK] and technological content knowledge [TCK] dimensions of the TPACK framework were used to assess pre-service teachers' self-perceived digital competence. Two structural equation models, a correlated-traits model and a second-order factor model, were used to analyse the relations between attitudes and digital competence. Based on the results, the early childhood pre-service teachers held positive attitudes towards digital technologies. Both models fit the data well, but the correlated-traits model explained a larger portion of variance in competence measures. Moreover, this model provided a more fine-grained picture of the associations between attitudes and competence. The general attitudes towards digital technologies and perceived ease of digital technology use were related to both TK and TCK, whereas attitudes towards educational use of digital technologies were not. Therefore, the correlated-traits model was viewed as better at describing the relations between attitudes towards digital technologies and digital competence. The study contributes to the development of teacher education. Instead of considering the current generation of pre-service teachers as a homogeneous group, this study aims to understand how they differ in their attitudes and how they perceive their own competence to use digital technologies.

Molina, E. C., & Gervais, C. (2025). ***L'accompagnement des stagiaires : L'argumentation réflexive au service du formateur***. Presses Universitaires du Québec. https://www.puq.ca/catalogue/livres/accompagnement-des-stagiaires-4445.html
Cet ouvrage se base sur l'argumentation réflexive. Il a été conçu pour les personnes responsables de la formation des futures enseignantes et des futurs enseignants afin qu'ils développent leur réflexion, leur autonomie et leur sens de la responsabilité par l'analyse de leur expérience et de celle d'autrui.

Nikou, S. A. (2024). **Factors influencing student teachers' intention to use mobile augmented reality in primary science teaching**. *Education and Information Technologies*, *29*(12), 15353-15374. https://doi.org/10.1007/s10639-024-12481-w
Thanks to the advancement of mobile technologies, Augmented Reality (AR) has become broadly accessible through mobile devices such as smartphones and tablets. Mobile Augmented Reality can benefit science education in a variety of ways. However, except from some sporadic experimental cases, it is rather rarely employed by teachers and has not yet been fully introduced in education. Moreover, little research exists about the adoption behavior of mobile AR by pre-service teachers. Against this background, the current study proposes and validates an integrated adoption model to explain and predict the factors that significantly influence student teachers' intentions to use mobile AR in teaching primary science. The study also introduces two new constructs, Perceived

Immersion and Perceived Educational Value in the context of mobile AR. Eighty-nine undergraduate pre-service primary school teachers participated in a mobile augmented reality workshop creating mobile augmented reality experiences for teaching physics to primary school pupils. Following that, student teachers answered an online survey. The quantitative survey data was analysed using structural equation modelling. The study confirmed the proposed model explaining and predicting approximately 72% of the variance of student teachers' Behavioral Intention to Use mobile AR to teach primary science. Perceived Immersion and Perceived Educational Value significantly influence Behavioral Intention to Use after being mediated by Perceived Usefulness. The study offers insight into the factors influencing pre-service primary teachers' intentions to utilise mobile augmented reality (AR) in their future lessons, which is relevant given the growing interest in utilising these technologies in education. Implications are discussed.

Ouattara, C. A. T., Tang, Y., Luo, S., Okagbue, E. F., Diallo, B. S., Onyinye, N. E., … Kante, N. C. (2024). **Exploring the competency-based approach curriculum in secondary education in Mali with the core players' experiences**. *Journal of Curriculum Studies*, 56(4), 432-447. https://doi.org/10.1080/00220272.2024.2375220
Curricular reforms oftentimes cause more problems than they solve. Teachers' being kept out of curricular activities is one main reason for a reform to plummet. In this qualitative study, we examined the Malian curricular policy from two aspects—reform and teaching and learning. Guided by Fischer's argumentative approach theory, this analysis involved 18 participants. While officials and principals were interviewed, teachers were both interviewed and observed. We tried to elaborate on the power of arguments to further principals' and teachers' concerns and needs in curriculum related tasks. We discovered that CBA reform has the potential to harness learner's chances to learn better. The identified challenges like the intricate dialogue between authorities and teachers need to be lifted to unlock the full potentiality of the reform and achieve goals. We also found that advocating for teachers' inclusion in curriculum-making remains as important as upskilling teachers' competence to contribute to curriculum processes. (Re-)Designing standardized textbooks can address the issues of curriculum content overload and concept opacity. This can also help unify practices and align content with contextual norms. To curb congestion, a typical phenomenon in resources-scarce areas like Mali, more classes or schools should mushroom.

Paddle, H. (2024). **The place for disciplinary knowledge: Teacher insights into interdisciplinary learning from international schools**. *The Curriculum Journal*, 35(3), 520-523. https://doi.org/10.1002/curj.279

Petit, M., Gagné, A., Parent, S., Dumas, J.-P., & Vandercleyen, F. (2024). **État des connaissances sur les considérations éthiques de la supervision à distance à l'aide du numérique lors des stages de métiers relationnels en enseignement supérieur**. *Éthique en éducation et en formation : les Dossiers du GREE*, (16), 77-104. https://doi.org/10.7202/1112942ar
En supervision de stage, l'activité d'accompagnement peut être décrite comme « une éthique en acte » (Paul, 2020, p. 151). Accompagner des stagiaires en formation dans les métiers relationnels constitue un acte complexe dont la principale finalité s'avère le développement de leurs compétences professionnelles. Depuis quelques années, le numérique s'insinue dans la supervision (rencontres et observations à distance, enregistrements audio et vidéo, rétroactions immédiates, etc.), modifiant les dispositifs

de formation pratique et médiatisant le langage, ainsi que la relation d'accompagnement. Quelles nouvelles considérations éthiques devraient guider l'acte d'accompagnement à l'aide du numérique lors des stages ? Une recension systématique des écrits ayant pour thèmes la supervision et le numérique dans tous les domaines de formation en enseignement supérieur a été réalisée. De notre analyse, plusieurs constats se dégagent autour d'enjeux éthiques inhérents à la supervision à distance et de facteurs relationnels, psychosociaux et numériques favorisant cette activité d'accompagnement en stage.

Pinzón, A., Gómez, P., & González, M. J. (2024). **Effects of a professional development programme on teachers' classroom practices in Colombia**. *Oxford Review of Education*, *50*(5), 607-625. https://doi.org/10.1080/03054985.2023.2265296
The professional development for teachers is an important component of the quality of education. However, few systems for monitoring and analysing the quality and impact of teacher professional development programmes have been created. In this article, we present the effects on classroom practices of a Colombian professional development programme for in-service secondary mathematics teachers. We compare the teachers' classroom practices of planning, implementation, and assessment, before and after participating in the programme. We found that the professional development programme shows a statistically significant and positive effect on planning, implementing and assessment practices. These results serve as evidence of teacher training policy in terms of changes in classroom practices.

Piper, B., & Dubeck, M. M. (2024). **Responding to the learning crisis: Structured pedagogy in sub-Saharan Africa**. *International Journal of Educational Development*, *109*, 103095. https://doi.org/10.1016/j.ijedudev.2024.103095

Poymiro, R. (2024). *Agir enseignant au service de la régulation du climat de classe : une approche par les interactions* (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://theses.hal.science/tel-04706453
Dans un contexte, rendu inquiétant par une crise du système scolaire, qui semble être plus largement celle de la société française, les enseignants, sur le terrain, cherchent des solutions pour remédier à diverses formes d'échecs dans la relation pédagogique. La formation initiale, le compagnonnage de l'année de titularisation et la formation continue peinent à éclairer les praticiens sur ce questionnement pourtant central. Nous situons notre recherche dans une démarche qui viserait à repenser, renouveler, compléter, la formation et l'accompagnement des enseignants en termes de régulation du climat de classe. Nous étudions le « système-classe » en utilisant le paradigme de la complexité. Les phénomènes observés sont considérés comme rétroactifs, c'est-à-dire bouclés les uns aux autres, ce qui élimine toute approche causale. Pour comprendre les phénomènes dans leur globalité, nous faisons appel à la théorie du champ. L'utilisation de la notion de climat de classe permet d'exprimer une atmosphère spécifique propre au système observé. C'est la prise en compte des caractéristiques du réseau d'interaction qui permet de qualifier ce climat. Les interactions entre les individus au sein de « l'environnement-classe » constituent ce que nous appelons le climat de classe. Notre démarche centrée sur les interactions favorise la collaboration de deux disciplines au service d'une meilleure compréhension de la relation pédagogique : sciences de l'éducation et psychosociologie. Notre cadre théorique puise donc à la fois dans les concepts tirés de la sphère de l'agir enseignant (Bucheton, Robbes, Connac), de

l'approche systémique (Watzlawick, Elkaïm) et dans ceux de la dynamique de groupe (Lewin, Redl). À partir de ces différents apports théoriques, nous cherchons à comprendre comment consciemment ou inconsciemment l'enseignant régule les interactions au sein du groupe dans la classe. Quelles approches des processus d'interaction il met en œuvre ? Sur quelle analyse cette approche s'appuie-t-elle? Cette recherche heuristique est basée sur une observation de terrain. Nous avons suivi des membres des équipes pédagogiques de 4 classes de collège durant 3 années scolaires. Des enregistrements vidéo de séances en classe ont débouché sur 22 entretiens d'autoconfrontation analytique. À l'issue d'un travail d'analyse de contenu nous rendons compte de l'émergence d'axes de compréhension de la régulation du climat de classe par les enseignants. (i) Il existe des gestes identifiés par les praticiens comme visant la régulation des interactions entre l'enseignant et les élèves et les élèves entre eux. Le placement et les déplacements des enseignants y jouent un rôle central, ce qui semble renforcer l'importance de la géographie de la salle de classe. (ii) Le rôle qu'occupent certains élèves dans le groupe exerce une influence sur la régulation par les enseignants des interactions. (iii) Les scénarios pédagogiques pré pensés, souvent issus des pédagogies dites traditionnelles, ont tendance à favoriser la limitation des interactions entre les élèves au profit d'une conception behavioriste de l'apprentissage.

Qi, C., Liang, H., Zuo, S., & Li, R. (2024). **Comparing competency-oriented student activities between expert and novice teachers in China: Insights from an epistemic network analysis (ENA)**. *Education and Information Technologies*, 29(12), 15375-15402. https://doi.org/10.1007/s10639-024-12467-8
Competency-oriented student activities are an important means of enabling teachers to move from teaching fundamental knowledge to developing students' subject competencies. To examine mathematics teacher novice–expert differences in organizing competency-oriented activities, this study collected data from three consecutive lessons taught by an expert and a novice teacher respectively. Epistemic network analysis (ENA) was used to identify the co-occurrence and structure of students' activities in each lesson. Results of the coding-and-counting method show statistically significant differences in the types of students' activities related to mathematics competency across the lessons taught by the expert teacher, but not in those taught by the novice teacher. By recognizing the temporal relationships between different activities, the ENA of the consecutive lessons reveals that the expert teacher facilitated better mathematical content and lesson connectedness by establishing connections between competency-oriented activities following the sequence of understanding-applying-transferring and innovating (Wang et al., 2022). In contrast, the novice teacher organized more mathematics activities on understanding and applying, without building connections via transferring and innovating across three lessons. The results of the ENA are also supported by qualitative analysis. Finally, the implications, limitations, and possibilities for future research are discussed.

Rauterkus, H., Hennemann, T., Hagen, T., Krull, J., Nitz, J., Eiben, K., … Hanisch, C. (2024). **Teachers' ability to regulate their emotions predicts their levels of stress in primary schools in Germany**. *Journal of Curriculum Studies*, 56(4), 468-479. https://doi.org/10.1080/00220272.2024.2312391
Teaching remains a profession that is associated with certain health risks. Teachers complain of psychosomatic experiences such as exhaustion, fatigue, headache, and tension more than people in other professions. High levels of stress amongst teachers also

pose a risk for students, as this is associated with poorer teaching quality and lower learning success. Negative emotional responses to external stressors are decisive in the development of teacher stress. Therefore, emotional competence (EC), meaning the ability to perceive one's own emotions and the emotions of others, and the ability to regulate and express one's own emotions can be a meaningful piece of the puzzle around teachers' mental health. For this purpose, 265 teachers at inclusive primary schools in Germany were surveyed about how they experience stress and on the components of EC. Multi-level regression analyses showed that perceived stress was predicted by the 'regulation and control of one's own emotions' (std. B = - 0.53, p < .001), but not by the 'perception and understanding of one's own emotions' and the 'emotions of others' or by the 'expression of emotions'. Emotion regulation abilities can thus be understood as one factor that helps protect teachers' health. The results are discussed in the context of teacher training and professional development.

Sanders, J. E. (2024). **"I Think the Teachers Should Really Connect More With the Students": The Influence of Systemic Racism, Inequity, School, and Community Violence on Connection for High School Students Who Are Suspended or Expelled**. *Youth & Society*, 56(7), 1191-1211. https://doi.org/10.1177/0044118X231226396
The objective of this constructivist grounded theory study was to understand the experiences of students who have been disciplinarily excluded from school. Fifteen students (male, n = 11; Black, n = 10; having special education needs, n = 9) and 16 multidisciplinary staff in Ontario participated. Students experienced high rates of expanded adversities, including school and community violence, systemic racism and inequity. The importance of connection wove throughout the data; however, three themes were found to block connection: unacknowledged impact of adversity, a climate of fear, and the disproportionate impact of limited resources. Trauma-informed culturally attuned approaches that focus on the disproportionate impact of adversity and school discipline at the point of a disciplinary response, and throughout a student's educational experience, are essential.

Sat, M., & Kadirhan, Z. (2024). **Unveiling competence in the classroom: Amultidimensional assessment of computer science teachers' self-efficacy in codingeducation**. *Education and Information Technologies*, 29(12), 1-29. https://doi.org/10.1007/s10639-024-12503-7
The significance of teachers' self-efficacy in coding education withinK-12 settings has grown substantially. However, the literature lackssubject-specific measurement tools tailored to assess teachers' self-efficacy incoding instruction. This study adopted a mixed methods approach to develop areliable and valid instrument for measuring computer science (CS) teachers'self-efficacy in teaching coding. The scale development involved a rigorous processencompassing item generation, expert validation, and pilot testing. Importantly,this process unfolded in seven steps with two distinct phases, and each phaseinvolved independent sample groups. Subsequently, a comprehensive survey wasadministered to two samples of CS teachers (n = 318, n = 295) to assess thescale's psychometric properties. The results revealed robust internal consistencyand construct validity of the 20-item Coding Teaching Self-Efficacy Scale (CTSES)with four intercorrelated dimensions: student motivation, subject knowledge,classroom management, and material development. Furthermore, additional analysesrevealed the significant impact of teaching experience and self-reported codingknowledge level on teachers' self-efficacy in teaching coding. The implications ofthis study hold significance for both practitioners and researchers to understandteachers' self-efficacy

in teaching coding and to explore its relation to teachertraining, curriculum development, and the broader advancement of coding educationwithin school settings.

Schachter, R. E., Knoche, L. L., Goldberg, M. J., & Lu, J. (2024). **What Is the Empirical Research Base of Early Childhood Coaching? A Mapping Review**. *Review of Educational Research*, 94(5), 627-659. https://doi.org/10.3102/00346543231195836
This study examined the empirical base for early childhood (birth to 8) coaching via a systematic mapping review of the relevant literature, including diverse research designs to represent the full breadth of published studies related to early childhood coaching. The systematic review yielded 374 unique studies published between 1987 and 2019 that were coded for type of study design (e.g., causal; quantitative noncausal; qualitative; single-case design); research populations; and reported content, structure, and processes of early childhood coaching. Descriptive analyses revealed that almost half of the study designs were causal (45.99%); over 75% of the studies were interested in the outcomes or experiences of teachers. The most targeted coaching content domains were social-emotional (44.92% of studies) and language/literacy development (43.58% of studies). Reporting on coaching structure was inconsistent across studies. Observation was the most reported coaching strategy during instruction (73.53% of studies), and provision of evaluative feedback was the most frequently reported coaching strategy outside of instruction (62.83% of studies). The review identified the literature base includes a diversity of study designs, and a great majority of studies occur in preschool settings (70.32%). Findings also suggest that a growing number of coaching studies are focused on child outcomes (60.16%). Results indicate a need for more studies that focus on coaches directly as well as research about coaching in infant/toddler programs and in content domains beyond social-emotional and language/literacy.

Shal, T., Ghamrawi, N., Abu-Tineh, A., Al-Shaboul, Y. M., & Sellami, A. (2024). **Teacher leadership and virtual communities: Unpacking teacher agency and distributed leadership**. *Education and Information Technologies*, 29(12), 15025-15042. https://doi.org/10.1007/s10639-023-12446-5
This study explored the development of teacher leadership in collaborative online spaces, also called virtual communities of practice (vCoP). Employing a phenomenological research design with semi-structured interviews as the primary data collection method, participants were drawn from a single vCoP. The findings underscored the pivotal role of vCoPs in nurturing teacher leadership skills, facilitated by the dynamic interplay of teacher agency and distributed leadership. Teacher agency empowers educators to proactively take control of their learning journey within vCoPs, enabling them to explore areas of personal interest and expertise, including knowledge sharing and project initiation. Simultaneously, distributed leadership empowers teachers to assume leadership roles within the vCoP, irrespective of their formal positions or seniority, involving activities such as guiding discussions and organizing professional development. This harmonious collaboration between teacher agency and distributed leadership fosters a collaborative and inclusive environment within vCoPs, where teacher leadership thrive.

Siivonen, P., & Korhonen, M. (2024). **Accounts of Ruptures and Narrative Positioning in Qualitative Follow-Up Research**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto

(Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 33-49). https://doi.org/10.1007/978-3-031-68350-3_3

This chapter applies and develops a small-story approach and narrative positioning analysis to examine employability as a temporal process of interpretation in adult graduates' educational and working-life trajectories. The method of analysis applied and developed in this chapter represents a novel interactionally oriented and practice-based paradigm for theorising about the connections between narrative and identity. The chapter illustrates the narrative positioning analysis of follow-up interview data using one adult business graduate as a case example. The analysis focuses on one adult graduate's temporarily evolving accounts of ruptures, such as dismissal, in her working-life trajectory. Moreover, the analysis examines the agency dilemma and how the graduate negotiates her agency in relation to employability over time, thus also navigating the constancy/change dilemma. The narrative positioning analysis of follow-up data makes visible the multi-voicedness of identity positionings in narrated accounts at two different timepoints (2019, 2020). Depending on the situation and audience (e.g., employers, colleagues, and students), different versions of the self are performatively created. This also reveals important narrative and psychological functions. The small-story approach and narrative positioning analysis provide methodological tools with which to analyse adult graduates' employability as an evolving and multi-voiced process of identity construction, which manifests itself in relation to situated expectations and demands, as well as various audiences.

Souza, D. S. R., Sampaio, L. M. B., & Sampaio, R. M. B. (2024). **Does the area and learning modality of teacher qualification matter to middle school students' performance in mathematics?** *International Journal of Educational Development*, *109*, 103085. https://doi.org/10.1016/j.ijedudev.2024.103085

This study assesses how various types and modes of teacher qualification affect students' math grades. Using data from 9th-grade public classes from Brazilian standardized tests, we categorized teachers into groups based on their qualification. We applied inverse probability weighting, derived from propensity scores estimated by a Generalized Boosting Model with multiple treatments, to account for other teachers' and students' characteristics when evaluating student performance. Results showed that teachers who graduated in mathematics through distance education had classes with higher grades than teachers with other academic backgrounds or without higher education, particularly in rural schools and among students from lower socioeconomic backgrounds. Moreover, no statistically significant differences were observed in the performance of students taught by teachers trained in mathematics through distance education as opposed to traditional face-to-face training. These findings suggest that prioritizing subject-specific teacher qualification is essential for improving math education outcomes, with distance learning being a viable option, especially in schools facing socioeconomic challenges.

Sun, X., & Akbar, F. (2024). **The formation of language teacher identity: A narrative inquiry of an EFL teacher's ER implementation**. *The Curriculum Journal*, *35*(3), 361-377. https://doi.org/10.1002/curj.234

This narrative inquiry investigates an English as a Foreign Language teacher's storied experience of 30-year extensive reading (ER) implementation, with the aim of exploring the formation of language teacher identity (LTI) of this individual teacher. Two narrative interviews were conducted, respectively focusing on the holistic story and detailed

accounts of some critical incidents and significant others. Two researchers played different roles: one insider, conducting, transcribing, translating, and analysing interviews; one outsider, analysing the data with a relatively neutral perspective. Data analysis adopted an ecological approach and a three-level framework (societal, interpersonal, and intrapersonal levels). Findings highlight the complex links between discursive features, personal experience, teacher emotions, and power differentials in shaping the dynamic and multi-faceted nature of LTIs. Meanwhile, the considerable evolution of the teacher's ER implementation validates the importance of teacher training, especially opportunities for teachers to gain experiential knowledge which further contributes to teacher identity development.

Supovitz, J. A., Ebby, C. B., & Collins, G. (2024). **Pathways to Performance: The Experimental Impacts of Learning Trajectory-Oriented Formative Assessment in Mathematics**. *American Journal of Education*, *130*(4), 621-651. https://doi.org/10.1086/730994
Purpose: A growing trend in instructional improvement efforts is the use of formative assessment informed by research-based developmental trajectories of how students gain deeper understanding of subject matter content over time. This article reports the findings of a large-scale experimental study of an innovative mathematics professional development program called the Ongoing Assessment Project (OGAP) in a large urban school district that is based on the theory of learning trajectory-oriented formative assessment. Research Methods: This research employs a randomized controlled trial and structural equation modeling. Findings: The study provides causal evidence of the impact of OGAP on teachers' knowledge of student thinking and student learning outcomes. The results further demonstrate that OGAP professional development and ongoing supports significantly enhanced teachers' knowledge of formative assessment and improved grades 3–5 student outcomes on the Pennsylvania State high-stakes standardized tests in mathematics. Structural equation modeling of within-treatment variation demonstrates the relationship between teacher implementation and student performance, identifies both individual teacher characteristics and program supports related to implementation and performance, and raises additional areas for further investigation. Implications: Although formative assessment has long been viewed as a potentially powerful way to provide teachers with feedback on student understanding, the integration of learning trajectories helps address the "Now what?" question by providing teachers with more specific and actionable guidance to make more informed instructional responses. This study joins the small set of causal research on effective mathematics professional development programs that utilize learning trajectory-oriented formative assessment that point the way to promising pathways to improved student performance.

Telfer, N. A., Iruka, I. U., Yazejian, N., Sideris, J., & Kaplan, R. (2024). **Do ECERS-3 scores mean the same thing across racial groups? Measurement invariance testing by teacher and classroom race**. *Early Childhood Research Quarterly*, *69*, 122-130. https://doi.org/10.1016/j.ecresq.2024.07.006
The purpose of the current study is to use secondary data to examine the extent to which the ECERS-3, specifically the factor structure, is equivalent across Black and Latine/Hispanic teachers, racial and ethnic classroom composition, and race/ethnicity of students. Data were drawn from a large-scale 2015-16 validation study of the ECERS-3 in three states (Georgia, Pennsylvania, and Washington) that were using the ECERS-3 as

part of their quality rating and improvement systems (QRIS). Approximately 1,063 classrooms serving children between the ages of 3 and 5 were included in the final sample, and about 69 percent of the teachers identified as White. Findings revealed that the basic factor structure of the ECERS-3 was similar in the sample of classrooms when compared across lead teacher race, classroom racial composition, and lead teacher-child match; however, some differences were found in factor loadings and item thresholds. These findings have implications for ensuring that measures to assess global quality consider differential effects of race of the teacher, child, and classroom composition.

Tirado-Olivares, S., López-Fernández, C., González-Calero, J. A., & Cózar-Gutiérrez, R. (2024). **Enhancing historical thinking through learning analytics in Primary Education: A bridge to formative assessment**. *Education and Information Technologies*, *29*(12), 14789-14813. https://doi.org/10.1007/s10639-023-12425-w
History teaching from early educational stages not only should assess the student's ability to memorise historical content, but also their ability to think historically. Traditional summative tests do not enable teachers to continuously monitor the progress of students. This study evaluates the effect in history learning of incorporating learning analytics (LA) in terms of academic achievement and self-efficacy. Seventy-six elementary students aged 10–12 years old participated in the study. The results indicate that the integration of LA particularly helped students with low historical knowledge and enabled the prediction of academic achievement, especially in historical thinking. The results also highlight the disparity between students' knowledge and students' self-efficacy during the lessons, and what they demonstrate in exams, indicating the need to incorporate tasks before exams that allow students to identify their limitations and misconceptions. These results suggest that LA in history teaching may provide teachers with useful information for formative assessment.

Vasylyeva, T., Woerfel, T., Twente, L., & Höfler, M. (2024). **Effectiveness of language-sensitive subject teaching: Heterogeneity and quality of the evidence and implications for future research**. *Review of Education*, *12*(3), e70000. https://doi.org/10.1002/rev3.70000
We report and appraise the heterogeneity and quality of 53 primary studies included in a systematic review project on the effectiveness of language-sensitive subject teaching in primary and secondary education to provide a comprehensive overview of the research field and to give detailed recommendations for future research. We followed a systematic review process adhering to existing guidelines and procedures to define inclusion and quality criteria for experimental, quasi-experimental and observational studies published since 1990 in English and German. We performed an extensive search, screened on titles, abstracts and full texts, and found 55 studies to meet the inclusion criteria. Out of these studies, 53 studies fulfilled the quality criteria (assessment of internal validity) and were included in the review. Most of the studies show that students taught with language-sensitive approaches achieve the same or better results than students taught using non-language-sensitive approaches for at least one content or language learning outcome (for the results of the narrative synthesis, see Höfler et al., Zeitschrift für Erziehungswissenschaft, 2023, 27, 449). Here, we examine in detail the characteristics of the included studies in terms of the heterogeneity of populations, interventions, outcomes, and study designs and provide arguments for a careful interpretation of the review results. We argue that limited methodological and reporting quality introduce risk

of bias to varying degrees. We address methodological issues and gaps in research and present our detailed recommendations for future work informed by our findings. Context and implications Rationale for this study: This paper systematises the heterogeneity, quality and scope of the studies on the effectiveness of language-sensitive teaching and gives detailed recommendations for future research. Why the new findings matter: Our findings help shape the trajectory of research on language-sensitive subject teaching. Implications for researchers and policy makers: This article describes the state of knowledge concerning the effectiveness of language-sensitive subject teaching. Our results provide educators and educational researchers with a systematised overview of the tested approaches and their effect on different learning outcomes. Based on our assessment of the study quality and the transferability of the results, we point out research gaps and offer detailed recommendations to help researchers design new research projects. Our results will also aid policy makers in deciding what evidence to consider in the context of evidence-based practice as well as in the formulation of future funding directives.

Viljamaa, E., Karjalainen, S., & Puroila, A.-M. (2024). **Studying the Embodied Nature of Children's Narration**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 103-119). https://doi.org/10.1007/978-3-031-68350-3_7
This chapter contributes to the methodological discussion in narrative research by bringing to the fore the embodied nature of children's narration. The holistic and dynamic nature of children's narration challenges the methodology when doing research with or about children in both childhood studies and narrative research in general. The chapter draws on various studies and projects in which we have investigated children's narrating in informal and formal educational contexts for a period of 15 years. At the centre of the chapter is a verbally produced story spontaneously told by a seven-year-old boy. The story is written down by his mother at home and is mirrored through glimpses of children's play situations in early childhood education settings and at home. These play situations are videotaped or written down by researchers during their ethnographic studies. Both verbally produced story and play situations are studied from the perspective of embodiment. Our study is inspired by Jerome Bruner and Maurice Merleau-Ponty, who both seek to understand human life from a holistic perspective. The study challenges researchers to go beyond the contents of children's narratives towards the process of their narration and shows how tightly verbal and nonverbal are intertwined in children's narration.

Wang, F., Zhu, X., Pi, L., Xiao, X., & Zhang, J. (2024). **Patterns of participation and performance at the class level in English online education: A longitudinal cluster analysis of online K-12 after-school education in China**. *Education and Information Technologies*, 29(12), 15595-15619. https://doi.org/10.1007/s10639-024-12451-2
Studies have shown that course participation and academic performance are key factors in defining the success of online education, but much remains unknown regarding how best to define the success of online K-12 after-school education that are popular in Asian countries. To address this issue, we used a longitudinal clustering approach to analyze the course records of a large online education company in China. In total, we analyzed data on 166 online English courses offered by a Chinese K12 after-school education company for the entire fall semester, and after excluding data on 10 classes where there were consecutive missing courses, the remaining 156 classes covered

more than 200,000 primary school students enrolled in grades 1–6 in public schools. The results showed that there were two different patterns: classes with poor learning outcomes generally had high participation rates, while classes with good learning outcomes generally had low participation rates. Further analysis revealed that teacher's teaching experience, the difficulty of the course, and students' grade level helped explain the dichotomy. This finding shows that there can be dissociation between participation and achievement at the class level in online K-12 after-school education, which likely resulted from misalignment between requirements set by the course and the expectations from teachers and parents. This study provides important insight for future research and practice in online K-12 after-school education.

Woolley, M., Bowie, R. A., Hulbert, S., Thomas, C., Riordan, J.-P., & Revell, L. (2024). **Teachers' perspectives on the relationship between secondary school departments of science and religious education: Independence or mutual enrichment?** *The Curriculum Journal*, *35*(3), 378-395. https://doi.org/10.1002/curj.233
There is a gap in the research on the relationship between secondary school subject departments, particularly where, as in the case of science and religious education (RE), there is not the traditional relationship that may be seen in science and maths or across humanities subjects. More awareness of content taught in other departments is important for pupils' coherent experience of curriculum and schooling. This article reports on data from 10 focus groups with 50 participants from six universities, where student teachers of science and RE revealed a complex picture of relationships between the two departments in their placement schools. Furthermore, this article reports findings from a survey where 244 teachers and student teachers of science and RE shared their perspectives on the relationship between the two school departments. The measure was adapted from Barbour's typology, a classification describing the nature of the relationship between science and religion in a range of literature. The terms 'conflict', 'independence', 'dialogue', 'collaboration' and 'integration' were presented to teachers of both subjects. Little evidence was found of conflict between science and RE departments, but more 'independence' than 'dialogue' between the two departments was reported. In the light of these findings, the benefits of boundary crossing are explored alongside the role teachers should play in boundary crossing.

Yang, H., Park, S., & Chau, L. (2024). **Investigating the association between professional development and educators' beliefs in U.S. center- and home-based early childhood education**. *Early Childhood Research Quarterly*, 69, 101-110. https://doi.org/10.1016/j.ecresq.2024.07.005
The child-centered beliefs held by educators in early childhood education (ECE) are important in high-quality interactions between children and adults and are central to the recent policy emphasis on childcare quality. Using a national ECE workforce sample of home- and center-based centers from the 2019 National Survey of Early Care and Education (N=7,505), this study examined the relationships between professional development experiences and ECE educators' child-centered beliefs measured by a revised Parental Modernity Scale. We focused on the three PD models of mentoring and coaching, workshops, and college courses, and found that attending college courses was related to greater child-centered beliefs in home-based educators. Mentoring and coaching were found to effectively promote center-based educators' beliefs. In terms of the contexts that support PD participation in home- and center-based childcare programs, our findings suggest that providing more opportunities to participate in

coaching and college courses can offer effective support and thus improve ECE quality. The policy and practical implications of the findings are discussed.

Yiğit-Gençten, V., Gultekin, M., & Aydemir, F. (2024). **Exploring the hidden canvas: Conceptualisations of nature in early years curricula and standard documents in Turkey**. *The Curriculum Journal*, 35(3), 447-469. https://doi.org/10.1002/curj.248
This paper examines underlying beliefs and values about nature within the early years education in Turkey, as reflected in the curricula and standards documents guiding instruction. Given that not every child has the opportunity for nature-based education, it becomes essential to incorporate nature-based learning into indoor classrooms. Employing a document analysis, we comprehensively analyse the Ministry of Education's Preschool Education Program (2013), Activity Book-1 (2013a), and Activity Book-2 (2018), which guides teachers in shaping their classroom practices, therefore providing in-depth insights into the conceptualisations of nature. Our analysis reveals that 'nature' in these documents is characterised by its connection to and intersections of specific settings, concepts, and resources. Moreover, we found out that the identified patterns of relationships in the examined curriculum and standards documents demonstrate a purposeful initiative to engage preschool children in the realm of nature through various means, including conceptual comprehension, hands-on interaction with materials, and direct involvement in natural surroundings. The intersections among these elements unveil a complex network of opportunities to promote an enhanced learning journey. By fostering a deeper understanding of the relationship between curriculum guidelines and nature activities, we aim to empower early childhood educators to embrace nature as an integral part of their classroom practices.

Ylitapio-Mäntylä, O., Uitto, M., & Estola, E. (2024). **Analysing Narration in a Peer Group**. In E. K. Hyry-Beihammer, O. Ylitapio-Mäntylä, & M. Uitto (Éd.), *Narratives in Educational Research: Methodological Perspectives* (p. 65-81). https://doi.org/10.1007/978-3-031-68350-3_5
This chapter explored narration in a peer group of educational professionals. Meretoja's model of three dimensions in narration—narrative awareness, imagination and dialogicality—was used to analyse and interpret group narration. Applying Meretoja's model to the analysis of group narration made visible different kinds of narrations and the related cultural ways of telling and practices in detail. Analysing the narration in the group through narrative awareness showed how the participants related to and connected with cultural narratives, repeating them in the context of their own backgrounds and histories. The dimension of narrative imagination revealed critical and creative ways of narration in the group as participants were imagining how something could be. The dimension of narrative dialogicality showed multivoicedness and how the participants were able to join in each others' narratives. As an analytical lens, Meretoja's model promotes to examine the various nuances and perspectives of the narration.

Zinsser, K. M., Loomis, A. M., & Iruka, I. U. (2024). **Introduction to the Special Issue: Advancing the science of early childhood expulsion prevention**. *Early Childhood Research Quarterly*, 69, 177-180. https://doi.org/10.1016/j.ecresq.2024.08.005

Relation formation-emploi

Abou El Khair, C. (2024, septembre 23). **Pourquoi l'apprentissage n'est plus la voie royale vers l'emploi**. Consulté 25 septembre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/vertus-de-lapprentissage-decrocher-un-job-de-plus-plus-remise/00112459
Coûteux, mal ciblé : les critiques sur l'apprentissage sont récurrentes. De plus, plusieurs économistes questionnent désormais son effet réel sur l'emploi des jeunes.

Alhassan, U., Maswana, J.-C., & Inaba, K. (2024). **International remittances and labor supply in Nigeria: Do educational attainment and household income matter?** *African Development Review*, 36(3), 471-485. https://doi.org/10.1111/1467-8268.12769
The effect of remittances on the labor supply decisions of recipients remains a subject of contention. To contribute to the debate, we investigate how the educational attainment and household income of remittance recipients shape their decisions to work. Using data from the 2018–2019 living standard measurement survey for over 61,000 Nigerians and applying the instrumental variable probit and Tobit techniques, we find that remittances are associated with an occupational switch from agriculture to nonagricultural (paid jobs and nonfarm enterprises) works. Specifically, the results show that remittance recipients are more likely to exit or reduce the hours worked on the farm, regardless of educational attainment and household income status. On the other hand, remittances promote labor supply to paid jobs and nonfarm enterprises, especially among the less educated in Northern Nigeria. In terms of household income, the positive effect of remittances on nonfarm jobs only holds for individuals in the top income quartile, regardless of their region of residence. Our findings are robust to alternative estimation techniques and hold important cues for policymakers.

Chang, Y., & Mann, A. (2024). **Enhancing green career guidance systems for sustainable futures**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3992* (p. 71) [Report]. Consulté à l'adresse Organisation for Economic Co-operation and Development (Transnational) website: https://www.oecd.org/en/publications/enhancing-green-career-guidance-systems-for-sustainable-futures_e6ad2d9c-en.html
The global challenge of the green transition, aimed at achieving net-zero emissions, is expected to reshape the labour market significantly. This shift presents both economic and redistributive challenges, with a particular concern for young people entering the job market. Education plays a crucial role in preparing students with the knowledge, skills, attitudes, and values needed for green careers. However, there is a gap in how well schools are preparing students for these opportunities. Effective career guidance systems are essential to serve as bridges between students' interests and labour market demands. This study examined 87 programmes within primary and secondary education across 20 OECD countries, aimed at enhancing students' understanding of and progression towards green careers. These programmes, though not exhaustive, provide valuable insights into the conceptualisation and implementation of green guidance programmes, which are expected to become increasingly important in the future.

Elom, C. O., Okolie, U. C., Uwaleke, C. C., Umoke, C. C., Abonyi, S. O., & Nwele, A. O. (2024). **The Effect of Openness to Experience on Students' Readiness for School-To-Work Transition.** *Journal of Career Assessment*, 32(4), 797-817. https://doi.org/10.1177/10690727241239943

This study examines how and whether the constructs of openness to experience in the work placement learning setting (openness to learning in a new environment, openness to supervisor feedback, and openness to diversity) might influence students' readiness for school-to-work transition. Also, it builds upon the assumptions of the social cognitive career theory – model of self-career management to examine the mediating effect of self-efficacy in the proposed relationships. Analysis of 543 responses from undergraduate students undertaking work placement learning in 221 Nigerian firms using the structural equation modelling revealed positive effects of the constructs of openness to experience on students' readiness for school-to-work transition. Also, self-efficacy was a significant mediator in the positive relationships. Our findings make important theoretical and practical contributions by offering highlights into the crucial role of openness to experience in enhancing students' readiness for school-to-work transition via self-efficacy in the work placement learning setting.

Lavado, P., Yamada, G., Armas, J., & Gonzalez, M. (2024). *Signaling Effects on the Labor Market: Winners and Losers of University Licensing in a Higher Education Reform* (IZA Discussion Paper N° 17212). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17212.htm
We investigate the effects of a higher education reform on the labor market outcomes of college graduates in Peru. The cornerstone of this piece of legislation was a licensing process whereby a newly created higher education superintendency evaluated every existing university on minimum quality criteria to grant or deny their operating license. We find that, conditionally on being employed, the effects of this reform on the college graduates of universities that were granted (denied) the license were two: an effect of around 6.5% (-9%) on monthly wages and a less precisely estimated effect of approximately 4 p.p. (-3.5 p.p.) on the probability of being formally employed. Our work provides evidence of the existence of winners and losers as a consequence of this ambitious higher education reform in Peru.

Oudanou, D., Ouedraogo, I., & Ondoa, H. A. (2024). **Education and gender (in)equality in wage employment in sub-Saharan Africa**. *African Development Review*, 36(3), 393-407. https://doi.org/10.1111/1467-8268.12766
We analyse the effect of education on gender parity in wage employment in sub-Saharan African countries. The data used cover a panel of 43 countries over the period 2000–2019. The two-stage least squares method is used. The results show that secondary and tertiary education and gender parity in education improve gender equality in wage employment. Therefore, to reduce gender inequality in wage employment, African countries should promote gender equality, particularly in secondary and tertiary education, by adopting policies to alleviate the conditions and costs of schooling for girls.

Yizengaw, J. Y., & Weidman, J. C. (2024). **Higher education, gender, and job opportunities of engineering graduates in Ethiopia: An exploratory study**. *International Journal of Educational Development*, *109*, 103078. https://doi.org/10.1016/j.ijedudev.2024.103078
This study investigates the relationship between higher education and entry into the labor market in Ethiopia, with a focus on gender and job opportunities for engineering graduates. It uses a tracer study design to collect and analyze quantitative and qualitative data from 158 engineering graduates, 18 employers, and 16 higher education teachers. The findings suggest that higher education study conditions, curriculum

relevance, and acquisition of employment skills influenced opportunities for engineering graduates to find employment shortly after graduation. In contrast to much of the existing research, our small sample of 31 female engineering graduates were not disadvantaged in comparison to males when they moved into employment immediately following graduation. Recommendations are suggested for improving the quality and relevance of engineering education to address gender gaps and challenges in higher education and employment. Future research to substantiate the findings in this exploratory study is also needed.

Zheng, X., Zhou, W., Ni, C., & Wang, C. (2024). **The influencing mechanism of research training on Chinese STEM Ph.D. students' career interests**. *Asia Pacific Education Review*, *25*(4), 733-749. https://doi.org/10.1007/s12564-022-09775-4
Using 9277 records from the 2020 China Graduate Student Satisfaction Survey, we examined the relationship between STEM Ph.D. students' research training and their subsequent career interests. Based on the student involvement theory and social cognitive career theory, four dimensions of research training (quantitative involvement, qualitative involvement, and the advisors' instrumental and psychosocial mentoring) and a linking mechanism between research productivity and self-efficacy (a belief in one's ability to perform particular behaviors or courses of action) were identified. Using the number of participating research projects, research roles, advisor–student communication time, and advisors' psychosocial support as proxies for these dimensions, we found that quantitative involvement, non-peripheral qualitative involvement, and advisors' psychosocial mentoring are positively associated with students' subsequent interest in research-oriented careers, indicating that research training is significantly associated with future career interests. The mechanism linking research training and career interests includes the path via research productivity and self-efficacy, but it does not apply to all research roles. The associations between quantitative involvement and career interests, and between advisors' psychosocial support and career interests also show such mediation effect among students with nonresearch-oriented motivation, suggesting that they need explicit signals and direct psychosocial support to reshape their career outcome expectations.

Zhou, Z., Zhang, Z., Lu, Y., Wang, Z., Cui, J., & Ni, G. (2024). **ICT as a weight tilting the scales toward "nomadic employees": Implications for work-school interface experiences of working students**. *Education and Information Technologies*, *29*(12), 14663-14685. https://doi.org/10.1007/s10639-023-12416-x
For working students, reconciling work and school lives is a major challenge. Emerging ubiquitous information and communication technologies (ICTs) further exacerbate this challenge, as a constant connection to work via ICTs blurring the boundaries between work and school domains. While the influence of ICTs on users' work and personal lives has received considerable research attention, the lens has not focused on how ICTs usage affect working students. In this study, we theorized the process by which working students' ICTs usage during school time affects their work-school interface experiences. We conducted a time-lagged design with two-phase data collection, and a sample consisted of 266 working students was used to test the proposed hypotheses and theoretical model. The results suggest that as the frequency of work-related ICTs usage during school time increases, working students will experience more work-school conflict; the elevated experience of work-school conflict in turn negatively affects working students' work-school balance satisfaction. Furthermore, our results indicate that the

negative effects of ICTs usage presented in this study are stronger (weaker) for those with high segmentation (integration) preference. These findings add to our understanding of the consequences of ICTs usage regarding working students' work-school interface. We provide some recommendations on how to minimize work-school conflict caused by ICTs usage and enhance balance satisfaction, and provide directions for future research in this topic.

Réussite scolaire

Asadullah, M. N. (2024). **Back to school after COVID-19 pandemic: Resumption or transitional disruption?** *International Journal of Educational Development*, *109*, 103086. https://doi.org/10.1016/j.ijedudev.2024.103086
Since its onset in 2020, the COVID-19 pandemic has globally disrupted school operations, leading to a shift to some form of homeschooling arrangements. After two years, in March 2022, the government of Malaysia officially reopened all schools, ending its homeschooling program. In this paper, we exploit a purposefully designed, nationwide, cross-sectional survey of government-owned primary and secondary schools in Malaysia to document student learning experiences during the early months of the home-to-school transition. Our empirical analysis and choice of indicators is guided by a conceptual framework that distinguishes between two competing hypotheses related to school reopening experiences: resumption vs transitional disruption. We find that 59 % of secondary and 72 % of primary level students report that they are happy to be back in school. School reopening also coincides with a significant reduction in educational-related worries (e.g., concerns over dropout, learning loss, and loss of interest in study) and indices of negative emotions (i.e., feelings of being tense, depressed, and restless), particularly among secondary school students. More importantly, those satisfied upon return to school report a statistically significant reduction in worries related to learning loss. These correlations support the resumption hypothesis. Yet our data highlights an important puzzle: Even after school reopening, one-third of students report that they do not learn more, at least one-fifth report a struggle to catch up on studies, and up to 40 % are concerned about learning loss. The majority of learners additionally report not receiving more support from teachers and parents. Recipients of public aid as well as private (i.e., parental) support report being happy about school reopening and are less likely to report "not learning more." We conclude by discussing these somewhat paradoxical findings and the need for remedial measures beyond financial support for struggling learners to minimize post school reopening, transitional disruptions.

Batdı, V., Elaldı, Ş., Özçelik, C., Semerci, N., & Özkaya, Ö. M. (2024). **Evaluation of the effectiveness of critical thinking training on critical thinking skills and academic achievement by using mixed-meta method**. *Review of Education*, *12*(3), e70001. https://doi.org/10.1002/rev3.70001
Critical thinking is among the basic skills for learning needed in the twenty-first century. In order to develop students' critical thinking skills, it is very important to include different teaching practices in education that will enable them to think critically. The impact of these practices on learners is also curious. In this study, it was aimed to evaluate the effectiveness of critical thinking training (CTT) on critical thinking skills and academic achievement with the mixed-meta method. As a result of the literature review, quantitative (meta-analysis) and qualitative (meta-thematic analysis) findings were obtained. Quantitative studies scanned from some databases in line with certain criteria

were analysed with CMA 2.0 and MetaWin programs, and learning level, implementation process and course area moderator analyses were conducted. As a result of the analysis, it was seen that the effect sizes of critical thinking-based practices on learners' academic achievement and critical thinking skills were positive with a large-scale effect at a large level. Qualitative studies on the other hand were analysed with the Maxqda program. As a result of the analysis, the emerging themes were found to be 'the effect of CTT on the cognitive domain', 'the effect of CTT on the affective domain', 'the effect of CTT on the social domain', 'the effect of CTT on the delivery of the course', 'suggestions for CTT' and 'the problems encountered in CTT'. The findings revealed that CTT had a positive effect on academic achievement and development of critical thinking skills. Context and implications Rationale for this study This literature review provides evidence of the effect of critical thinking training on academic achievement and critical thinking skills. Why the new findings matter The review demonstrates that the effect sizes of critical thinking-based practices on learners' academic achievement and critical thinking skills were positive, with a large-scale effect at a large level. Implications for education programmes and researchers Considering the results obtained that critical thinking practices have a positive effect on academic achievement and critical thinking skills, it can be suggested that more activities and content be prepared in primary and secondary education programmes that will enable students to develop their critical thinking skills. Since more general and comprehensive results can be obtained in terms of qualitative and quantitative aspects with mixed-meta analysis, it may be recommended to use the relevant method in different subject areas for future research.

Binelli, C., Comi, S. L., Meschi, E., & Pagani, L. (2024). *Every Cloud Has a Silver Lining: The Role of Study Time and Class Recordings on University Students' Performance during COVID-19* (IZA Discussion Paper N° 17173). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17173.htm
We study the impact of the COVID-19 pandemic and its side effects on the academic achievement of students in a large university located in a northern Italian region severely affected by the pandemic. Thanks to the richness of our data, we can investigate for the first time the role of two specific channels: the increase in study time due to the exceptionally strict confinement measures adopted and the availability of class recordings. We use administrative data on four cohorts of students merged with original survey data. We adopt a fixed-effect difference-in-differences approach, where we compare the outcomes of students from different enrolment cohorts observed in the same semester of their academic career before and after the COVID-19 outbreak. We find a generalized positive effect of the COVID-19 pandemic on students' academic achievement in terms of both earned credits and GPA. We provide evidence that both increased study time and the availability of class recordings contributed to mediating this positive effect.

Choi, I.-H. (2024). **The impact of measurement noninvariance across time and group in longitudinal item response modeling**. *Asia Pacific Education Review*, *25*(4), 911-924. https://doi.org/10.1007/s12564-023-09907-4
Longitudinal item response data often exhibit two types of measurement noninvariance: the noninvariance of item parameters between subject groups and that of item parameters across multiple time points. This study proposes a comprehensive approach to the simultaneous modeling of both types of measurement noninvariance in terms of longitudinal item response modeling while incorporating a latent growth curve model.

The growth curve model represents the growth trajectory using initial status and (non)linear change over multiple time points. In addition, this study investigates the impact of measurement noninvariance across time points and subject groups in the examination of group differences in growth over multiple time points. To demonstrate the efficacy of the proposed model, an empirical application to large-scale longitudinal survey data is provided, along with the results of a simulation study.

Collet, X., & Beaupère, N. (2024). **Les vulnérabilités étudiantes avant et pendant la crise sanitaire**. *Populations vulnérables*, (10). Consulté à l'adresse https://journals.openedition.org/popvuln/4656
Cet article analyse la réussite aux examens au regard des situations de fragilité vécues par les étudiants, à partir de deux enquêtes quantitatives menées en 2017 (avant la crise sanitaire liée à la Covid-19) et en 2021 (pendant la crise sanitaire). Un indicateur synthétique est expérimenté, permettant de mesurer trois dimensions : la première est centrée sur les difficultés financières (impossibilité de faire face à ses besoins, ne pas manger à sa faim et renoncer aux soins) ; la deuxième est liée aux conditions de vie (nécessité de travailler, rencontrer de grandes difficultés concernant son logement, perception de l'état de santé physique et psychologique) ; et la troisième cible l'isolement social (absence d'aide des proches et sentiment de solitude). Cet indicateur met ainsi en lumière les profils d'étudiants les plus fragiles et souligne que les situations de vulnérabilité ont, d'une part, augmenté sous l'effet de la crise sanitaire, et d'autre part, influent sur la durée des parcours d'études et la réussite au diplôme.

Day, C., Edwards, D., Hill-Jackson, V., Cardinal, T., & Craig, C. J. (2024). **Engagement Matters: Reimagining Family, School, and Community Relations in Teacher Education to Improve Student Outcomes**. *Journal of Teacher Education*, *75*(4), 365-368. https://doi.org/10.1177/00224871241266315

ElSayad, G. (2024). **Drivers of undergraduate students' learning perceptions in the blended learning environment: The mediation role of metacognitive self-regulation**. *Education and Information Technologies*, *29*(12), 15737-15760. https://doi.org/10.1007/s10639-024-12466-9
In student-centric learning environments, such as blended learning, students' metacognitive self-regulation is required to plan, monitor, and control their learning processes and achieve positive learning outcomes. The lack of metacognitive self-regulation may lead students to encounter difficulties that, eventually, affect their learning perceptions. Therefore, understanding how to drive students' metacognitive self-regulation is essential to delivering an effective blended learning process that supports students' learning perceptions. This study examines the structural relationships between academic self-efficacy, student–student interaction, student–lecturer interaction, metacognitive self-regulation (including planning, monitoring, and regulating), and perceived learning using structural equation modeling. The data were collected from 1675 undergraduate students who experienced blended learning at Egyptian universities. The findings revealed that academic self-efficacy, student–student interaction, and student–lecturer interaction have significant direct effects on the planning, monitoring, and regulating dimensions of metacognitive self-regulation. Furthermore, metacognitive self-regulation dimensions not only influence perceived learning but also mediate the effects of academic self-efficacy, student–student interaction, and student–lecturer interaction on perceived learning, except for

monitoring, which has an insignificant mediation effect on the relationship between student–student interaction and perceived learning. The findings of this study may help researchers, practitioners, and stakeholders gain deep insights regarding how to promote tertiary students' metacognitive self-regulation and learning perceptions during the blended learning experience.

Ferreira, J., & Sandholtz, W. (2024). *Free Schooling Reverses Sibling Rivalry* (IZA Discussion Paper N° 17228). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17228.htm
We use administrative data to measure sibling spillovers on academic performance before and after Tanzania's introduction of Free Secondary Education (FSE). Prior to FSE, students whose older siblings narrowly passed the secondary school entrance exam were less likely to go to secondary school themselves; with FSE, the effect became positive. Negative spillovers in the pre-reform period were concentrated in poorer regions; positive spillovers in the post-reform period were largest for lower-performing younger siblings. This suggests that FSE alleviated financial constraints, allowing families to distribute educational investments more equitably rather than concentrating resources on high-performing children.

He, G., Hua, T., Liang, F., & Su, A. (2024). **Can growth mindset always promote students' math achievement? Perspectives from Chinese university students**. *Psychology in the Schools*, 61(10), 3926-3941. https://doi.org/10.1002/pits.23264
Although the growth mindset is essential to students' math achievement, its mechanism of influence remains uncertain, particularly for college students. Accordingly, this study explored the relationship between college students' growth mindset and their math achievement, as mediated by their self-efficacy and reasoning ability. The study data were gathered by surveying 576 undergraduates taking various undergraduate programs at a Chinese university. Our results showed that (1) students' growth mindset did not directly predict their math achievement; (2) self-efficacy mediated the relationship between students' growth mindset and their math achievement; and (3) the growth mindset affected students' math achievement through the chain-mediation of self-efficacy and reasoning ability. Overall, the finding that the growth mindset indirectly benefits Chinese college students' math achievement provides invaluable guidance to higher education professionals aiming to develop more effective math programs. Moreover, the mediating effects of self-efficacy and reasoning ability were also theoretically important to better understand the potential influence mechanism of the growth mindset on college students' math achievement.

Hwang, G.-J., Chen, Y.-T., & Chien, S.-Y. (2024). **A concept map-based community of inquiry framework for virtual learning contexts to enhance students' earth science learning achievement and reflection tendency**. *Education and Information Technologies*, 29(12), 15147-15172. https://doi.org/10.1007/s10639-024-12454-z
With the growing popularity of Virtual Reality (VR), the integration of the Community of Inquiry (CoI) framework provides insights into its role in facilitating student learning in VR environments. VR offers immersive experiences and visualization of abstract concepts. However, the abundance of information in VR can be overwhelming without proper guidance, hindering students' knowledge acquisition and organization. To address this issue, a concept map-based community of inquiry (CM-CoI) framework VR system was developed for a ninth-grade Earth Science course. A quasi-experiment was conducted

to investigate its impact on learning achievement, reflection tendencies, and perceptions. The experimental group used the CM-CoI-based VR system, while the control group used a conventional CoI-based VR system. The results showed that the experimental group outperformed the control group in learning achievement and reflection tendencies. Interviews revealed that students in the experimental group found the method helpful for clarifying confusing knowledge. This study demonstrates the potential of CM-CoI-based VR systems to enhance learning achievement and reflection tendencies. It informs educators on integrating VR technology and concept mapping into Earth Science education, and on enhancing students' learning experiences and outcomes.

Jiang, Y., Feng, Y., Qi, J., He, R., & Chao, M. (2024). **The relationship between bullying victimization and academic performance among adolescents: The chain mediating roles of social anxiety and short video addiction**. *Psychology in the Schools*, *61*(10), 3859-3872. https://doi.org/10.1002/pits.23267
To investigate how bullying victimization affects academic performance and the mediating effects of social anxiety and short video addiction among adolescents, a questionnaire survey was conducted on 2055 secondary school students in China. A Structural Equation Model was employed to analyze the data. The results showed that bullying victimization, social anxiety, short video addiction, and academic performance correlated significantly with each other. Bullying victimization directly influenced academic performance, and indirectly affected academic performance through the independent mediator of short video addiction, and the chain mediation of social anxiety and short video addiction. This study provides a novel perspective on understanding the underlying mechanisms through which bullying victimization impacts academic performance, emphasizing the importance of addressing the adverse effects of bullying among adolescents.

Kalamba, T. G., & Mpiza, M. (2024). **Causes of School Dropout among Public Secondary School Students in Ifakara Town Council, Tanzania**. *British Journal of Education*, *12*(10). Consulté à l'adresse https://eajournals.org/bje/vol12-issue10-2024/causes-of-school-dropout-among-public-secondary-school-students-in-ifakara-town-council-tanzania/
This study aimed at exploring causes of students' dropout in public secondary schools in Ifakara Town Council, Morogoro. The study employed a mixed approach. The study involved 128 participants including 1 DEO, 7 heads of school, and 120 dropout students. Data was collected through questionnaires and interviews. Quantitative data were analysed using Statistical Packages for … Causes of School Dropout among Public Secondary School Students in Ifakara Town Council, Tanzania Read More »

Koçoğlu, A., & Kanadlı, S. (2024). **Effect of argumentation-based instruction on student achievement: a mixed-research synthesis**. *Asia Pacific Education Review*, *25*(4), 1051-1081. https://doi.org/10.1007/s12564-024-09945-6
Many studies have examined the effect of argumentation-based instruction methods on student achievement in the literature. However, there was no mixed-research synthesis study providing a holistic overview of quantitative and qualitative research findings of primary studies. To fill this gap in the literature, the study investigated the effects of argumentation-based instructional practices on student achievement. It also aimed to reveal the factors affecting these practices by combining the quantitative and qualitative research findings. Therefore, a mixed-research synthesis was employed to

achieve this purpose. The study included 72 quantitative and 22 qualitative studies. The data obtained from the quantitative studies were combined using a meta-analysis method, and the qualitative data were combined using a thematic synthesis method. Several analytical themes were created regarding the factors affecting argumentation-based instruction, and various analytic themes (recommendations/hypotheses) were developed accordingly. According to the data from the thematic synthesis, 13 analytical themes emerged. The meta-analytic results indicated that the argumentation method had a large positive effect on student achievement (g = 0.927, 95% CI [0.789, 1.064]). Also, the moderator analysis revealed that argumentation-based instruction highly affected student achievement in Chemistry and Mathematics than others. Also, the time allocated to courses was influential in increasing student achievement. Lastly, attempts were made to explain the variance between studies included in the meta-analysis using the analytical themes developed in the thematic synthesis. The thematic synthesis results indicated that the learning outcomes and the environment should be taken into consideration in argumentation-based instruction and that some deficiencies should be resolved.

Luo, J., & Chan, C. K. Y. (2024). **Assessing students' holistic development in China: managerialism, market, and performativity as policy technologies**. *Asia Pacific Education Review*, *25*(4), 885-895. https://doi.org/10.1007/s12564-023-09842-4
With the rise of accountability measures in education, many policymakers have also argued the need to record, assess, and certify students' holistic development. However, using China as a case, we caution how a policy-driven reform on the assessment of holistic development might fall into the pitfall of performativity. Borrowing from Ball's (Ball, Journal of Education Policy 18:215–228, 2003) seminal work on policy technologies, we investigate the ways in which management cultures, market logic, and performance indicators have figured in China's assessment policies on students' holistic development. Using the findings as a base, we further discuss and problematize how these policies could have rendered students "managed," "marketized," and "performative," influencing what it means to become a "holistic" student.

Nguemkap Kouamo, R. (2024). **On and off line hate speech and academic performance in secondary education in Cameroon**. *International Journal of Educational Development*, *109*, 103081. https://doi.org/10.1016/j.ijedudev.2024.103081
Despite the increasing scientific attention given to hate speech, there is a lack of empirical studies examining the effect of hate speech among secondary school students and its association with academic achievement. The objective of this research is to assess the associations between online and offline hate speech based on gender, religion, ethnic affiliation, and academic achievement. The results suggest that hate speech is not spread evenly across the distribution of students, but rather is concentrated primarily among students with lower academic performance, both online and offline. More specifically, hate speech based on gender and ethnicity was found to have significant and negative associations with educational outcomes when it occurred online. In contrast, hate speech based on religion also had a significant and negative associations with educational outcomes when it occurred offline. It is worth noting that a student's ability to connect to the internet from his or her own phone is positively associated with better school results, while presence on social networks is negatively associated with these results. These results may be helpful considering policies to improve healthy school environments in the future.

Obiakor, T. E. (2024). **Language of instruction policy in Nigeria: Assessing implementation and literacy achievement in a multilingual environment**. *International Journal of Educational Development, 109*, 103108. https://doi.org/10.1016/j.ijedudev.2024.103108
In this study, I evaluate adherence to Nigeria's Language of Instruction (LOI) policy, which mandates that primary school students be taught in indigenous language. Using multivariate regression analysis and data from round 6 of the Multiple Indicator Cluster Survey (MICS6), I assessed disparities in adherence between school types (public and private schools) and location (urban/rural areas) and regions. The results reveal private schools exhibit lower implementation rates than public schools, while urban areas lag behind rural areas, and the southern region trails the north. This highlights the challenges of enforcing a uniform LOI policy in Nigeria's linguistically diverse setting. I also examine the relationship between LOI and literacy outcomes using regression and propensity score matching anaysis. Contrary to prevailing notion that teaching children in an indigenous language improves learning outcomes, my findings show that students taught in English outperformed their peers taught in indigenous languages. This departure from the norm underscores the need to reassess generalized conclusions derived from less lingustically diverse contexts, as they might not apply settings like Nigeria. It also calls for a nuanced understanding of how LOI influences learning outcomes in diverse contexts, emphasizing the importance of tailoring educational policies to local realities.

Requena, M. (2024). **Early school leaving, number of siblings and birth order in Spain**. *Oxford Review of Education, 50*(5), 676-693. https://doi.org/10.1080/03054985.2023.2281313
This article extends our understanding of early school leaving in developed countries by analysing whether the risk of dropping out depends on family characteristics such as number of siblings and birth order. The study is based on a large sample of the 2011 Spanish census and estimates the relative risks of early school leaving using Poisson regression models. The main findings point out that the risk of dropping out of school is negatively related to both the number of siblings and birth order. Moreover, this negative relationship appears across virtually all socioeconomic statuses. Only families in high social positions manage to mitigate the impact of the number of siblings, but not that of birth order.

Rigaud, K. (2024). ***L'application de la pleine conscience pour renforcer l'état d'esprit de développement dans l'enseignement supérieur en France : une approche permettant de réduire le taux d'échec et d'améliorer la santé mentale des étudiant·es ?*** (Phdthesis, Université d'Artois). Consulté à l'adresse https://hal.science/tel-04706723
Cette thèse explore les liens entre les croyances relatives à l'état d'esprit de développement et la pleine conscience, en s'inscrivant dans le cadre des recherches contemporaines sur les interventions psychologiques dans le milieu académique. Le contexte académique est marqué par des défis croissants liés à la santé mentale et à la performance des étudiant·es, ce qui justifie l'exploration de nouvelles approches comme l'intégration de la pleine conscience et des états d'esprit de développement. Le projet s'est articulé autour de trois axes principaux. Tout d'abord, nous avons étudié comment les croyances sur la pleine conscience, c'est-à-dire la manière dont les individus perçoivent la capacité à développer cette compétence, peuvent influencer les performances académiques. Ensuite, nous avons analysé l'impact des intentions et de l'auto-efficacité dans l'utilisation de la pleine conscience sur le bien-être et la santé

mentale, des aspects cruciaux pour la réussite académique. Enfin, nous avons développé et adapté une intervention psycho-sociale visant à promouvoir un état d'esprit de développement dans le contexte de l'enseignement supérieur français, en intégrant des stratégies de pleine conscience dans les matériels d'intervention. Cette intervention avait pour objectif d'améliorer à la fois la santé mentale et la performance des étudiant·es. Nos résultats incluent la validation de l'Échelle de l'État d'Esprit sur la Pleine Conscience par des analyses factorielles, qui ont mis en évidence des liens significatifs entre des croyances malléables à propos de la pleine conscience et les performances académiques. Par ailleurs, la validation des échelles mesurant l'intention et l'auto-efficacité à utiliser la pleine conscience a permis de révéler des associations significatives avec des indicateurs de santé mentale. Enfin, l'adaptation française de l'intervention intégrant l'état d'esprit de développement et la pleine conscience a montré des bénéfices significatifs pour les étudiant·es, tant en termes de santé mentale que d'orientation vers l'apprentissage. Elle semble particulièrement bénéfique pour les étudiant·es présentant un état d'esprit fixe concernant la pleine conscience, améliorant leur taux de réussite ainsi que leur intention et auto-efficacité d'utiliser la pleine conscience. Ainsi, cette thèse contribue à enrichir les théories existantes sur l'état d'esprit et la pleine conscience et propose une des premières tentatives d'intervention visant à promouvoir un état d'esprit de développement dans l'enseignement supérieur français. Les résultats ouvrent ainsi des perspectives stimulantes pour la recherche et les pratiques pédagogiques dans ce domaine.

Rowan, B., Ghimire, D. J., Schulz, P., & Sharma, U. (2024). **The relevance of governance, external monitoring, and instructional quality to public-private school differences in student achievement in the Western Chitwan Valley of Nepal: An exploratory analysis**. *International Journal of Educational Development*, *109*, 103076. https://doi.org/10.1016/j.ijedudev.2024.103076
This study uses a theoretical perspective known as organizational institutionalism to explain the higher test scores observed among private school students in Nepal. We argue that the differing "institutional charters" of public and private schools in Nepal result in different forms of school governance, external monitoring, and instructional practice in public and private schools and that these organizational features of schooling affect students' learning outcomes. Empirical analyses presented in the paper show that public and private schools in Nepal do show expected differences in school governance, external monitoring, and instructional practice, but that only the instructional practice variable positively affects student achievement.

Shang, L.-D., Rowe, F., & Lin, E. S. (2024). **Estimating the causal impact of non-traditional household structures on children's educational performance using a machine learning propensity score**. *Asia Pacific Education Review*, *25*(4), 939-957. https://doi.org/10.1007/s12564-023-09916-3
Over the past two decades, family structures have diversified. International migration has led to a rise in the number of families in which at least one parent is foreign-born. Increases have also been observed in both the rate of partnership separation, leading to a greater number of single-parent households and an increase in the number of families where grandparents have assumed caring responsibilities for their grandchildren. Evidence indicates a strong relationship between family structure and children's educational outcomes. Parental involvement is well documented as a key ingredient for the educational success of children. Drawing on Taiwanese multi-wave survey data

(Taiwan Assessment of Student Achievement) and a machine-learning-based propensity score algorithm for multiple treatments, this paper aims to determine the various relationships between children from different household structures (two-parent households, skipped generation households, single-parent households, and immigrant households) and their cognitive knowledge (measured by test scores). Key findings reveal that children from skipped generation households achieve the lowest performance scores and that those from immigrant households tend to perform even better than children from traditional two-parent households in certain disciplines. Our results suggest that policy interventions targeted at providing remedial education and/or financial assistance are needed to support children from skipped generation families to redress existing educational disadvantages in Taiwan.

Souza, D. S. R., Sampaio, L. M. B., & Sampaio, R. M. B. (2024). **Does the area and learning modality of teacher qualification matter to middle school students' performance in mathematics?** *International Journal of Educational Development*, *109*, 103085. https://doi.org/10.1016/j.ijedudev.2024.103085
This study assesses how various types and modes of teacher qualification affect students' math grades. Using data from 9th-grade public classes from Brazilian standardized tests, we categorized teachers into groups based on their qualification. We applied inverse probability weighting, derived from propensity scores estimated by a Generalized Boosting Model with multiple treatments, to account for other teachers' and students' characteristics when evaluating student performance. Results showed that teachers who graduated in mathematics through distance education had classes with higher grades than teachers with other academic backgrounds or without higher education, particularly in rural schools and among students from lower socioeconomic backgrounds. Moreover, no statistically significant differences were observed in the performance of students taught by teachers trained in mathematics through distance education as opposed to traditional face-to-face training. These findings suggest that prioritizing subject-specific teacher qualification is essential for improving math education outcomes, with distance learning being a viable option, especially in schools facing socioeconomic challenges.

Supovitz, J. A., Ebby, C. B., & Collins, G. (2024). **Pathways to Performance: The Experimental Impacts of Learning Trajectory-Oriented Formative Assessment in Mathematics**. *American Journal of Education*, *130*(4), 621-651. https://doi.org/10.1086/730994
Purpose: A growing trend in instructional improvement efforts is the use of formative assessment informed by research-based developmental trajectories of how students gain deeper understanding of subject matter content over time. This article reports the findings of a large-scale experimental study of an innovative mathematics professional development program called the Ongoing Assessment Project (OGAP) in a large urban school district that is based on the theory of learning trajectory-oriented formative assessment. Research Methods: This research employs a randomized controlled trial and structural equation modeling. Findings: The study provides causal evidence of the impact of OGAP on teachers' knowledge of student thinking and student learning outcomes. The results further demonstrate that OGAP professional development and ongoing supports significantly enhanced teachers' knowledge of formative assessment and improved grades 3–5 student outcomes on the Pennsylvania State high-stakes standardized tests in mathematics. Structural equation modeling of within-treatment

variation demonstrates the relationship between teacher implementation and student performance, identifies both individual teacher characteristics and program supports related to implementation and performance, and raises additional areas for further investigation. Implications: Although formative assessment has long been viewed as a potentially powerful way to provide teachers with feedback on student understanding, the integration of learning trajectories helps address the "Now what?" question by providing teachers with more specific and actionable guidance to make more informed instructional responses. This study joins the small set of causal research on effective mathematics professional development programs that utilize learning trajectory-oriented formative assessment that point the way to promising pathways to improved student performance.

Vadnais, A., Peter, T., Dengate, J., Farenhorst, A., & Mavriplis, C. (2024). **COVID-19 Caregiving Avalanche: The Impact on Emotional Exhaustion on Female Natural Science and Engineering Academics**. *Canadian Journal of Higher Education/La Revue Canadienne d'enseignement Supérieur, 54*(1), 89-102. https://doi.org/10.47678/cjhe.v54i1.190123
Gender disparity persists in the personal caregiving of children and older adults, and in professional caregiving duties, with many workplace policies and cultures favoring the "ideal worker" and presenting significant and continuing barriers to female caregivers' professional success and well-being. The recent pandemic both highlighted and augmented this disparity as schools, daycares, and adult care facilities closed or implemented restrictions. This study interprets results from the July 2021 Canadian Natural Sciences & Engineering (NSE) Faculty Workplace Climate Survey by empirically assessing the impact on emotional exhaustion of the increased caregiving burden during the COVID-19 pandemic on female academics in the highly masculinized NSE fields. Results indicate that women were more likely to experience emotional exhaustion even when other factors were considered. Collegiality and inclusion were found to be protective factors, illustrating important implications for, and the retention and support of, success and well-being of female NSE academics.

Zerkouk, M., Mihoubi, M., Chikhaoui, B., & Wang, S. (2024). **A machine learning based model for student's dropout prediction in online training**. *Education and Information Technologies, 29*(12), 15793-15812. https://doi.org/10.1007/s10639-024-12500-w
School dropout is a significant issue in distance learning, and early detection is crucial for addressing the problem. Our study aims to create a binary classification model that anticipates students' activity levels based on their current achievements and engagement on a Canadian Distance learning Platform. Predicting student dropout, a common classification problem in educational data analysis, is addressed by utilizing a comprehensive dataset that includes 49 features ranging from socio-demographic to behavioral data. This dataset provides a unique opportunity to analyze student interactions and success factors in a distance learning environment. We have developed a student profiling system and implemented a predictive approach using XGBoost, selecting the most important features for the prediction process. In this work, our methodology was developed in Python, using the widely used sci-kit-learn package. Alongside XGBoost, logistic regression was also employed as part of our combination of strategies to enhance the models predictive capabilities. Our work can accurately predict student dropout, achieving an accuracy rate of approximately 82% on unseen data from the next academic year.

Zhou, X., Zhang, L., & Cao, X. (2024). **High-impact educational practices: participation of Chinese and American undergraduates during the COVID-19 pandemic**. *Asia Pacific Education Review*, 25(4), 761-775. https://doi.org/10.1007/s12564-022-09807-z

The COVID-19 pandemic has led to challenges in high-impact extra-curricular educational practice. Using cross-national, large-scale survey data, this study discusses the current state of participation of high-impact educational practices (HIPs) among Chinese and American undergraduates, changes in this participation over time, and the differences between undergraduates in the two countries in this regard, from 2018 to 2021. We find that participation in social practices was significantly greater than research-related and extended learning activities in both China and the U.S. The involvement of first-year undergraduates in the three typical HIP activities was lower than that of seniors, especially in doing research with faculty. American seniors participated more in service learning and study abroad than Chinese seniors. The proportion of senior students who had studied abroad was lower than the proportion of first-year students who planned to study overseas, particularly in China. COVID-19 led to a significant drop in participation in service learning and study abroad in China, and it also amplified the impact of institutional support on the participation of undergraduates in HIPs.

Valeurs

Bégot, A.-C., & Portier, P. (2024). ***Éduquer à la sexualité: Religions, laïcités, sexualités***. Consulté à l'adresse https://www.esf-scienceshumaines.fr/education-societe/461-eduquer-a-la-sexualite.html

L'émergence de l'éducation à la sexualité dans l'institution scolaire a dû faire face à de nombreuses résistances et de nombreux conflits. Elle semble néanmoins s'imposer aujourd'hui au point d'être parfois présentée comme une discipline scolaire traditionnelle, transmettant des savoirs positifs au service de la santé et de l'autonomie des sujets.L'ouvrage dirigé par Anne-Cécile Bégot et Philippe Portier montre que l'éducation à la sexualité a dû s'imposer, contre les normes religieuses et les représentations archaïques du couple qui leur étaient attachées. Et c'est dans un mouvement de laïcisation progressive qu'elle est parvenue à se détacher de ses adhérences chrétiennes. Elle s'est alors construite, dans les années 1970, en prétendant accéder à une neutralité axiologique qui, à regarder de près les programmes, ce qu'ils prescrivent et ce qu'ils omettent, s'avère finalement introuvable.Comment s'est constituée, dans nos sociétés, cette éducation à la sexualité ? Qu'est-ce que cela révèle de notre projet éducatif, de notre relation aux religions et de nos conceptions de la laïcité ? Qu'est-ce que cela dit de notre rapport, aujourd'hui, à une normativité, toujours déniée et néanmoins toujours présente ? Voilà quelques-unes des questions qu'aborde cet ouvrage collectif.

Ciuntu, M.-C. (2024). ***Apprentissage du Français et des valeurs civiques : davantage de moyens et toujours pas davantage de réussite*** (N° 772 (2023-2024); p. 88). Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r23-772/r23-772.html

Clouse, F. (2024). ***Clinique contemporaine de l'éducation spécialisée*** (Phdthesis, Université de Lille). Consulté à l'adresse https://theses.hal.science/tel-04675556

Cette thèse propose de faire émerger les fondements de la clinique de l'éducation spécialisée. Nous avons contextualisé notre champ de pratique à travers une approche historique et problématique du travail social, de l'éducation spécialisée et des

approches d'orientation cliniques sciences de l'éducation. Des invariants se sont dégagés grâce à notre revue de littérature et une pré-enquête menée auprès d'éducateurs spécialisés, de directeurs d'établissements médico-sociaux (Dispositif Intégré Thérapeutique Éducatif et Pédagogique - DITEP) et d'une étude de corpus. Cette recherche s'appuie sur une méthodologie croisée quantitative (entretiens auprès de professionnels regroupant plus de 50% des DITEP d'un département français) et qualitative (récits de pratiques). Nous avons aussi réalisé des entretiens auprès de trois figures de l'éducation spécialisée (Joseph Rouzel, Philippe Gaberan, Philippe Chavaroche) pour compléter notre recueil de données. Nos résultats ont permis de caractériser une clinique de l'éducation spécialisée à partir des concepts opératoires spécifiques qui la fondent : sans exhaustivité, le maniement du transfert dans la relation éducative, la rencontre, le quotidien, l'institution, la politique du symptôme, etc. Nous pouvons alors discuter des enjeux des pratiques éducatives en établissement médico-social en contexte néo-libéral en termes d'éthique, de lien social, de dispositifs institutionnels et de formation de travailleurs sociaux.

de Andrade, F. M. R. (2024). **Environmental Education in the Brazilian Amazon, in Pará State: the meanings of environmental governance**. *Asia Pacific Education Review*, 25(4), 871-883. https://doi.org/10.1007/s12564-023-09841-5
The Brazilian Amazon is at the very core of current economic disputes driven by different versions of capitalism, which have determined a history of environmental devastation, and commercial and environmental exploitation. Accordingly, we thought about elaborating a study based on the following research aims: getting to know the environments' social representations and the Environmental Education giving meaning to environmental governance concepts, in the context of Pará State's Amazon. In methodological terms, this research was substantiated by the Theory of Social Representations, based on the ethnographic approach. It counted on the collaboration of 121 teachers trained in Pedagogy who work in municipal public schools in Castanhal City—Pará State. We used questionnaire, focus groups and participatory observation to collect data. Based on the main results, the environment's social representations and the Environmental Education elaborated by teachers provided powerful elements for natures' defense aimed at environmental awareness and citizenship participation in decision-making processes. Due to an adverse environmental scenario—of nature's commercialization and aggressive exploitation—the herein approached representations can help the population to redefine its history and, simultaneously, to set environmental governance processes to preserve the forest and the life of local communities.

D'Olimpio, L. (2024). **The limits to dialogue**. *Oxford Review of Education*, 50(5), 626-640. https://doi.org/10.1080/03054985.2023.2268513
The great hope of dialogical pedagogy such as the Community of Philosophical Inquiry (CoPI) as advocated for by practitioners of philosophy for and with children (P4C) was to cultivate critical thinkers who would be guided by epistemic and moral virtues in their engagement with one another in an effort to uncover truth. And, further, that those democratic citizens could then take these newly honed skills out into the public square and enact good decision-making in their lives. The focus on equality and inclusion, with a respect for diversity of thought and opinion, guided a sense that every participant should feel as though they 'belong', and were free to engage in dialogue with others as equals. And yet, the question about how we might ensure the CoPI is a space in which everyone can meaningfully contribute is forefront in my mind. In this paper, I will focus on

what might limit dialogue by explicating three main issues which I call 'paying lip service', 'existing power dynamics' and 'the transfer problem'. I will see if I can respond to these in order to ultimately affirm the role for dialogical pedagogy to support radical listening and genuinely inclusive dialogue.

Hamadi, M., Imtinan, U., & Namisango, F. (2024). **Sustainability education in information systems' curricula: A conceptual research framework**. *Education and Information Technologies*, 29(12), 14769-14787. https://doi.org/10.1007/s10639-023-12409-w
In recent years, "sustainability education" in Higher Education has become an increasingly popular topic among researchers driven by the constant calls for the research community to contribute novel research that can aid in building a sustainable world. The objective of this paper was to explore how sustainability concepts have been integrated in Information Systems (IS) curricula, to determine the state of knowledge in this area and provide guidance for future research. Using Arksey and O'Malley's five-stage scoping review process, the current landscape of sustainability in IS classrooms is mapped and key themes and factors which were found to influence sustainability education in IS are identified. Eight databases were searched for relevant papers published on this topic. Fifteen articles were selected and deemed high quality for a thematic analysis. As a result, nine themes emerged from the thematic analysis, and key research gaps and directions for future research are presented. The findings show that there is currently no unified approach to sustainability education in IS. This paper presents the themes in a novel conceptual research framework which can guide the incorporation of sustainability concepts in IS education. In addition, the framework can be used as the basis for future research in this area.

Hirmas, A., & Engelmann, J. B. (2024). *Learning the value of Eco-Labels: The role of information in sustainable decisions* (Tinbergen Institute Discussion Paper N° 24-024/I). Consulté à l'adresse Tinbergen Institute website: https://econpapers.repec.org/paper/tinwpaper/20240024.htm
Sustainability ratings help consumers understand the environmental impact of their purchases. Such ratings have increased the consumersâ€™ sustainable choices in the electrodomestics and housing markets. In the particular case of energy labels, sustainable products are also associated with private benefits due to future cost reductions in energy expenditure. These results question the potential effectiveness of sustainability ratings for other products, such as food, where the link between environmental and private benefits is less clear. In two incentivized experiments (N=749), we study how consumers use sustainability ratings when these ratings are dissociated from private benefit, i.e. product quality. Participants chose between two products based on their quality and sustainability, which were presented in separate rating scales, alongside the productsâ€™ prices. Furthermore, we study how consumers integrate the usage of ratings with other information provided from other sources. Halfway through the experiment, we provide information regarding the underlying value behind the ratings. Using a between-subject design, we modify the information provided and analyze the impact of such information on the participantsâ€™ subsequent choices. Our findings indicate that even when sustainability ratings are not connected to the productsâ€™ quality, participants make use of them to decide which products to buy. We also find that participants underreact to new information, and make inefficient choices based on their decisions from before. Moreover, to track the participantsâ€™ attention and analyze potential heterogeneous usage of the information we use process-tracing

methods. We find that participants show highly heterogeneous attention patterns, which are linked to differential weighting of the product's attributes (price, quality, and sustainability) during the decision. While our information treatment has little effect on attention allocation to individual attributes, participants correctly recall the information at the end of the experiment. These results suggest that participants partially neglect new information, and anchor to their initial decision rules formed before the information treatments.

Huckle, J. (2024). **Critical education for sustainability and Chantal Mouffe's green democratic revolution**. *The Curriculum Journal*, *35*(3), 429-446. https://doi.org/10.1002/curj.232
How should the curriculum for older school students address the transition to sustainable futures? This article seeks to answer this question by reference to the marginalisation of education for sustainability (EfS) in England after 2010; its re-emergence around 2020, prompted largely by students' protests over climate change: and the continuing need for critical approaches that acknowledge the contested nature of sustainability. Gramsci's theory of hegemony as developed by Gilbert and Williams, is used to explain the marginalisation of EfS while Mouffe's advocacy of a green democratic revolution, shaped by a blend of eco-socialist, post-developmental and decolonial thought, suggests what a critical EfS should cover and why it should be linked to radical global citizenship education. Neoliberal, socially democratic and eco-socialist discourses of sustainability and a green transition should feature in the curriculum and agonistic pedagogy should be employed to enable students to reflect and act on these and so develop their political literacy. The Curriculum for Wales can accommodate such pedagogy and an incoming Labour government in Westminster can learn from its example.

Jeong, S., & Park, H. (2024). **Can school cultivate active global citizens? Exploring school and student factors related to students' global citizenship in the Republic of Korea**. *Asia Pacific Education Review*, *25*(4), 1129-1140. https://doi.org/10.1007/s12564-024-09961-6
The purpose of this study was to investigate the school-related factors that influence students' global citizenship. To explore both student-level and school-level factors that influence students' global citizenship, we applied a hierarchical linear model using PISA 2018 data from Korea. The results showed that factors related to teacher's GCED practices and school climate can play an important role in fostering students' global citizenship. Based on these findings, we suggest that a whole-school approach is needed to promote the inclusion of GCED-related topics in various school curricula and to integrate GCED values into the overall school culture to enhance students' global citizenship.

Li, L. (2024). **University social responsibility, the level of digital ethics and knowledge about data security: The case of first-year and fifth-year students**. *Education and Information Technologies*, *29*(12), 14733-14747. https://doi.org/10.1007/s10639-023-12443-8
The purpose of the current article is to evaluate social responsibility, digital ethics, and knowledge about safe data storage among students of different ages. Four hundred students took part in the study: 200 people each in the first and fifth years of study. Their ages were 19.2 years (SD = 1.08) and 24.4 years (SD = 1.18), respectively. The research tools were the Chinese University Students' Social Responsibility Scale (CUSSRS), the Digital Ethics Level Scale (SLDE), and the Cyber Security Awareness Survey (CSA). It was found

that with age, the indicators of Social Responsibility become higher. Digital Ethics also increases with age: in the category of Privacy and Data Protection, first-year students had a mean value of 11.49 versus 16.04 of fifth-year students; in the Ethical Use of Technology – 12.05 versus 16.49; in Digital Security − 11.02 versus 15.00, respectively. At the same time, the Digital Accessibility subscale was the same for the two groups, without significant differences. In addition, the value of Cybersecurity Awareness was higher among fifth-year students with an indicator of 58.86 against an indicator of 46.33 for first-year students, that is, it was 12.53 higher.

Lin, J. C. (2024). **Chinese patriotism: inward and outward perspectives**. *Asia Pacific Education Review*, 25(4), 751-759. https://doi.org/10.1007/s12564-022-09780-7
Patriotic education in China is a state project that serves the Chinese government. However, current discourse on Chinese patriotic education basically views inward and outward aspects of patriotism as separate and incompatible, which downplays the intricate relationship between them. Arguably, a more nuanced understanding of patriotism is needed to better explore patriotic education in the context of China. This paper begins by elaborating the differences between inward and outward patriotism as illustrated by Marianna Papastephanou's Janus-faced nature of patriotism. It then proceeds to give background information on Chinese patriotic education and illustrate how inward patriotism has been intrinsic to patriotic education in China from its beginnings. The paper further reveals that outward patriotism has been increasingly emphasized in today's China. Finally, it proposes that the risks and potentials of both inward and outward patriotism should be realized and given full consideration and explains how balanced patriotism can help accommodate diverse needs and make Chinese development more sustainable.

Liu, X., Fan, X., Guo, H., Zhang, X., & Gu, M. (2024). **Chinese secondary school teachers' views on ethical issues in classroom assessment**. *Asia Pacific Education Review*, 25(4), 1097-1114. https://doi.org/10.1007/s12564-024-09948-3
The study investigated Chinese secondary school teachers' views on ethicality of teachers' practices in classroom assessment. Participants included 1,871 teachers from 205 secondary schools in 23 provinces, 4 municipalities, and 4 autonomous regions in China. A survey study with 14 authentic assessment scenarios revealed that there is no evident consensus on ethicality of teachers' practices in classroom assessment among the participant teachers, and discrepancies exist between teachers' views and the views of assessment professionals in the literature. Chinese secondary school teachers reported low agreement with the literature in assessment confidentiality, communication about grading, grading practice, and test administration. Gender and subject taught are significantly associated with teachers' ethical perceptions. The findings suggest that ethical issues in classroom assessment are complicated, and they are often interwoven with other factors including cultural background, educational policy, and institutional guidelines in assessments. The study findings are informative for the development of secondary school teacher education program, teachers' professional learning, and educational policy making.

Petit, M., Gagné, A., Parent, S., Dumas, J.-P., & Vandercleyen, F. (2024). **État des connaissances sur les considérations éthiques de la supervision à distance à l'aide du numérique lors des stages de métiers relationnels en enseignement supérieur**. *Éthique en*

éducation et en formation : les Dossiers du GREE, (16), 77-104. https://doi.org/10.7202/1112942ar

En supervision de stage, l'activité d'accompagnement peut être décrite comme « une éthique en acte » (Paul, 2020, p. 151). Accompagner des stagiaires en formation dans les métiers relationnels constitue un acte complexe dont la principale finalité s'avère le développement de leurs compétences professionnelles. Depuis quelques années, le numérique s'insinue dans la supervision (rencontres et observations à distance, enregistrements audio et vidéo, rétroactions immédiates, etc.), modifiant les dispositifs de formation pratique et médiatisant le langage, ainsi que la relation d'accompagnement. Quelles nouvelles considérations éthiques devraient guider l'acte d'accompagnement à l'aide du numérique lors des stages ? Une recension systématique des écrits ayant pour thèmes la supervision et le numérique dans tous les domaines de formation en enseignement supérieur a été réalisée. De notre analyse, plusieurs constats se dégagent autour d'enjeux éthiques inhérents à la supervision à distance et de facteurs relationnels, psychosociaux et numériques favorisant cette activité d'accompagnement en stage.

Raybaud, A. (2024, septembre 23). **Dans l'enseignement supérieur, des obstacles pour former les enseignants à la transition écologique**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/09/23/la-prise-de-conscience-est-bien-la-mais-sans-les-moyens-dans-le-superieur-des-resistances-pour-former-les-enseignants-a-la-transition-ecologique_6329660_4401467.html

Former les profs pour faire évoluer les enseignements afin de répondre aux urgences liées au dérèglement climatique : une évolution qui se heurte encore largement aux contraintes financières et organisationnelles des établissements.

Salazar, C., Jaime, M., Leiva, M., & González, N. (2024). **Environmental education and children's pro-environmental behavior on plastic waste. Evidence from the green school certification program in Chile**. *International Journal of Educational Development*, *109*, 103106. https://doi.org/10.1016/j.ijedudev.2024.103106

Environmental education provides people with the information they need to understand the causes and consequences of environmental issues, helping to promote positive attitudes toward nature. This paper uses a multivalued treatment effects model to evaluate the effects of a green school certification program on children's pro-environmental behavior in Chile. Pro-environmental behavior is measured by knowledge, attitudes, and practices related to the consumption and disposal of plastics. Results evidence a positive effect of schools' higher certification level on children's plastic waste behavior. This effect seems stronger in practices where children have more decision-making power (e.g., packing a lunch box). The observed reverse effect when switching from basic to intermediate level of certification is in line with the potential non-linear effects of environmental education on pro-environmental behavior regarding the consumption and disposal of plastic. To improve the design of the program, it is important to redefine incentives in the certification system to differentiate better the benefits of reaching each level of environmental certification

Walsh, M., & Gansewig, A. (2024). **Good stories well told? Former right-wing extremists' self-narratives in German schools for preventing hate, radicalization, and violence.** *International Journal of Educational Development*, *109*, 103079. https://doi.org/10.1016/j.ijedudev.2024.103079

This paper concentrates on German school interventions with former right-wing extremists for preventive and educational purposes, in view of storytelling. The involvement of former extremists in schools is associated with well-intentioned aims and various assumptions about impacts and attributions. However, current research reveals that these projects feature more challenges than positive potentials. Thus, in this paper we take former right-wing extremists' self-narratives during these school talk interventions as a starting point for an in-depth examination of potential risks and challenges. Considering the present state of the art, we attempt to provide preliminary answers to the questions of whom these projects target, why they are conducted, what are their contents, and how they transfer information. In sum, we are inclined to conclude that caution is advisable when contemplating such interventions for educational settings with young people.

Weir, A., Mukamurera, J., & Jutras, F. (2024). **Acquis d'une formation transversale à l'éthique professionnelle chez des finissantes et finissants d'un baccalauréat en éducation préscolaire et enseignement primaire au Québec**. *Éthique en éducation et en formation : les Dossiers du GREE*, (16), 105-124. https://doi.org/10.7202/1112943ar
La nature et la complexité du travail enseignant requièrent diverses compétences professionnelles, dont la compétence éthique. La formation initiale à l'éthique professionnelle se donne dans des cours spécifiques et/ou de façon transversale. Pour connaître les acquis de formation qui permettent d'assumer l'éthique professionnelle au terme d'un baccalauréat en enseignement au Québec lorsque la formation éthique est faite de façon transversale, huit entrevues semi-dirigées ont été menées auprès de personnes finissantes d'un baccalauréat en éducation préscolaire et enseignement primaire dans une université en région. Les résultats de l'analyse qualitative montrent que l'éthique des finissantes et finissants est centrée sur l'acte d'enseigner et que c'est grâce aux situations de pédagogie active et d'expérience concrète en formation en classes universitaires et en contexte authentique de pratique qu'elle se développe. Les limites de la formation transversale à l'éthique professionnelle sont constatées et l'importance de cours spécifiques et d'un modèle de développement graduel est relevée.