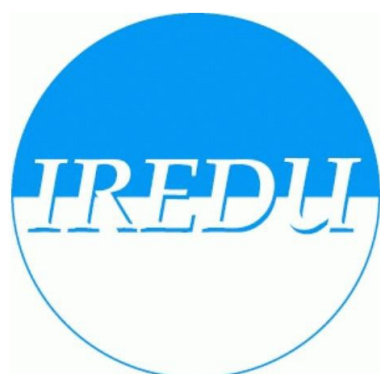


Veille de l'IREDU



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Acquisition de compétences

Abdelghani, R. (2024). **Guiding the minds of tomorrow: conversational agents to train curiosity and metacognition in young learners** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04697786>

Epistemic curiosity—the desire to actively seek information for its inherent pleasure—is a complex phenomenon extensively studied across various domains. Several researchers in psychology, neuroscience, and computer science have repeatedly highlighted its foundational role in cognitive development and in fostering lifelong learning. Further, epistemic curiosity is considered key for cultivating a flexible mindset capable of adapting to the world's uncertainties. These insights have spurred significant interest in the educational field, recognizing curiosity as essential for helping individuals be active and in control of their learning. These properties are crucial for addressing some of today's major educational challenges, namely offering students individualized support to suit their competencies and motivations, and helping them become able to learn autonomously and independently in their dynamic and uncertain environments. Despite this well-documented importance of curiosity in education, its practical implementation and promotion in the classroom remains limited. Notably, one of the primary expressions of curiosity—question-asking (QA)—is nearly absent in most of today's educational settings. Several reports show that students often spend a lot of time answering teachers' questions rather than asking their own. And when they do ask questions, they are typically low-level and memory-based, as opposed to curious questions that seek novel information. In this context, this thesis aims to develop educational technologies that can foster children's curiosity-driven learning by practicing curious QA behaviors, and their related metacognitive (MC) skills. Ultimately, we implemented interventions to train three dimensions: 1) Linguistic QA Skills: We implement a conversational agent to train the ability to formulate curious questions using compound questioning words and correct interrogative constructions. It helps children generate curious questions during reading-comprehension tasks, by providing specific cues. The effectiveness of different cue structures (a sentence vs. series of keywords) and implementations (hand-generated vs. GPT-3-generated content) is studied. 2) Curiosity-related metacognitive Skills: We create animated videos to give declarative knowledge about curiosity and its related MC skills: the ability to self reflect, make educated guesses, formulate efficient questions, and evaluate newly-acquired information. We also propose sessions to practice these skills during reading-comprehension tasks using specific cues given by conversational agents we designed to train procedural MC. 3) Social Perceptions and beliefs: We create animated videos to address the negative constructs learners tend to have about curiosity. They explain the importance of curiosity and how to control it during learning. Over 150 French students aged 9 to 11 were recruited to test these trainings of the three dimensions. Combined, these latter enhanced students' MC sensitivity and perception of curiosity. At their turn, these factors facilitated students' divergent QA behaviors which, at their turn, led to stronger learning progress and positive, affordable learning experiences. But despite the positive results, our methods had limitations, particularly their short duration. We suggest testing longer-lasting interventions to examine their long-term effects on curiosity. Finally, this thesis highlights the need to continue exploring QA and MC research in the age of Generative Artificial Intelligence (GAI). Indeed, while GAI facilitates access to information, it still requires good QA abilities and MC monitoring to prevent misinformation and facilitate its detection. We thus propose a framework to link

efficient GAI use in education to QA and MC skills, and GAI literacy. We also present a behavioral study we intend to conduct to test this framework.

Ackerman, T. A., Bandalos, D. L., Briggs, D. C., Everson, H. T., Ho, A. D., Lottridge, S. M., ... Wind, S. A. (2024). **Foundational Competencies in Educational Measurement**. *Educational Measurement: Issues and Practice*, 43(3), 7-17. <https://doi.org/10.1111/emip.12581>

This article presents the consensus of an National Council on Measurement in Education Presidential Task Force on Foundational Competencies in Educational Measurement. Foundational competencies are those that support future development of additional professional and disciplinary competencies. The authors develop a framework for foundational competencies in educational measurement, illustrate how educational measurement programs can help learners develop these competencies, and demonstrate how foundational competencies continue to develop in educational measurement professions. The framework introduces three foundational competency domains: Communication and Collaboration Competencies; Technical, Statistical, and Computational Competencies; and Educational Measurement Competencies. Within the Educational Measurement Competency domain, the authors identify five subdomains: Social, Cultural, Historical, and Political Context; Validity, Validation, and Fairness; Theory and Instrumentation; Precision and Generalization; and Psychometric Modeling.

Ballester, M., Moreau, J.-P., & Terrien, P. (2024). **L'orchestre à l'école : des pratiques musicales au développement de l'esprit critique**. *Nouveaux cahiers de la recherche en éducation*, 26(1), 100-120. <https://doi.org/10.7202/1113235ar>

Cet article étudie l'influence des pratiques de la musique instrumentale sur les performances de raisonnement des élèves de l'école élémentaire (9-11 ans) en France. Croisant plusieurs approches en sciences humaines et sociales – la phénoménologie, la psychologie cognitive et la didactique de la musique –, cette étude cherche à observer si la capacité d'autorégulation, un des aspects du raisonnement et de l'esprit critique, est plus développée chez les élèves pratiquant un instrument de musique au sein d'un orchestre à l'école (OAE) que chez leurs camarades qui n'en jouent pas. Elle repose sur une analyse comparative de deux groupes d'élèves (n = 76) de cycle 3, dont la moitié participe au dispositif orchestre à l'école (OAE).

Bernard, R. C. (2024). **Autorégulation, co-régulation et régulation partagée des apprentissages en cours de langue à l'oral : les processus de régulation favorisés par l'évaluation formative par les pairs** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse <https://theses.hal.science/tel-04726605>

Dans l'enseignement supérieur en France, les étudiants suivent des cours de langue anglaise par obligation et non par choix, souvent dans des dispositifs de formation numérique les incitant à travailler en autonomie. Du point de vue de la recherche en psychologie de l'éducation, ces dispositifs impliqueraient que les étudiants soient capables de se prendre en charge de façon autorégulée. Or, l'évaluation formative par les pairs favoriserait les apprentissages autorégulés, mais les effets de ces dispositifs restent à ce jour peu explorés pour des tâches orales en cours de langue. Cette thèse mobilise une approche socioconstructiviste de l'apprentissage autorégulé, en s'intéressant plus précisément à la dimension sociale (essentielle en cours de langue)

de la régulation. Suite à une revue de la littérature systématique, les questions de recherche nous ont conduit vers trois études examinant les relations entre l'évaluation par les pairs et les processus d'autorégulation individuels et collectifs. Une première étude qualitative explore les processus de régulation individuels et collectifs lors d'un dispositif de formation alliant l'évaluation par les pairs et le feedback vidéo. Ensuite, une étude observationnelle mobilisant des méthodes mixtes a examiné les effets de l'évaluation par les pairs et de l'autoévaluation sur le déploiement des trois modes de régulation de l'apprentissage (autorégulation, co-régulation et régulation partagée) dans un contexte d'enseignement en distanciel. La dernière étude a mobilisé une méthode quasi-expérimentale pour comparer l'effet de différentes modalités d'évaluation par les pairs (prescription vs. co-conception de critères) sur les régulations individuelles et collectives et sur l'auto efficacité. Les résultats de ces trois études sont discutés pour mettre en avant les dimensions contextualisée et sociales de l'autorégulation. Finalement, des préconisations pédagogiques pour la formation en langue dans l'enseignement supérieur sont proposées.

Brissaud, J., & Rezzi, N. (2024). **Un dispositif artistique interdisciplinaire au service du respect d'autrui**. *Nouveaux cahiers de la recherche en éducation*, 26(1), 58-76. <https://doi.org/10.7202/1113233ar>

Cet article interroge le rôle singulier des arts plastiques dans les apprentissages fondamentaux, en particulier « respecter autrui » présenté par le ministère de l'Éducation nationale française comme un savoir à acquérir par tous les élèves durant leur parcours scolaire (Ministère de l'Éducation nationale, de la Jeunesse et des Sports [MENJS], 2020). L'étude présentée ici s'appuie sur l'implantation d'un dispositif ayant pour but d'établir, à partir d'une situation d'apprentissage menée dans une école française auprès d'élèves âgés de 6 à 8 ans, une corrélation entre les arts plastiques, le tinkering (Bianchi et Chippindall, 2018, p. 4) et le développement du « respect d'autrui » (Marpeau, 2013; Plante, 2013). L'hypothèse développée est que l'éducation artistique s'appuyant sur le tinkering à l'école élémentaire pourrait développer l'empathie qui permettrait de s'ouvrir et de s'intégrer au monde en respectant l'Autre.

Cheng, Y., Pei, B., Filonczuk, A., & Thu Le, A. (2024). **Commentary: A Data-Driven Analysis of Recent Job Posts to Evaluate the Foundational Competencies**. *Educational Measurement: Issues and Practice*, 43(3), 39-44. <https://doi.org/10.1111/emip.12630>

The Focal Article (Ackerman et al., 2024) provides a comprehensive framework and detailed guidelines to faculty, students, and measurement professionals. We used a data-driven approach that examines recent job posts (including full-time positions at academic institutions, nonprofit organizations, and for-profit companies, as well as internship positions) to evaluate the match between the skills required by the jobs and the Foundational Competencies and provide summaries and recommendations thereof.

Cheng, Z., Zhu, C., & Dinh, N. B. K. (2024). **Perceived changes in transformational leadership: The role of motivation and perceived skills in educational leadership training under an EU-China cooperation project**. *European Journal of Education*, 59(3), e12636. <https://doi.org/10.1111/ejed.12636>

This study aims to examine the relationship among motivation for joining an educational leadership training programme (MOT), perceived skills (PS), and perceived changes in transformational leadership (PCTFL) in educational leadership training. The study drew

on survey data from 761 participants who were associated with a leadership development programme under an EU-China cooperation project. The conceptual model was tested by structural equation modelling (SEM) by the Mplus programme. MOT and PCTFL were measured, respectively, by second-order factor structure assessments due to their multi-dimensional nature. The findings of the study suggest that motivation positively influences perceived changes in transformational leadership, and this relationship is positively mediated by perceived skills as learning gains in educational leadership training. The study provides novel empirical evidence on motivation that leads to transformational leadership changes in leadership training programmes. Policymakers and other key stakeholders can use these findings to gain a deeper understanding of the success of projects and encourage academic members to participate in leadership training programmes to improve transformational leadership.

Claverie, I., & Melis, C. (2024). **(Co)contribution de l'enseignement des arts plastiques au développement de la pratique réflexive et à la construction de soi.** *Nouveaux cahiers de la recherche en éducation*, 26(1), 35-57. <https://doi.org/10.7202/1113232ar>

Dans l'enseignement des arts plastiques, les capacités créatives et réflexives de chaque élève, indissociables de l'écoute de l'autre, participent à la construction de soi (Ministère de l'Éducation nationale [MEN], 2015a). Reliés à d'autres enseignements, les arts plastiques contribuent au renforcement de compétences dites transformatives présentées dans le rapport de l'OCDE (2018) comme essentielles pour réaliser les objectifs du projet Éducation 2030. Dans cet article, nous souhaitons plus précisément caractériser les modalités contributives de l'activité enseignante au développement de la pratique réflexive des élèves et à la construction de soi. Prenant appui sur l'analyse de la nature expérientielle de la pratique artistique, notre étude vise également à montrer comment la prise en compte et le transfert par une équipe interdisciplinaire de certaines spécificités didactiques et épistémologiques de cette discipline dans la mise en oeuvre d'un programme d'action culturelle permet d'outiller les élèves pour mieux (se) saisir (de) la complexité du monde.

Demaj, X. (2024). **Expanding Benefits: The Impact of a Universal Free School Meal Policy on Non-Cognitive Skills** (Working Paper N° 2024: 11). Consulté à l'adresse Department of Economics, University of Venice «Ca' Foscari» website: https://econpapers.repec.org/paper/venwpaper/2024_3a11.htm

School-based policies may influence children's non-cognitive development, a strong predictor of future life outcomes. This article investigates the short-run impact of the Universal Infant Free School Meal Policy on children's non-cognitive skills relying on a sample of children aged five from the UK Household Longitudinal Study (UKHLS). To identify the causal effect of the policy, we use a difference-in-difference strategy by exploiting exogenous variations in the timing and location of switching from a means-tested to a universal provision of free school lunches. Our results show that exposure to universal free school lunches improves children's Strengths and Difficulties Questionnaire (SDQ) by 0.21 standard deviation points. The effect seems to be driven by pupils living in medium-income households, for whom the policy change seems more relevant. A potential explanatory mechanism has to do with the reduction in social stigma associated with the transition from means-tested to universally provided school lunches.

Duman, B., Yilmaz, E., Tural, A., & Şahan, G. (2024). **The relation between lateral thinking and inquiry skills of higher education students: A path analysis.** *European Journal of Education*, 59(3), e12673. <https://doi.org/10.1111/ejed.12673>

The aim of the study is to examine the relations between higher education students' lateral thinking dispositions and inquiry skills. Survey design and Structural Equation Modelling were used in the study. The sampling of the study consisted of 975 prospective teachers attending three faculties of education in three different state universities in Turkey. Inquiry Skills Scale and Lateral Thinking Disposition Scale were used to collect data. The collected data were analysed using R Studio programme. It was observed in the study that students' inquiry skills and lateral thinking dispositions were high. It was revealed in the study that inquiry skills predicted lateral thinking dispositions. Inquiry skills account for 31% of lateral thinking disposition. Thus, it can be concluded that lateral thinking dispositions of higher education students' depend on their inquiry skills at a percentage of 31%.

Ghalem, N., Poizat, D., & Colin, S. (2024). **Trouble du développement intellectuel (TDI) et acquisition de la lecture : évolution des approches scientifiques et analyse des supports d'enseignement dits adaptés.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 209-225. <https://doi.org/10.3917/nresi.100.0209>

Ho, A. D., Ackerman, T. A., Bandalos, D. L., Briggs, D. C., Everson, H. T., Lottridge, S. M., ... Wind, S. A. (2024). **Foundational Competencies in Educational Measurement: A Rejoinder.** *Educational Measurement: Issues and Practice*, 43(3), 56-63. <https://doi.org/10.1111/emip.12623>

What are foundational competencies in educational measurement? We published a framework for these foundational competencies in this journal (Ackerman et al. 2024) and were grateful to receive eight commentaries raising a number of important questions about the framework and its implications. We identified five cross-cutting recommendations among the eight commentaries relating to (1) our process and purpose, (2) Artificial Intelligence, (3) ethical competencies, (4) qualitative, critical, and culturally responsive commentaries, and (5) intersecting professions in, for example, classroom assessment and content development. In this rejoinder, we respond to these five recommendations and to each of the eight commentaries in turn. We hope that discussion and consensus about foundational competencies in educational measurement continue to advance in our journals and our field.

Huerta-Gomez-Merodio, M., Fernández-Ruiz, M. A., & Requena-Garcia-Cruz, M. V. (2024). **Using FastTest PlugIn for the design of remote and hybrid learning environments to improve the engineering skills of university students.** *European Journal of Education*, 59(3), e12654. <https://doi.org/10.1111/ejed.12654>

Research on improving engineering skills in students advocates for high-quality teaching practices as well as the implementation of digitally enhanced management systems, such as e-Learning. Furthermore, COVID-19 led to several changes in education, such as switching drastically from face to face to emergency remote and later hybrid teaching. This study has focused on the proposal, the application and the evaluation of a new e-Learning teaching method. FastTest PlugIn has been used for the creation of large sets of questions, to develop parameterised and individualised exercises in Moodle. The method has been applied since COVID-19, considering different types of teaching: completely remote, hybrid and face to face. It has been

implemented in some courses of the bachelor's and master's degree in engineering at the University of Cadiz (Spain). The academic performance and students' feedback on the method have been obtained. During remote teaching, students presented lower scores than before the pandemic. However, as students became familiar with the method and at least face-to-face exams were carried out, the scores and students' perception of the difficulty of the courses improved. The main novelty of this method is the reliability of creating different exercises for a consistent level of difficulty; the ability to avoid dishonest actions of students; and the time saved by instructors, as exercises are automatically corrected. This study provides the advantages and benefits of digitally enhancing university teaching. Furthermore, it is the first to investigate the integration of FastTest PlugIn to enhance teaching quality and engineering skills.

Jiang, Z., Zhang, Y., & Chiang, F.-K. (2024). **Meta-analysis of the effect of 360-degree videos on students' learning outcomes and non-cognitive outcomes.** *British Journal of Educational Technology*, 55(6), 2423-2456. <https://doi.org/10.1111/bjet.13464>

A 360-degree video offers a novel visual experience for education. This immersive experience not only amplifies students' engagement and curiosity but also assists them in delving into and comprehending intricate concepts from a multitude of viewpoints. Given its novelty, there is a relative shortage of studies on 360-degree video's overall effectiveness in education. This study conducted a meta-analysis of 49 peer-reviewed articles. Utilizing a random-effects model to compute effect sizes (ES), the results showed that 360-degree videos have a moderate impact on both learning (Hedges' $g = 0.525$) and non-cognitive outcomes (Hedges' $g = 0.527$), with notable heterogeneity observed across the studies. Furthermore, the studies were coded to examine the moderating effects of their characteristics, such as the level of education, the field of education, the display types, experimental design, the sample size and the control treatment. The findings suggest a medium effect of 360-degree videos on knowledge acquisition and a smaller effect on task performance. In terms of non-cognitive outcomes, the least impact was noted in the domain of social and emotional qualities, while the most significant impact was in attitudes and beliefs. Based on these findings, the study proposed future research directions focusing on enhancing teaching strategies and improving research designs concerning the use of 360-degree videos in educational contexts.

Practitioner notes

What is already known about this topic 360-degree videos in education are notable for their authenticity, flexibility and accessibility. They enhance learners' sense of presence, deepen understanding of subject matter and improve non-cognitive skills. 360-degree videos have produced mixed results on learning and non-cognitive outcomes. What this paper adds 360-degree videos have a medium effect on students' learning outcomes ($g = 0.525$) and non-cognitive outcomes ($g = 0.527$). Significant heterogeneity is observed in the effects of 360-degree videos on both learning outcomes and non-cognitive outcomes. In terms of non-cognitive outcomes, 360-degree videos have the smallest effect size in the social and emotional qualities domain. Identifying key moderators that influence the effectiveness of 360-degree videos, including participants' education levels, field of application, sample sizes, display types, experimental designs and control treatment.

Implications for practice and/or policy Enhance social and emotional learning with 360-degree video, and aid in understanding and managing emotional experiences. Develop learning strategies that align with the unique characteristics of different subjects. Teacher-assisted approaches are encouraged to support learning and

teaching in formal educational settings with structured courses. Multimodal data can be collected for analysis in future research to explore the learning process.

Karfa, I. E. (2024). **ChatGPT : un outil pour améliorer les compétences rédactionnelles et argumentatives des élèves.** *Le français aujourd'hui*, 226(3), 51-68. <https://doi.org/10.3917/lfa.226.0051>

Luke, N., Chin, C., Kulmiye, H., & Keith, A. (2024). **Meaningful gazes: Conditioned reinforcement for following gaze as a prerequisite for joint attention.** *British Journal of Special Education*, 51(3), 358-368. <https://doi.org/10.1111/1467-8578.12543>

Joint attention is an important developmental skill. This series of studies investigated the teaching of component joint attention skills to 10 children with autism ranging in age from three to five years. The goal was to teach gaze shifting within a joint attention interaction. An additional goal was to expand some participants' community of reinforcers to include social reinforcers. Each study employed a single-case research design using design variations for one dependent variable: gaze shifting. All 10 children improved their ability to shift their gaze to a therapist. Four participants demonstrated acquisition of social reinforcers.

Ma, Q., Lee, H. T. H., Gao, X. (Andy), & Chai, C. (2024). **Learning by design: Enhancing online collaboration in developing pre-service TESOL teachers' TPACK for teaching with corpus technology.** *British Journal of Educational Technology*, 55(6), 2639-2667. <https://doi.org/10.1111/bjet.13458>

In this study, we integrated corpus technology in pre-service TESOL (Teaching English to Speakers of Other Languages) teachers' technological pedagogical content knowledge (TPACK) development in corpus technology, termed corpus-based language pedagogy (CBLP), and highlighted the collaborative effort for knowledge building among participants for TPACK development. The study examined the role of online collaboration in facilitating how pre-service TESOL teachers developed their CBLP (TPACK in corpus technology) using a learning-by-design approach, enacted it in co-designing lessons, revised their lessons and reflected on their collective knowledge building processes. Using a case study approach involving 33 participants, the study focused on both intra- and inter-group interactions to understand the pre-service teachers' learning dynamics/changes and unpack the interaction mechanism involved in online collaborative learning. To these ends, we collected data including CBLP group lesson designs, intra-group data (interviews) and inter-group peer critical comments and analysed them based on the two stages (comprehension and transformation) of Shulman's pedagogical reasoning. The results suggest that engaging in online collaboration, facilitated by the learning-by-design approach, is instrumental in enabling pre-service teachers to learn corpus technology and expand their repertoire of teaching strategies. Our findings imply that both intra- and inter-group collaboration modes are important to help pre-service TESOL teachers holistically develop TPACK for language teaching. Similar implications may be applied to other subject-specific TPACK training. Practitioner notes

What is already known about this topic Teacher preparation programmes play a crucial role in developing pre-service teachers' technological, pedagogical, and content knowledge (TPACK) TPACK integration into pedagogical practice and subject-specific professional development opportunities are important for effective teaching, but there is a lack of research on subject-specific TPACK development (eg, TPACK in language teaching) Online collaborative learning

can support TPACK development, but most studies focused on intra-group interactions with little attention to inter-group interactions. What this paper adds: Introduces a new corpus-based language pedagogy (CBLP) for TESOL teachers to help them develop TPACK in language teaching. Presents an innovative two-step training framework for developing TESOL teachers' TPACK in corpus technology. Examines the role of online collaboration in developing pre-service TESOL teachers' TPACK for teaching with corpus technology through learning by design. Provides in-depth qualitative data analysed both qualitatively and quantitatively to investigate the specific roles that intra-group and inter-group interactions play in shaping pre-service TESOL teachers' CBLP development. Develops an analytical framework comprising nine categories (under the comprehension and transformation stages of Shulman's pedagogical reasoning model) to code pre-service TESOL teachers' TPACK development in corpus technology. Finds that intra-group interactions facilitate both comprehension and transformation stages, while inter-group interactions predominantly facilitate the transformation stage of CBLP. Implications for practice: Emphasises hands-on corpus-searching skills and guidance on browsing corpora when designing CBLP lessons. Encourages both within-group and between-group interactions in online collaborative learning to foster TPACK development for using corpus technology in teaching language subjects. Considers incorporating similar approaches for developing other subject-specific TPACK for other teaching subjects.

Miao, F., & Cukurova, M. (2024). **AI competency framework for teachers**. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000391104>

Le cadre de compétences en intelligence artificielle (IA) pour les enseignants présente une vision globale de la manière de définir et de développer les compétences en IA pour une utilisation éthique et efficace de l'IA dans l'enseignement, l'apprentissage et l'évaluation. Il offre un schéma directeur sur les principes éthiques, les connaissances et les compétences concrètes (15 réparties en 5 dimensions) en matière d'IA à couvrir et sur la façon dont les méthodologies spécifiques à un domaine peuvent être exploitées lors de l'élaboration des programmes de formation des enseignants. Cet outil souligne que la préparation des enseignants aux compétences en IA est une condition préalable à l'utilisation efficace de l'IA dans l'éducation et qu'elle doit être fondée sur les principes d'inclusivité, de centralité de l'action humaine, de non-discrimination et de respect de la diversité linguistique et culturelle.

Mikeladze, T., Meijer, P. C., & Verhoeff, R. P. (2024). **A comprehensive exploration of artificial intelligence competence frameworks for educators: A critical review**. *European Journal of Education*, 59(3), e12663. <https://doi.org/10.1111/ejed.12663>

Recent literature underscores the need for teachers to develop AI competencies with a recognition of the current lack of well-defined competence frameworks. This critical review investigates teachers' Artificial Intelligence (AI) competence frameworks (AI CFTs), analysing their strengths, weaknesses and practical applications for researchers, educators and policymakers. It identifies five distinct types of AI CFTs within Competence Construct Claims (Child, S., & Shaw, S. 2023). A conceptual approach to validating competence frameworks. *Research Matters: A Cambridge University Press & Assessment publication*, 35, 27–40.), each addressing the complexities of AI in its early stages. Notably, frameworks derived from empirical data offer detailed descriptions of competencies, while those based on conceptual models provide broader overviews. Highlighting the need for further empirical research, this review helps identify and

understand existing approaches to teacher AI competence development and paves the way for integrating AI CFTs into teacher education, ultimately enhancing educators' preparedness to harness AI in their teaching practices.

Minh, T. T. T., Nguyen, H. T. T., Nguyen, Q. N., & Do Thi, T. (2024). **Social language development and vocabulary characteristics of three- to six-year-old children with autism spectrum disorder.** *British Journal of Special Education*, 51(3), 317-331. <https://doi.org/10.1111/1467-8578.12536>

This study investigates the levels of social language and vocabulary characteristics of three- to six-year-old children with autism in Vietnam. The research is based on analysis of the developmental assessment reports of 151 children with autism, and 42 parents' reports on their children's vocabulary (recorded using the Child Word Inventory form). The findings show that about 85% of participants have a language level that is below average. The rate of accumulation of words and social language by children with autism is slower than that of typically developing children of the same age. It is also found that the participants' number of production words is 2.4 times greater than their number of reception words. Nonetheless, their receptive words have little correlation with their overall development and social language development. This implies that parents and teachers of children with autism should make a point of assisting them in enlarging and comprehending their vocabulary, to enable them to use their language (words) for effective communication.

Norum, R., Lee, J.-E., Ottmar, E., & Harrison, L. (2024). **Student profiles based on in-game performance and help-seeking behaviours in an online mathematics game.** *British Journal of Educational Technology*, 55(6), 2697-2718. <https://doi.org/10.1111/bjet.13463>

Well-designed online educational games can improve students' math knowledge, skills and engagement; however, more research is needed to understand how to formatively assess components of students' mathematical understanding and learning as students solve problems in online educational games. In this study, we examined how 7th-grade students' (N = 760) in-game performance (ie, strategy efficiency, mathematical validity of the first action, mathematical errors) and help-seeking behaviours (ie, hint requests) correlated with their algebraic knowledge in an online mathematics game. The k-means cluster analysis identified four groups of students based on their in-game metrics, and some variabilities in their in-game performance were found. Although hint requests were available, only a few students showed a high percentage of hint requests during their gameplay. The regression analysis revealed that students' in-game performance and help-seeking behavioural patterns explained a significant amount of variance in students' algebraic knowledge above and beyond their prior knowledge. Our results suggest that how students interact with the online learning game is related to their later math performance, and qualitative aspects of student behaviours captured using log data provide meaningful information to students' algebraic understanding. Practitioner notes What is already known about this topic Well-designed online educational games can improve students' math knowledge, skills, and engagement. Several studies found that some in-game metrics, such as in-game progress or correctness of tasks, are positively associated with learning outcomes. However, many studies used simple metrics like the correctness of each task or the number of problems completed to measure students' performance in the game. Few studies measured more in the moment or qualitative aspects of student in-game performance, for example, how efficiently students solved problems in the game. What

this paper adds In-game metrics measuring more in the moment and qualitative aspects of students' problem-solving explained a significant amount of variance in students' algebraic knowledge above and beyond students' prior knowledge. Students' strategy efficiency and strategic planning were positively associated with students' math problem-solving performance. Although hints were available for almost all problems, only a few students exhibited a high level of help-seeking behaviours, and the students with the lowest in-game performance who needed help the most showed low help-seeking behaviours. Implications for practice and/or policy Classifying students into profiles could provide ways to identify students with different levels of problem-solving skills and help teachers provide more personalized instruction. Teachers could use this information as a formative assessment to identify the core areas of intervention needed, particularly for students struggling with math concepts taught in the game. Instructional strategies that make hints more appealing or engaging to students might be needed.

Palou, A., Ursin, P. A., & Demanet, J. (2024). **Social inequality in skills: Exploring the moderating role of extracurricular activities related to socio-economic differences in non-cognitive and cognitive outcomes.** *European Journal of Education*, 59(3), e12670. <https://doi.org/10.1111/ejed.12670>

Engaging in extracurricular activities is known to affect both cognitive and non-cognitive outcomes, but there is social inequality in access to these activities. In this study, we examine the role of extracurricular activities in moderating the relationships between secondary school students' social background and their cognitive and non-cognitive outcomes. Secondly, we examine variations in these relationships among three European cities that represent different educational systems in managing student heterogeneity. Based on the study findings, the effects of extracurricular activities on academic outcomes varied with regard to measured skills and the city of study. Extracurricular activities were related to enhanced interpersonal skills in all cities studied. However, in Turku and Ghent, extracurricular activities buffered the socio-economic gradient in interpersonal skills, whereas in Barcelona, such activities increased it. Rather surprisingly, in all cities, engaging in extracurricular activities magnified the effect of socio-economic status on cognitive skills.

Papon, L., Eschenauer, S., & Pasquier, A. (2024). **Effets de deux dispositifs utilisant une approche ou des supports artistiques sur les compétences émotionnelles et langagières en cycle 3 en France.** *Nouveaux cahiers de la recherche en éducation*, 26(1), 121-143. <https://doi.org/10.7202/1113236ar>

À partir de deux études menées en cycle 3 (quatrième et cinquième classe de l'école élémentaire française; étude 1 : Pasquier et al., 2022; étude 2 : Eschenauer et al., 2023), nous proposons d'analyser les effets de dispositifs pédagogiques questionnant chacun la conscience émotionnelle comme source d'engagement pour faire émerger le langage oral. Pour créer les conditions nécessaires à cette expérience sensible, la première étude s'appuie sur des supports artistiques (albums de jeunesse, oeuvres d'art, captations de spectacles de danse, etc.), la deuxième s'ancre dans la pratique performative théâtrale (c'est-à-dire qui se base sur les caractéristiques de la performance artistique, notamment le corps, l'espace, les interactions avec le public, etc.). Les résultats montrent que la rencontre expérientielle et réflexive avec l'art semble favoriser la conscience émotionnelle et la production orale. Nous ouvrirons la

discussion sur la construction de pratiques pédagogiques participant à la construction de soi et de sujets aptes à percevoir le monde et à s'ouvrir à autrui.

Pérez-Paredes, P. (2024, septembre 30). **L'IA menace-t-elle l'apprentissage des langues ?** Consulté 3 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/ia-menace-t-elle-lapprentissage-des-langues-239003>

Est-il encore utile d'apprendre des langues étrangères quand on dispose de smartphones équipés de traducteurs automatiques ?

Petitjean, Am. (2024). **Que devient la créativité littéraire à l'heure de ChatGPT? L'évolution d'un atelier d'écritures numériques en master de création littéraire.** *Le français aujourd'hui*, 226(3), 85-100. <https://doi.org/10.3917/lfa.226.0085>

Rinck, F., Moysan, A., & Mazziotti, S. (2024). **Corrections de copies : les annotations des enseignants aident-elles les élèves à mieux écrire ?** *Le français aujourd'hui*, 226(3), 125-150. <https://doi.org/10.3917/lfa.226.0125>

Rivella, C., Bombonato, C., Pecini, C., Frascari, A., & Viterbori, P. (2024). **Improving executive functions at school. Integrating metacognitive exercise in class and computerized training at home to ensure training intensity and generalization. A feasibility pilot study.** *British Journal of Educational Technology*, 55(6), 2719-2739. <https://doi.org/10.1111/bjet.13470>

Previous research has demonstrated the effectiveness of executive functions (EFs) training, both in computer-based and school-based formats. However, there is limited research on the combined effects of these training modalities. This study aims to assess the feasibility and preliminary efficacy of an EFs training programme for primary school children. The programme includes computerized training sessions for home use and school activities with metacognitive elements. The study included a sample of 53 second-grade children, with 21 children in the training group and 32 children in the control group. Feasibility questionnaires were completed by children, parents and teachers. The children also underwent an EFs evaluation. The results indicate that the training was enjoyable for children and feasible for parents and teachers. Furthermore, preliminary efficacy analysis revealed significant improvements in working memory. These findings suggest that the training model holds promise for enhancing EFs in children in the school context. Practitioner notes What is already known about this topic Individual differences in executive functions influence acquisitions, behaviours and competencies in several specific domains from infancy to adulthood. Enhancing executive functions during school-age years can contribute to reducing or preventing academic, behavioural and social difficulties. Among interventions targeting executive functions in school-aged children, school-based interventions have shown the highest effectiveness, followed by metacognitive interventions and computer-based interventions. What this paper adds This paper presents the implementation of an innovative school-based training programme designed to improve executive functions (EFs). The programme combines metacognitive sessions conducted at school with computer-based sessions carried out at home. The goal was to enhance the effectiveness and generalizability of the training. The training programme was found to be enjoyable for children and feasible for both parents and teachers. Preliminary efficacy data indicate promising results, suggesting that the training programme is effective in achieving its intended goals. Implications for practice and/or policy

Integrating school-based metacognitive training with computerized sessions delivered at home can provide a high-intensity training programme that may not be achievable in the school context alone. The school activities, conducted in group settings with teachers and peers, were found to be the most appreciated by the children, indicating that computer sessions alone cannot replace the value of metacognitive sessions at school, within a meaningful social context for the child. It is crucial to actively involve families in the training process to ensure good adherence. Additionally, the availability of technological resources in each family should be evaluated before implementing the training programme.

Rosso, N., & Terrien, P. (2024). **Penser le développement des compétences transformatives par les arts dans une perspective d'interculturalité.** *Nouveaux cahiers de la recherche en éducation*, 26(1), 77-99. <https://doi.org/10.7202/1113234ar>

Un individu se construit en interaction avec son environnement. La société française présente une pluriculturalité venant interroger notamment la transmission des normes et des valeurs à l'École. Cette dernière est investie d'une fonction sociale visant l'émancipation et la cohésion des personnes dans la société. Les politiques éducatives françaises tournées vers l'homogénéisation des traits culturels créent de débats vifs quant au partage d'un même espace-temps (Garnier, 2014). Par conséquent, le développement de compétences socio-citoyennes et interculturelles à travers les enseignements artistiques pourrait ainsi être pensé comme un outil favorisant l'unité sociale. Cet article pose quelques préalables conceptuels à l'axe « Le développement de compétences transformatives à travers l'apprentissage des et par les arts ». La méthodologie réside en une analyse comparative de différents textes institutionnels français afin d'étudier la pertinence des enseignements artistiques dans une perspective interculturelle (Abdallah-Preteuille, 1997).

Roy, É., Moineau, C., & Tortochot, É. (2024). **Innover socialement par le design et développer des compétences transformatives au lycée professionnel.** *Nouveaux cahiers de la recherche en éducation*, 26(1), 10. <https://doi.org/10.7202/1113231ar>

Cet article questionne l'intégration de pratiques d'innovation sociale par le design dans l'enseignement des arts appliqués dans le second degré. Ces pratiques, souvent qualifiées de design social, s'attachent à la résolution de problèmes sociaux et environnementaux par des approches centrées sur l'humain et la collaboration. De ce point de vue elles constituent une opportunité pour le développement de compétences transformatives. Ces compétences définies par l'OCDE pour le 21 e siècle incluent en effet la créativité, la pensée critique, la résolution de problèmes, et la collaboration. Cet article étudie la transposition au lycée professionnel d'un dispositif pédagogique de master en design et innovation sociale à l'Université de Nîmes, explorant l'évolution de l'enseignement des arts appliqués pour mieux préparer les élèves à advenir au monde.

Roy, É., & Rosso, N. (2024). **Les enseignements artistiques pour advenir au monde.** *Nouveaux cahiers de la recherche en éducation*, 26(1), 1-9. <https://doi.org/10.7202/1113230ar>

Shadiev, R., Chen, X., Reynolds, B. L., Song, Y., & Altinay, F. (2024). **Facilitating cognitive development and addressing stereotypes with a cross-cultural learning activity**

supported by interactive 360-degree video technology. *British Journal of Educational Technology*, 55(6), 2668-2696. <https://doi.org/10.1111/bjet.13461>

This study investigates a virtual reality (VR) cross-cultural interactive learning environment that combines a 360-degree video camera for content creation, a viewing tool, and a video conference platform for real-time interaction. This environment aims to address the limitations of traditional 360-degree VR tools, particularly in enabling simultaneous, interactive engagement among multiple users. The study recruited 31 university students from China and Indonesia utilizing convenience sampling to test the efficacy of the environment in fostering cognitive development and challenging cross-cultural stereotypes. The methodology included analysing student-created content, questionnaire responses, and insights from semistructured interviews. The analysis, grounded in a cognitive development taxonomy and an assessment of stereotype changes, revealed that the students reached the “remember” and “understand” cognitive levels. Additionally, prevalent stereotypes held by the students were addressed. The immersive nature of the VR environment and the interactions with foreign peers were highly appreciated, significantly contributing to cognitive growth and stereotype mitigation. These findings offer valuable insights for educators and researchers in technology-assisted cross-cultural education, emphasizing the importance of designing interactive VR-based activities that effectively facilitate cognitive development and address cross-cultural stereotypes.

Practitioner notes What is already known about this topic Telecollaborative projects have been widely implemented to facilitate intercultural learning. Scholars have employed 360-degree video technology to develop virtual reality (VR) learning environments. 360-degree videos offer a panoramic view of different cultures, enabling learners to explore and interact with their surroundings, thus fostering contextualized learning experiences. Such videos can enhance student engagement, motivation, and learning effectiveness. What this paper contributes The existing 360-degree video technology offers only a restricted range of learning scenarios, especially in terms of the capability to enable multiple students to watch virtual reality (VR) content using head-mounted displays (HMDs) and engage in real-time interactions simultaneously. To overcome this limitation, we developed a virtual reality (VR) cross-cultural interactive learning environment. Our solution includes a 360-degree video viewing tool with which students can watch the created content, along with an online video conference platform that facilitates the observation of each other's viewed content through their HMDs, and enables real-time communication among students to discuss the content they are experiencing. Implications for practice or policy The integration of our VR interactive learning environment into cross-cultural learning creates authentic and immersive learning environments that provide students with a realistic sense of presence. This enhances cross-cultural learning by making objects, people, and situations appear lifelike. Our technological approach fosters interaction among students from diverse geographical and cultural backgrounds within virtual reality learning environments. Students can not only receive information about the target culture but also exchange culture-related information and communicate in real time. Since our approach is convenient and autonomous, it holds immense potential for resolving the common challenges faced by teachers and students in cross-cultural teaching and learning.

Srivastava, A., Vaidya, V., Murthy, S., & Dasgupta, C. (2024). **GeoSolvAR: Scaffolding spatial perspective-taking ability of middle-school students using AR-enhanced inquiry**

learning environment. *British Journal of Educational Technology*, 55(6), 2617-2638.
<https://doi.org/10.1111/bjet.13456>

Spatial perspective-taking (SPT) ability positively influences performance in STEM fields. While limited research studies have been done with school students, they have yielded inconclusive findings and, hence, here we report findings from our study with an augmented reality (AR) enhanced learning environment (ARELE), GeoSolvAR, on middle-school students' SPT ability. We conducted a sequential explanatory mixed-method study with 90 students to test GeoSolvAR's twin features of augmented systems and inquiry-based activities. The study had one experimental ($n = 30$) and two control groups ($n = 30 \times 2$), where students were individually administered an online pre- and posttest to measure their SPT ability. The experimental group worked with both the features of GeoSolvAR, while the control group worked with only the AR feature or had no intervention. Our findings reveal that the experimental group showed significant improvement in SPT ability while students in the control groups showed non-significant improvement or no change. Furthermore, we found that all experimental group students used certain body movements and imagined shifts in spatial positions while solving the activity questions. Thus, we conjecture that GeoSolvAR affords thinking and imagining with the body which makes it a potent tool for improving students' SPT ability.

Practitioner notes What is already known about this topic Spatial perspective taking (SPT) belongs to a set of spatial abilities that have been shown to positively influence academic success and career success in STEM fields. Augmented reality systems with their ability to augment 2D images into 3D forms are being explored mostly in college and above levels to improve SPT ability. Limited research investigating the improvement of SPT in school students has used VR digital games or robots. These have either yielded inconclusive findings or not found any improvement in school students' SPT abilities. What this paper adds Conclusive evidence for improving SPT ability in middle-school students. Empirical evidence for a design to effectively combine augmenting abilities of AR systems with inquiry-based learning scaffolds to improve the SPT ability of middle-school students. A conjecture about the mechanism by which middle-school children's spatial perspective taking improves when scaffolded with an Augmented Reality Enhanced Learning Environment (ARELE) tool. Implications for practice and policy Practitioners such as teachers may directly use GeoSolvAR (the ARELE tool) to help middle-school students improve their spatial perspective-taking abilities. Researchers from the fields of both technology-enhanced learning and science education may use the findings to design improved AR tools and test their impact on students' SPT ability. This work can serve as the basis for further investigating the effect of improved SPT ability on students' performance in STEM subjects. Our work provides support for embodied cognition being used as a strategy for solving SPT tasks. The identification of specific head and hand movements (gestures) can be further probed to understand the exact mechanism of how the ARELE mediates students' performance on the SPT tasks.

UNESCO. (2024). **Cadre de compétences pour la planification et la gestion de l'éducation** (p. 22). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000389048_fre

Uzun, L. (2024). **We have a lot in common: Cognate words.** *European Journal of Education*, 59(3), e12675. <https://doi.org/10.1111/ejed.12675>

This study presents a list of 2022 Bulgarian-Turkish cognate words that can be used to facilitate vocabulary acquisition and cross-linguistic awareness. The list was created manually through a multi-step process that involved scanning the database of an online dictionary to identify Bulgarian words that had the same or similar forms in Turkish. For each cognate word identified, its Bulgarian and Turkish forms and English meanings were recorded, and their accuracy was checked through additional sources and expert consultation. The final list of cognate words includes only those confirmed based on linguistic criteria and expert judgement. The use of cognate words in language teaching methods such as total physical response and teaching proficiency through reading and storytelling can enhance the effectiveness of these methods by helping students understand and remember new vocabulary and building their confidence in language learning. Additionally, this study highlights the potential of cognate awareness to promote peace in the world by emphasizing the commonalities among languages and cultures. By recognizing the abundance of cognates across different languages, we can reinforce the idea that we are all part of the same human family and share a common linguistic heritage. Moreover, the study demonstrates how a new and innovative multilingual education can be achieved through cognates, showing that language education does not necessarily have to be limited to bilingual instruction. The use of cognates as a tool for vocabulary acquisition and cross-linguistic awareness can open up opportunities for multilingualism and facilitate communication across linguistic and cultural boundaries. Future research could explore the use of cognate words in other language teaching contexts and investigate the potential benefits and limitations of using cognates in language learning.

Aspects économiques de l'éducation

Admas, F., Minaye, A., Habtamu, K., Zeleke, S., Tibebu, A., Kotecho, M. G., ... Getnet, H. (2024). **Quality of education in migration hotspot areas in Ethiopia: Input-process-outcome-context approach.** *European Journal of Education*, 59(3), e12662. <https://doi.org/10.1111/ejed.12662>

While the lack of educational opportunities limits the future of most people in Ethiopia, they pose dire consequences to young people in migration hotspot areas. Using input-process-outcome-context-education quality framework, this study investigated the quality of education in eight migration hotspot areas of Ethiopia and its association with migration. A random sample of 1,187 participants (793 students, 262 teachers and 132 parents) completed a survey. Data were analysed using descriptive and inferential statistics. Results indicated that participants' overall rating of education quality was low. Over a third of participants perceived that input, process and outcome components of education in migration hotspot areas have a quality problem. Over 80% of the participants believed that poor quality of education could be a cause for migration. More specifically, a significant portion of the participants (37%) reported that there was no pedagogical centre in their respective schools; continuous assessment was practiced rarely (36%); and creativity and discovery among students was almost non-existent (40%). The participants' ratings indicated that the top five factors that contribute to the poor quality of education are low level of teacher competence, poor student motivation, poverty, value attached to education and large class size.

Agasisti, T., & Petrenko, O. (2024). **Higher education and economic development: A bibliometric analysis 1985–2022**. *European Journal of Education*, 59(3), e12653. <https://doi.org/10.1111/ejed.12653>

The economic impact of resource investments into higher education has been the focus of considerable research in recent years. Many contributions analyse the strength of the connection between economic development and higher education at the local level and the conditions which make certain systems more effective and efficient than others. In this paper, we provide a systematic bibliometric review of the available literature on the subject, various dimensions of this complex issue, constructing and analysing a map of variables used by selected researchers in the field. A summary of knowledge gaps, research limitations, topics explored and applied methods is provided to envisage future research in this field.

Akabayashi, H., & Tanaka, R. (2024). **The rate of return to early childhood education in Japan: estimates from the nationwide expansion**. *Education Economics*, 32(5), 581-598. <https://doi.org/10.1080/09645292.2024.2346773>

We present new estimates of the internal rate of return to early childhood education. Utilizing the nationwide expansion of preschool education in Japan between 1960 and 1980, we initially assess the impact of preschool attendance on high school graduation and college enrollment for men. Subsequently, we compute the social rate of return to preschool attendance for men by drawing upon national wage statistics to project expected wage trajectories and referencing government documents to account for the social cost of preschools. Our findings indicate a social rate of return ranging from 5.7% to 8.1%, consistent with previous estimates in the literature.

Banh, T. H., Dao, T. H., Glewwe, P., & Thai, G. (2024). **An investigation of the decline in the returns to higher education in Vietnam**. *Education Economics*, 32(5), 665-685. <https://doi.org/10.1080/09645292.2024.2362262>

Vietnam's economy and education system have had remarkable success in recent decades, yet there are concerns about the declining returns to higher education since 2008. We document this decline in returns to higher education and propose four hypotheses to explain it. Analysis of the VLSS/VHLSS and LFS data provides little evidence for three of four hypotheses. The fourth hypothesis is that changes in the demand for highly educated labor in Vietnam, perhaps due to recent changes in foreign direct investment inflows, rather than the labor supply, are perhaps the most important determinant of the returns to education across different levels.

Batistich, M. K., Bond, T., Linde, S., & Mumford, K. (2024). **Statistical Discrimination and Optimal Mismatch in College Major Selection** (IZA Discussion Paper N° 17237). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17237.htm>

We develop a model of college major selection in an environment where firms and students have incomplete information about the student's aptitude. Students must choose from a continuum of majors which differ in their human capital production function and can act as a signal to the market. Whether black students choose more or less difficult majors than similar white students, and whether they receive a higher or lower return to major difficulty, depends on the extent to which employers statistically discriminate. We find strong evidence that statistical discrimination influences major

choice using administrative data from several large universities and two nationally representative surveys.

Bertoni, M., & Parkam, S. (2024). **When Do Ordinal Ability Rank Effects Emerge? Evidence from the Timing of School Closures** (IZA Discussion Paper N° 17222). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17222.htm>

We leverage the timing of pandemic-induced school closures to learn about the emergence of ordinal rank effects in education. Using administrative data from Italian middle schools for four cohorts of students, our study reveals that disrupting peer interactions during the first year of middle school - when students are still unfamiliar with one another - substantially diminishes the impact of ordinal rank on test scores. Instead, later interruptions to peer interactions do not significantly affect the strength of these interpersonal comparisons.

Bettinger, E., & Fidjeland, A. (2024). **College rankings, labor market outcomes, and alumni satisfaction.** *Education Economics*, 32(5), 703-720. <https://doi.org/10.1080/09645292.2024.2354848>

State and federal governments invest millions of dollars in providing accurate and relevant information on expected outcomes to students pursuing higher education, but whether such information targets what students value about college is unclear. We use new survey data to identify the extent to which conventional indicators for college quality and returns correlate with collegegoers' satisfaction with their education. We find that alumni are on average very satisfied with their education, even among those with poor labor market outcomes. Our results suggest the consumptive value of higher education is much higher than economic models of college choices typically assume.

Black, I., & Figueiredo, A. (2024). **The Illusion of Cyclicity in Entry Wages** (IZA Discussion Paper N° 17189). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17189.htm>

We show that occupation mobility creates the illusion of cyclical hiring wages. Using administrative data, we find that wages of new hires who remain in the same occupation are no more cyclical than those of existing workers, whereas wages of occupation switchers are highly cyclical. We uncover higher wage cyclicity also among workers who switch occupations within the same firm. Moreover, wage cyclicity increases, the more different current and previous occupations' required skills. Our results suggest that the widely documented cyclicity of entry wages reflects composition effects due to changes in match quality in worker's occupation, rather than wage flexibility.

Bonnéry, S. (2024). **Favoriser l'école privée : 20 ans de politiques économiques.** *La Pensée*, 419(3), 89-102. <https://doi.org/10.3917/lp.419.0089>

Campisano, B., Migali, G., & Bradley, S. (2024). **Spatial Variations in the Impact of Covid-19 on the Educational Gender Gap in English Secondary Schools** (Working Paper N° 415678839). Consulté à l'adresse Lancaster University Management School, Economics Department website: <https://econpapers.repec.org/paper/lanwpaper/415678839.htm>

We investigate the effects of Covid-19 on spatial variations in gender differences in educational attainment in English secondary schools. Spatial variations in various

measures of Covid-19 incidence rates at the Travel-to-Work-Areas are explored. Since all parts of the UK were affected by Covid-19, spatial variations in Covid-19 are regarded as variations in the dose of the virus - the higher the dose the greater the impact. Employing a Difference-in-Differences (DiD) framework with fixed effects for year, school and TTWA, and controlling for selection effects, we estimate the causal effect on the gender gap in high school test scores at age 16. We find that, when comparing schools in TTWAs in the treatment to their counterparts in the control group, there is a statistically significant and positive effect on the educational gender gap in favor of females of between 0.3 and 0.6 points. Girls at the upper end of the attainment distribution achieved much better scores. Robustness checks show that school composition and area effects are important. We explore the implications for education policy.

Canaan, S. (2024). **The Impact of Delaying Early School Tracking on Fertility and Marriage Outcomes** (Upjohn Working Paper N° 24-403). Consulté à l'adresse W.E. Upjohn Institute for Employment Research website: <https://econpapers.repec.org/paper/upjweupjo/24-403.htm>

This paper studies how the type of education pursued at an early age affects family formation. I focus on a French reform that delayed the age of which students were tracked into either general or vocational education from age 11 to age 13. For the most part, tracking was replaced with grouping students into classrooms based on ability, but within a common general education curriculum. Using a regression discontinuity design, I show that the reform increased the likelihood of attaining a technical rather than a vocational degree, especially for individuals from low socioeconomic backgrounds. This indicates that the reform led to an increase in the quality of education. I further find that the reform increased completed fertility for individuals from low socioeconomic backgrounds, particularly women. In the marriage market, the reform changed the characteristics of women's partners without impacting marriage, cohabitation, or divorce rates. Specifically, women were more likely to have partners who were in high-skilled occupations and who were closer to their own ages. Taken together, these findings highlight that delaying early school tracking has significant consequences for family formation.

Chattopadhyay, C. (2024). **Affordable Private School (APS): A case.** *Management in Education*, 38(4), 189-191. <https://doi.org/10.1177/08920206221098154>

Most private schools in India fall under the category of Affordable Private School (APS). The paper tries to state, that with growing privatization of education, APS is likely to grow further. But the APS sector has certain problems. The problems are mostly associated with staff-management relationship. The paper opines that if these problems are not addressed properly then the sector may face sustainability problems and may not even grow in spite of huge scope. At the end, the paper tries to suggest some remedies that can help the sector to overcome its problems.

Chiswick, B. R. (2024). **Estimating returns to schooling and experience: a history of thought.** *Education Economics*, 32(5), 566-580. <https://doi.org/10.1080/09645292.2024.2326015>

This paper is a review of the literature in economics on the effect on earnings of human capital investment from Adam Smith to the early 1980s. It discusses the use of the net present value (NPV) technique by Walsh and Friedman and Kuznets, and Becker's use

of the NPV to estimate the internal rate of return to schooling. The first regression-based approach was the Becker and Chiswick 'schooling-earnings function', which was expanded by Mincer to the 'human capital earnings function' (HCEF) by incorporating on-the-job training. Extensions of the HCEF in the 1970s and early 1980s are discussed.

Cholezas, I., & Kanellopoulos, N. C. (2024). **Returns to education in Greece: adjusting to large wage cuts.** *Education Economics*, 32(5), 599-612.
<https://doi.org/10.1080/09645292.2024.2353868>

This paper estimates returns to education during a period of sharp wage cuts in Greece, considering both the endogenous nature of education and women's self-selection. Findings suggest that dramatic wage declines were followed by sharp decreases in returns to education, while the documented convergence of returns between genders is an added benefit. Once endogeneity is examined, using parental education and number of siblings in the household as instruments, and self-selection is accounted for, returns to education almost double compared to OLS. These findings are verified using several robustness tests and alternative specifications.

Demaj, X. (2024). **Expanding Benefits: The Impact of a Universal Free School Meal Policy on Non-Cognitive Skills** (Working Paper N° 2024: 11). Consulté à l'adresse Department of Economics, University of Venice «Ca' Foscari» website:
https://econpapers.repec.org/paper/venwpaper/2024_3a11.htm

School-based policies may influence children's non-cognitive development, a strong predictor of future life outcomes. This article investigates the short-run impact of the Universal Infant Free School Meal Policy on children's non-cognitive skills relying on a sample of children aged five from the UK Household Longitudinal Study (UKHLS). To identify the causal effect of the policy, we use a difference-in-difference strategy by exploiting exogenous variations in the timing and location of switching from a means-tested to a universal provision of free school lunches. Our results show that exposure to universal free school lunches improves children's Strengths and Difficulties Questionnaire (SDQ) by 0.21 standard deviation points. The effect seems to be driven by pupils living in medium-income households, for whom the policy change seems more relevant. A potential explanatory mechanism has to do with the reduction in social stigma associated with the transition from means-tested to universally provided school lunches.

Frohnweiler, S., Adongo, C. A., Beber, B., Lakemann, T., Priebe, J., & Lay, J. (2024). **Effects of skills training on employment and livelihood outcomes: A randomized controlled trial with young women in Ghana** (Ruhr Economic Paper N° 1095). Consulté à l'adresse RWI - Leibniz-Institut für Wirtschaftsforschung, Ruhr-University Bochum, TU Dortmund University, University of Duisburg-Essen website:
<https://econpapers.repec.org/paper/zbwirep/302181.htm>

We use a randomized controlled trial to examine the short- and mid-term impacts of a best-practice training program on (non-)employment outcomes in Ghana. Overall the program did not affect core labor market outcomes at the extensive (employment) and intensive (hours of work, income) margin, but it (i) induced occupational sorting, with treated individuals more likely to work in their field of specialization, (ii) partially improved job quality (written contracts, medical benefits), and (iii) led to better outcomes on a variety of non-labor market indicators (mental health, delayed marriages, access to finance). We also explore policy stakeholders' expectations and perceptions of program success. We find that stakeholders (i) have overly optimistic

prior beliefs about the program's impact on core outcomes and (ii) do not update their beliefs as we would expect from Bayes' rule when presented with information about the program's circumscribed effectiveness. We speculate that this result suggests an obstacle for adaptive programming in development cooperation and could help explain the persistence of some suboptimal labor market interventions.

Galama, T., Munteanu, A., & Thom, K. (2024). **Intergenerational Persistence in the Effects of Compulsory Schooling in the US** (Tinbergen Institute Discussion Paper N° 24-006/V). Consulté à l'adresse Tinbergen Institute website: <https://econpapers.repec.org/paper/tinwpaper/20240006.htm>

Using linked records from the 1880 to 1940 full-count United States decennial censuses, we estimate the effects of parental exposure to compulsory schooling (CS) laws on the human capital outcomes of children, exploiting the staggered roll-out of state CS laws in the late nineteenth and early twentieth centuries. CS reforms not only increased the educational attainment of exposed individuals, but also that of their children. We find that one extra year of maternal (paternal) exposure to CS increased children's educational attainment by 0.015 (0.016) years - larger than the average effects on the parents themselves, and larger than the few existing intergenerational estimates from studies of more recent reforms. We find particularly large effects on black families and first-born sons. Exploring mechanisms, we find suggestive evidence that higher parental exposure to CS affected children's outcomes through higher own human capital, marriage to more educated spouses, and a higher propensity to reside in neighborhoods with greater school resources (teacher-to-student ratios) and with higher average educational attainment.

Geneva Global Hub for Education in Emergencies. (2024). **Unlocking Futures – seven key insights on financing for education in emergencies** (p. 14). Consulté à l'adresse Geneva Global Hub for Education in Emergencies website: https://eiehub.org/wp-content/uploads/2024/06/7-Key-Insights_Unlocking-Futures-A-Global-Overview-of-EiE-Financing.pdf

Hauschilddt, K., Gwosć, C., Schirmer, H., Mandl, S., & Menz, C. (2024). **Social and Economic Conditions of Student Life in Europe (2021-2024)**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4004> [Report]. Consulté à l'adresse Eurostudent (Transnational) website: https://www.eurostudent.eu/download_files/documents/EUROSTUDENT_8_Synopsis_of_Indicators.pdf

Jun, L., & Weilin, W. (2024). **A bibliometric analysis of the evolving mechanisms of shadow education research**. *European Journal of Education*, 59(3), e12646. <https://doi.org/10.1111/ejed.12646>

Shadow education has burgeoned into a global phenomenon, and over the last 30 years, a substantial body of literature has emerged to explore this trend. Drawing on bibliometric data from 377 articles retrieved from the Web of Science (WOS), this study investigates the evolving landscape of shadow education research. It examines historical publication trends through performance analysis, intellectual sources and evolving themes using co-citation analysis, complemented by co-word analysis. Major authors and collaboration dynamics are discerned through co-authorship analysis, contributing to a comprehensive understanding of collaborative networks. Additionally,

the study constructs an evolution path for shadow education research published in journals, employing citation analysis supplemented by social network analysis methods. In conclusion, the study not only illuminates the historical trajectory of shadow education as a concept but also poses pertinent questions and offers recommendations for future research. Our research significantly contributes to the comprehension of how shadow education has evolved from a nascent concept into a global research discourse.

Lee, J., & Choi, B. N. (2024). **A study on regional return to education in South Korea: comparison of male and female wages.** *Education Economics*, 32(5), 613-631. <https://doi.org/10.1080/09645292.2024.2344048>

This study examines the return to education in South Korea by comparing metropolitan areas with non-metropolitan areas. It utilizes the Korean Labor and Income Panel Study from 2018 and 2019 for analysis, alongside the Mincer equation. The findings indicate that female workers have a higher return to education compared to male workers. The Oaxaca decomposition method reveals that private academies contribute to increasing differential treatment between men and women, whereas public education reduces the gap. Additionally, the regression discontinuity design method shows that the university premium is significantly different by region.

Lefébure, A. (2024, octobre 1). **États-Unis : la dette étudiante, menace pour les universités et enjeu politique majeur.** Consulté 3 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/etats-unis-la-dette-etudiante-menace-pour-les-universites-et-enjeu-politique-majeur-239869>

La crise de la dette étudiante se poursuit aux États-Unis, où de plus en plus de jeunes Américains considère que les bénéfices de leurs diplômes n'en justifient pas le prix.

Li, S. Z., & Lu, F. (2024). **Does reversal of the educational gender gap affect Men's happiness: Evidence from China.** *Review of Development Economics*, 28(4), 1602-1631. <https://doi.org/10.1111/rode.13113>

In the context of the reversal of the educational gender gap, this article employs a nationally representative survey to examine the relationship between a wife's educational advantages (i.e., wife attains more education than her husband) and her husband's happiness. By controlling for individual, family, and community factors, we demonstrate that a husband's happiness is positively associated with his wife's educational advantages. Instrumental variable regressions and series of robustness checks corroborate the conclusion. However, certain heterogeneities are observed, with a particularly notable positive association among men with higher education levels, younger age, and those residing in the eastern region, likely influenced by their egalitarian gender ideologies. The study suggests that men are increasingly accepting of marriages in which the wife is more educated than her husband.

Luzy, C., & Messi, E. (2024). **La dépense de recherche et développement expérimental en 2022.** *Note Flash du SIES*, (2024-23), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/la-dépense-de-recherche-et-développement-experimental-en-2022-97454>

L'effort de recherche s'élève à 2,22 % en 2022 comme en 2021.

Mériade, L. (2024, octobre 14). **30% des universités françaises en déficit en 2023 : un modèle économique à réinventer**. Consulté 15 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/30-des-universites-francaises-en-deficit-en-2023-un-modele-economique-a-reinventer-240843>

La situation financière des universités françaises est très préoccupante. Il est temps de tourner la page du new public management qui a révélé ses impasses. Une nouvelle gestion est à inventer.

Patrinos, H. A. (2024). **The returns to education turn 50: reflections on the work of George Psacharopoulos**. *Education Economics*, 32(5), 557-560. <https://doi.org/10.1080/09645292.2024.2370118>

Psacharopoulos, G. (2024). **Returns to education: a brief history and an assessment**. *Education Economics*, 32(5), 561-565. <https://doi.org/10.1080/09645292.2024.2370119>

Sakaue, K., Wokadala, J., & Ogawa, K. (2024). **Updates on private returns to education in Uganda: evidence from universal primary education policy**. *Education Economics*, 32(5), 632-648. <https://doi.org/10.1080/09645292.2024.2345708>

This study updates private returns to education in Uganda using consumption measures as an outcome variable, focusing on obtaining estimates using instrumental variables based on the introduction of the universal primary education policy. Unlike common findings from developed countries, the evidence from this study for a low-income country suggests that returns to education are smaller for liquidity-constrained individuals than for average individuals. The finding also suggests that smaller returns are observed for self-employed farmers than self-employed workers in non-agricultural sectors. The trend, showing smaller returns for liquidity-constrained individuals, is particularly obvious among self-employed farmers.

Shafiq, M. N., & Toutkoushian, R. K. (2024). **Perceived returns and regrets among college graduates**. *Education Economics*, 32(5), 686-702. <https://doi.org/10.1080/09645292.2024.2353245>

We contribute to the higher education returns discourse by examining perceptions among college graduates. Using 2021 U.S. Survey of Household Economics of Decisionmaking data, we observe that over 80% of degree holders perceive that they received positive financial returns from college, while only 7% of college degree holders regret their decision to go to university. However, 39% regret their major choice, and 24% regret their institution choice. Logistic regression reveals perceptions and regrets vary with field of study, gender, type of institution attended, student debt load, and age.

Thapa, A., & Izawa, M. (2024). **Returns to education in Nepal: an analysis of educational attainment, employability and social mobility**. *Education Economics*, 32(5), 649-664. <https://doi.org/10.1080/09645292.2024.2351882>

This study examines the impact of educational attainment on employment and earnings in Nepal. Using the Nepal Labour Force Survey 2017–2018 cycle, we employ an extended earnings function derived from the foundational Mincer equation to estimate returns to education. The results underscore the overall positive impact of education (1.76, 3.73, 7.68 and 11.00% increase in earnings by primary, secondary, bachelor's and master's degrees, respectively), which is lower than the average observed in other low–

and middle– income countries, except in higher education. The results also indicate persisting disparities for females and disadvantaged groups. The study emphasizes the need for strategic interventions, improved educational infrastructure and inclusive policies to foster equitable opportunities.

Tzannatos, Z., Diwan, I., & Abdel Ahad, J. (2024). **The effect of education on household incomes using the Mincerian approach: a comparison between MENA and the rest of the world.** *Education Economics*, 32(5), 721-743.
<https://doi.org/10.1080/09645292.2024.2342391>

This paper uses the Mincerian approach in an experimental way to examine the impact of education on household incomes (not labor earnings) of all workers (not just employees) across 162 countries. Our results are broadly similar to the conventionally estimated rates of return to education after allowing for the fact that earnings are only a part of total household incomes. We then apply the results to the case of Arab countries and find that our experimental approach can promisingly be used for the study of the impact of education not just on individual earnings of employees but also on total household incomes of all workers and more broadly on the economy and the labor market.

Aspects psychologiques de l'éducation

Abdelghani, R. (2024). **Guiding the minds of tomorrow: conversational agents to train curiosity and metacognition in young learners** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04697786>

Epistemic curiosity—the desire to actively seek information for its inherent pleasure—is a complex phenomenon extensively studied across various domains. Several researchers in psychology, neuroscience, and computer science have repeatedly highlighted its foundational role in cognitive development and in fostering lifelong learning. Further, epistemic curiosity is considered key for cultivating a flexible mindset capable of adapting to the world's uncertainties. These insights have spurred significant interest in the educational field, recognizing curiosity as essential for helping individuals be active and in control of their learning. These properties are crucial for addressing some of today's major educational challenges, namely offering students individualized support to suit their competencies and motivations, and helping them become able to learn autonomously and independently in their dynamic and uncertain environments. Despite this well-documented importance of curiosity in education, its practical implementation and promotion in the classroom remains limited. Notably, one of the primary expressions of curiosity—question-asking (QA)—is nearly absent in most of today's educational settings. Several reports show that students often spend a lot of time answering teachers' questions rather than asking their own. And when they do ask questions, they are typically low-level and memory-based, as opposed to curious questions that seek novel information. In this context, this thesis aims to develop educational technologies that can foster children's curiosity-driven learning by practicing curious QA behaviors, and their related metacognitive (MC) skills. Ultimately, we implemented interventions to train three dimensions: 1) Linguistic QA Skills: We implement a conversational agent to train the ability to formulate curious questions using compound questioning words and correct interrogative constructions. It helps children generate curious questions during reading-comprehension tasks, by providing

specific cues. The effectiveness of different cue structures (a sentence vs. series of keywords) and implementations (hand-generated vs. GPT-3-generated content) is studied. 2) Curiosity-related metacognitive Skills: We create animated videos to give declarative knowledge about curiosity and its related MC skills: the ability to self reflect, make educated guesses, formulate efficient questions, and evaluate newly-acquired information. We also propose sessions to practice these skills during reading-comprehension tasks using specific cues given by conversational agents we designed to train procedural MC. 3) Social Perceptions and beliefs: We create animated videos to address the negative constructs learners tend to have about curiosity. They explain the importance of curiosity and how to control it during learning. Over 150 French students aged 9 to 11 were recruited to test these trainings of the three dimensions. Combined, these latter enhanced students' MC sensitivity and perception of curiosity. At their turn, these factors facilitated students' divergent QA behaviors which, at their turn, led to stronger learning progress and positive, affordable learning experiences. But despite the positive results, our methods had limitations, particularly their short duration. We suggest testing longer-lasting interventions to examine their long-term effects on curiosity. Finally, this thesis highlights the need to continue exploring QA and MC research in the age of Generative Artificial Intelligence (GAI). Indeed, while GAI facilitates access to information, it still requires good QA abilities and MC monitoring to prevent misinformation and facilitate its detection. We thus propose a framework to link efficient GAI use in education to QA and MC skills, and GAI literacy. We also present a behavioral study we intend to conduct to test this framework.

Bakali Tahiri, M. J., Mouratidis, & Athanasios. (2024). **Learning strategies and procrastination as a function of need satisfaction and autonomous motivation: A diary study.** *European Journal of Education*, 59(3), e12645. <https://doi.org/10.1111/ejed.12645> Within the framework of Self-Determination Theory (SDT), basic psychological need satisfaction predicts quality of motivation which in turn predicts study efforts. Although studies focusing on interpersonal differences have repeatedly shown this sequence of relations, only a few have examined its stability at the intra-personal level. In this diary study, we recruited 141 university students (M age = 20.80, SD = 2.20 years) to investigate the degree of confluence among week-to-week need satisfaction, quality of motivation, learning strategies, and procrastination for four weeks. Multilevel structural equation modelling showed that need satisfaction covaried positively with autonomous motivation. In turn, week-to-week autonomous motivation predicted positively week-to-week critical thinking and effort regulation and negatively procrastination. These relations emerged even after controlling for gender, age, and study hours per week. Further, contextual autonomous motivation predicted higher mean levels of critical thinking and effort regulation and lower ones of procrastination. Interestingly, a cross-level interaction supported the sensitivity hypothesis as the negative relation between need satisfaction and controlled motivation was only true among students who were high in contextual (pre-diary assessed) controlled motivation. These findings highlight the importance of contextual motivation and the need to establish academic environments that consistently satisfy students' psychological needs, thus promoting the quality of motivation and adaptive learning strategies.

Baron, N. S. (2024, octobre 7). **Comment ChatGPT sape la motivation à écrire et penser par soi-même.** Consulté 8 octobre 2024, à l'adresse The Conversation website:

<http://theconversation.com/comment-chatgpt-sape-la-motivation-a-ecrire-et-penser-par-soi-meme-240096>

Les étudiants qui ont recours à l'IA ne risquent-ils pas de perdre certaines habitudes d'écriture précieuses pour leur créativité ? Il leur arrive en tout cas de se sentir dépossédés de leurs écrits.

Bernaud, J.-L., Arnoux-Nicolas, C., & Ruiu-Renard, L. (2024). **La méthode du « tri de cartes » en psychologie du conseil: bilan et perspectives.** *L'orientation scolaire et professionnelle*, (53/3), 425. Consulté à l'adresse <https://journals.openedition.org/osp/19396>

Les « tris de cartes » constituent une famille spécifique de méthodes d'intervention en psychologie du conseil qui aident un bénéficiaire à analyser les modes de fonctionnement psychologiques qui le caractérisent. S'inscrivant dans le champ des méthodes qualitatives, elles permettent de faire émerger la signification qu'un individu donne à certaines expressions de l'individualité comme ses valeurs, ses intérêts ou ses compétences. En s'appuyant sur une synthèse de la littérature scientifique, l'article expose les postulats, la démarche méthodologique, des exemples d'application et les cadres interprétatifs inhérents aux méthodes du tri de cartes. Puis il propose une synthèse des perspectives de développement de la méthode, préconise de nouveaux axes de recherche et formule des recommandations pour les modes d'application.

Bettinger, E., & Fidjeland, A. (2024). **College rankings, labor market outcomes, and alumni satisfaction.** *Education Economics*, 32(5), 703-720. <https://doi.org/10.1080/09645292.2024.2354848>

State and federal governments invest millions of dollars in providing accurate and relevant information on expected outcomes to students pursuing higher education, but whether such information targets what students value about college is unclear. We use new survey data to identify the extent to which conventional indicators for college quality and returns correlate with collegegoers' satisfaction with their education. We find that alumni are on average very satisfied with their education, even among those with poor labor market outcomes. Our results suggest the consumptive value of higher education is much higher than economic models of college choices typically assume.

Cao, F., Li, H., Chen, X., You, Y., & Xue, Y. (2024). **Who matters and why? The contributions of different sources of social support to doctoral students' academic engagement.** *European Journal of Education*, 59(3), e12649. <https://doi.org/10.1111/ejed.12649>

Social support is a crucial factor in the academic engagement of doctoral students, which is vital to their overall success. While past studies have mostly focused on the support from doctoral supervisors, support from other significant groups, including institutions, peers and families, has been largely neglected, and even no study has investigated their contributions to doctoral students' development. Drawing from the job demands-resources model, this study investigated the contributions of different sources (institutions, supervisors, peers and families) of social support to doctoral students' academic engagement. It further examined the mediating role of grit within these relationships. A sample of 472 doctoral students across various disciplines from 10 universities in mainland China responded to an online survey. Results showed that institutional support and supervisory support positively predicted doctoral students' academic engagement, while peer support and family support did not significantly

predict academic engagement. Furthermore, grit was found to mediate the relationship between support from institutions and supervisors and academic engagement. Practical implications for higher education institutions, doctoral supervisors and programs are discussed.

Chen, H., Chen, J., & Chiang, F.-K. (2024). **A study on the influence of learning space on students' intrinsic learning motivation.** *European Journal of Education*, 59(3), e12652. <https://doi.org/10.1111/ejed.12652>

Following the continuous reform and innovation of classroom teaching methods and pedagogy in higher education, the support provided by traditional classrooms for new classes seems to be insufficient. Empirical exploration into the impact of learning spaces on student learning motivation, particularly in terms of how and to what extent, has been limited. This study focuses on student intrinsic learning motivation as the dependent variable and constructs an influence model incorporating factors such as learning space, pedagogy and classroom relationships. A comparative analysis is conducted to assess the differential influence between two learning space types: active learning spaces and traditional classrooms. Utilizing a convenience sampling method, students engaged in coursework at University A's 'Future Learning Experience Center' and traditional multimedia learning spaces over three academic terms were selected. Differential tests were performed on data collected from various learning environment types, and the impact of learning space, teaching methods and social relationships on students' intrinsic learning motivation was validated using structural equation modelling. Results indicate that scores in the dimensions of learning space, teacher–student relationships, student–student relationships and student intrinsic learning motivation were significantly higher in the active learning space compared to traditional classrooms. Surprisingly, learning space exhibited no significant direct effect on student intrinsic learning motivation but demonstrated a significant indirect effect. The influencing factors model presented in this study sheds light on the type of learning space's impact on student intrinsic learning motivation, offering theoretical guidance and practical data for future research endeavours.

Cheng, Z., Zhu, C., & Dinh, N. B. K. (2024). **Perceived changes in transformational leadership: The role of motivation and perceived skills in educational leadership training under an EU-China cooperation project.** *European Journal of Education*, 59(3), e12636. <https://doi.org/10.1111/ejed.12636>

This study aims to examine the relationship among motivation for joining an educational leadership training programme (MOT), perceived skills (PS), and perceived changes in transformational leadership (PCTFL) in educational leadership training. The study drew on survey data from 761 participants who were associated with a leadership development programme under an EU-China cooperation project. The conceptual model was tested by structural equation modelling (SEM) by the Mplus programme. MOT and PCTFL were measured, respectively, by second-order factor structure assessments due to their multi-dimensional nature. The findings of the study suggest that motivation positively influences perceived changes in transformational leadership, and this relationship is positively mediated by perceived skills as learning gains in educational leadership training. The study provides novel empirical evidence on motivation that leads to transformational leadership changes in leadership training programmes. Policymakers and other key stakeholders can use these findings to gain a deeper understanding of the success of projects and encourage academic members

to participate in leadership training programmes to improve transformational leadership.

Cronqvist, M. (2024). **Enhanced student joy in learning environment; understanding and influencing the process.** *European Journal of Education*, 59(3), e12671. <https://doi.org/10.1111/ejed.12671>

In education, there is a risk that joy in learning is counteracted by allowing a performance culture to dominate. Research shows that emotions are of great importance for results, motivation and well-being. This study aims to add knowledge about the essential meanings of joy in learning based on students' lived experiences and thereby implications for the learning environment. The essence of the phenomenon of joy in learning has been formulated through descriptive phenomenological analysis. Qualitative data consists of 25 narratives from students engaged in voluntary forms of education. The study shows that joy in learning emerges throughout the learning process, when students discover that they gain knowledge, understand and can control their learning process and achieve something with their knowledge. The implications for teaching involve awareness of the learning process providing a balance between structure, support, challenge and personal choice which was valued along with relationships that contribute to autonomy.

Dixon-Román, E. (2024). **AI and Psychometrics: Epistemology, Process, and Politics.** *Journal of Educational and Behavioral Statistics*, 49(5), 709-714. <https://doi.org/10.3102/10769986241280623>

If psychometrics has long concerned itself with validity, reliability, and fairness, then what could psychometrics learn from the cybernetic theories of AI? Through engagement with Burstein's (2023) Responsible AI Standards, this paper unpacks some paradigmatic differences between psychometrics and cybernetics, points to how recursivity and contingency are both a challenge and opportunity for psychometrics, and how this matters epistemologically, ethically and politically. Following these epistemological differences, the paper raises ethico-political concerns with the promise of the "human-in-the-loop".

Duman, B., Yilmaz, E., Tural, A., & Şahan, G. (2024). **The relation between lateral thinking and inquiry skills of higher education students: A path analysis.** *European Journal of Education*, 59(3), e12673. <https://doi.org/10.1111/ejed.12673>

The aim of the study is to examine the relations between higher education students' lateral thinking dispositions and inquiry skills. Survey design and Structural Equation Modelling were used in the study. The sampling of the study consisted of 975 prospective teachers attending three faculties of education in three different state universities in Turkey. Inquiry Skills Scale and Lateral Thinking Disposition Scale were used to collect data. The collected data were analysed using R Studio programme. It was observed in the study that students' inquiry skills and lateral thinking dispositions were high. It was revealed in the study that inquiry skills predicted lateral thinking dispositions. Inquiry skills account for 31% of lateral thinking disposition. Thus, it can be concluded that lateral thinking dispositions of higher education students' depend on their inquiry skills at a percentage of 31%.

Dündar, E. (2024). **'Like an imprisoned robin': Similes by English language teachers on teaching in and beyond the times of COVID-19.** *European Journal of Education*, 59(3), e12664. <https://doi.org/10.1111/ejed.12664>

This qualitative study captured the reflections of 53 English language teachers from 40 different contexts including Bangladesh, Colombia, France, India, Scotland, Taiwan, Türkiye and the United Kingdom on teaching English during the times of COVID-19 and its post-effects on their practices. Data were collected through an online form consisting of three stems and the participants were asked to create similes about teaching English before, during and after the pandemic. By conducting thematic analysis, images created for each phase were categorized under occupational well-being, digital transformation, transactional distance, gap of communication and social isolation. Teachers pointed out work overload, lack of administrative support, instructions' not making sense, decreasing level of participation, dropouts, loss of student-teacher interaction and isolation as the drawbacks of the process along with the possibility of digital transformation ahead of their profession.

Eck, M., Hencke, J., Kennedy, A., Meinck, S., & Sass, J. (s. d.). **Why boys may need more support in building their reading motivation, confidence, and engagement.** *IEA Compas: Briefs in Education*, (25), 1-8. Consulté à l'adresse <https://www.iea.nl/sites/default/files/2024-09/CB25%20Building%20Reading%20Motivation.pdf>

Using data from the 2016 and 2021 cycles of PIRLS (Progress in International Reading Literacy Study), this brief examines gender disparities of fourth-grade students in reading enjoyment, confidence, and engagement. It explores how parents' reading habits influence their children's reading performance. Our findings indicate that girls in general enjoy reading more than boys and display greater confidence in their reading abilities. Both enjoyment and confidence in reading show positive correlations with academic achievement in reading, although it is difficult to determine the direction of the relationship. Additionally, girls tend to read more frequently outside of school than boys. We also observe that parents' enjoyment of reading positively relates to their children's reading success, with female caregivers typically enjoying reading more than male caregivers. This means boys are less likely to have a male reading role model in the home. The majority of reading teachers are female, suggesting that boys are likely to lack male reading mentors in their school. This brief concludes by discussing the potential implications of these findings, proposing measures to enhance reading skills among boys, and identifying areas for further investigation.

Genoud, P. A., & Mabilon, A. (2024). **Adaptation et validation d'une version francophone courte du Perceived Stress Questionnaire auprès d'élèves du secondaire.** *L'orientation scolaire et professionnelle*, (53/3), 453-476. Consulté à l'adresse <https://journals.openedition.org/osp/19456>

Cet article propose une adaptation et validation d'une version francophone courte du Perceived Stress Questionnaire (PSQ) auprès d'élèves du secondaire. Sur la base de données récoltées auprès de plus de 800 participants, les analyses factorielles (exploratoire puis confirmatoire) amènent à retenir un modèle cohérent avec 16 items répartis en quatre facteurs (surcharge, inquiétude, conflit et fatigue). La validité critérielle des mesures est soulignée par les liens obtenus avec la qualité du sommeil et la qualité de vie. L'outil développé permet de mettre en évidence des profils

particuliers de stress chez les adolescent·es et offre également la possibilité de mieux comprendre leur ressenti au fil du temps ou lors de changements contextuels.

Innocenti, F., Candel, M. J. J. M., Tan, F. E. S., & van Breukelen, G. J. P. (2024). **Sample Size Calculation and Optimal Design for Multivariate Regression-Based Norming**. *Journal of Educational and Behavioral Statistics*, 49(5), 817-847. <https://doi.org/10.3102/10769986231210807>

Normative studies are needed to obtain norms for comparing individuals with the reference population on relevant clinical or educational measures. Norms can be obtained in an efficient way by regressing the test score on relevant predictors, such as age and sex. When several measures are normed with the same sample, a multivariate regression-based approach must be adopted for at least two reasons: (1) to take into account the correlations between the measures of the same subject, in order to test certain scientific hypotheses and to reduce misclassification of subjects in clinical practice, and (2) to reduce the number of significance tests involved in selecting predictors for the purpose of norming, thus preventing the inflation of the type I error rate. A new multivariate regression-based approach is proposed that combines all measures for an individual through the Mahalanobis distance, thus providing an indicator of the individual's overall performance. Furthermore, optimal designs for the normative study are derived under five multivariate polynomial regression models, assuming multivariate normality and homoscedasticity of the residuals, and efficient robust designs are presented in case of uncertainty about the correct model for the analysis of the normative sample. Sample size calculation formulas are provided for the new Mahalanobis distance-based approach. The results are illustrated with data from the Maastricht Aging Study (MAAS).

Jamil, F. M., Stephan, A. T., & Bennett, A. E. (2024). **Exploring Longitudinal Associations between Teacher Expectancy Effects and Reading Achievement among a US Nationally Representative Sample of K-8 Students**. *The Elementary School Journal*, 125(1), 52-76. <https://doi.org/10.1086/731256>

Teachers' expectations of student capabilities can meaningfully affect future achievement. However, the consistency of teachers' expectations over time and their differential impact by student gender and ethnicity have not been thoroughly investigated in the context of students' reading achievement. The current study investigates the longitudinal influence of teacher expectancy effects on student achievement through a novel measurement approach that considers classroom context while drawing on cognitive assessments and teacher ratings collected through the large, nationally representative Early Childhood Longitudinal Study-Kindergarten data set (N = 8,503 students). Results of the autoregressive cross-lagged models with five time points between kindergarten and eighth grade indicate teachers' expectations of students' reading achievement are not significantly associated from one time point to the next, though their effects increase over time. Significant differences in longitudinal expectancy effects based on student gender and ethnicity were not found. Implications for teaching practice based on these results are discussed.

Jiang, S., McClure, J., Tatar, C., Bickel, F., Rosé, C. P., & Chao, J. (2024). **Towards inclusivity in AI: A comparative study of cognitive engagement between marginalized female students and peers**. *British Journal of Educational Technology*, 55(6), 2557-2573. <https://doi.org/10.1111/bjet.13467>

This study addresses the need for inclusive AI education by focusing on marginalized female students who historically lack access to learning opportunities in computing. It applies the theoretical framework of intersectionality to understand how gender, race and ethnicity intersect to shape these students' learning experiences and outcomes. Specifically, this study investigated 27 high-school students' cognitive engagement in machine learning practices. We conducted the Wilcoxon–Mann–Whitney test to explore differences in cognitive engagement between marginalized female students and their peers, employed comparative content analysis to delve into significant differences and analysed interview data thematically to gain deeper insights into students' machine learning model development processes. The findings indicated that, when engaging in machine learning practices requiring drawing diverse cultural perspectives, marginalized female students demonstrated significantly higher performance compared to their peers. In particular, marginalized female students exhibited strengths in holistic language analysis, paying attention to writers' intentions and recognizing cultural nuances in language. This study suggests that integrating language analysis and machine learning across subjects has the potential to empower marginalized female students and amplify their perspectives. Furthermore, it calls for a strengths-based approach to reshape the narrative of underrepresentation and promote equitable participation in machine learning and AI. Practitioner notes What is already known about this topic Female students, particularly those from underrepresented groups such as African American and Latina students, often experience low levels of cognitive engagement in computing. Marginalized female students possess unique strengths that, when nurtured, have the potential to not only transform their own learning experiences but also contribute to the advancement of the computing field. It is critical to empower marginalized female students in K-12 AI (ie, a subfield of computing) education, seeking to bridge the gender and racial disparity in AI. What this paper adds Marginalized female students outperformed their peers in responding to machine learning questions related to feature analysis and feature distribution interpretation. When responding to these questions, they demonstrated a holistic approach to analysing language by considering interactions between features and writers' intentions. They drew on knowledge about how language was used to convey meaning in different cultural contexts. Implications for practice and/or policy Educators should design learning environments that encourage students to draw upon their cultural backgrounds, linguistic insights and diverse experiences to enhance their engagement and performance in AI-related activities. Educators should strategically integrate language analysis and machine learning across different subjects to create interdisciplinary learning experiences that support students' exploration of the interplay among language, culture and AI. Educational institutions and policy initiatives should adopt a strengths-based approach that focuses on empowering marginalized female students by acknowledging their inherent abilities and diverse backgrounds.

Jůzová, I., Vaňurová, H., & Vicherková, N. (2024). **A comparison of psychosomatic symptoms and coping strategies of 14- to 19-year-old Czech students with and without specific learning disabilities in stressful circumstances.** *British Journal of Special Education*, 51(3), 382-394. <https://doi.org/10.1111/1467-8578.12545>

The study focused on comparing the prevalence and type of psychosomatic symptoms in Czech students aged 14 to 19 years (N = 459) without and with specific learning disabilities (SpLDs), as well as their tendencies towards selected coping strategies. No statistically significant differences were found in the prevalence and type of

psychosomatic symptoms between students without SpLDs (n = 366) and those with SpLDs (N = 93). The most common psychosomatic symptoms reported by both groups under stress were abdominal pain (61%; N = 459), extreme fatigue (60%; N = 459), tremor (56%; N = 459) and headache (53%; N = 459), with the frequency of occurrence ranging from sometimes to very often. There were no differences observed in the use of negative and positive coping strategies during stressful situations, except for alcohol use, which was more prevalent among students without SpLDs ($p = 0.024$). Correlations were found between anxiety, withdrawal and crying, and the six most frequent psychosomatic symptoms. Furthermore, students with SpLDs more frequently reported attempting to eliminate the cause of the problem (80%; N = 93) and searching for different solutions (80%; N = 93). Therefore, the study's findings suggest that SpLDs do not present a higher risk for increased psychosomatic symptoms or a preference for negative coping strategies.

Karaevli, Ö. (2024). **Understanding school principals' burnout**. *European Journal of Education*, 59(3), e12667. <https://doi.org/10.1111/ejed.12667>

This study explores why the principals experiences burnout and what the future plans of the principals who experienced burnout were. This is a case study that uses qualitative research methods. Before collecting qualitative data, the researcher collected and analysed data from principals working at different school levels and revealed their burnout tendencies. Subsequently, I collected qualitative data from kindergarten, middle school, and vocational high school principals through semi-structured interview questions and analysed them through content analysis. Along with the four main themes, four subthemes emerged based on the theme of burnout sources. Accordingly, school principals experience burnout due to situations arising from parents, senior management, teachers, other principals, students, non-education-related workload, and insufficient financial income. Although the short-term plans of school principals experiencing burnout are to continue their duties in their schools, in the long term, they plan to leave the profession and completely move away from educational work.

Li, S. Z., & Lu, F. (2024). **Does reversal of the educational gender gap affect Men's happiness: Evidence from China**. *Review of Development Economics*, 28(4), 1602-1631. <https://doi.org/10.1111/rode.13113>

In the context of the reversal of the educational gender gap, this article employs a nationally representative survey to examine the relationship between a wife's educational advantages (i.e., wife attains more education than her husband) and her husband's happiness. By controlling for individual, family, and community factors, we demonstrate that a husband's happiness is positively associated with his wife's educational advantages. Instrumental variable regressions and series of robustness checks corroborate the conclusion. However, certain heterogeneities are observed, with a particularly notable positive association among men with higher education levels, younger age, and those residing in the eastern region, likely influenced by their egalitarian gender ideologies. The study suggests that men are increasingly accepting of marriages in which the wife is more educated than her husband.

Markakis, K. (2024). **Mettre en mots le vécu de l'accompagnement dans l'accessibilisation de l'environnement éducatif:Le sentiment de la honte en question**. *La*

nouvelle revue - *Éducation et société inclusives*, 100(3), 39-49.
<https://doi.org/10.3917/nresi.100.0039>

Mateer, T. J. (2024). **A call for intergenerational solidarity in climate change education: Outlining a strategy to manage climate anxiety and facilitate action.** *European Journal of Education*, 59(3), e12659. <https://doi.org/10.1111/ejed.12659>

As youth psychological distress grows regarding climate change, educators are in an important position to provide support. In working with youth, educators are tasked with balancing the psychological distress associated with climate change knowledge against the ability to educate for positive outcomes such as hope, agency, and action. This theoretical essay pulls from philosophical and social psychological literature to make the case that educators have an intergenerational obligation to educate youth on climate change and that solidarity between educators and students represents a fruitful path forward. Solidarity in climate change education may help youth better manage their climate anxiety and channel this emotion into action. Solidarity expands upon current climate change teaching efforts by advocating for meaningful dialogue between students and educators, grounding action in the unique social-ecological systems within which the learning process is occurring, and fostering realistic hope and agency within students.

Özcan, M. (2024). **Subjective well-being levels of classroom teachers.** *European Journal of Education*, 59(3), e12693. <https://doi.org/10.1111/ejed.12693>

This research aims to reveal the subjective well-being levels of classroom teachers with the explanatory sequential design method of mixed method research. In the quantitative part of the study, the subjective well-being levels of the classroom teachers were analysed according to the variables of gender, age, region of employment, professional experience, educational status and grade level taught, and the qualitative part was designed with the phenomenology method and examined according to the sub-dimensions of school engagement and teaching efficacy. In the quantitative part of the study, there were 340 participants, and the Teacher Subjective Well-being Questionnaire was used, while in the qualitative part, 27 participants were included, and the subjective well-being level was examined according to the sub-dimensions of school engagement and teaching efficacy. While the subjective well-being levels of the participants did not differ significantly according to the variables of the region of employment, educational status and grade level taught, they differed significantly according to the variables of age and professional experience. In addition, the participants stated that the factors affecting school engagement were professional commitment, responsibility, working environment, being valued, being respected, belonging and conscience, respectively. The areas that positively affected their teaching efficacy were field and pedagogical knowledge, communication, technology and classroom management, respectively, and those that negatively affected their teaching efficacy were pedagogical knowledge, communication, classroom management and lesson planning.

Rochat, S., Levin, N., Alves, S., & Rossier, J. (2024). **Version française de l'Échelle des Difficultés au Choix de Carrière Émotionnelles et liées à la Personnalité : validation et pistes pour la pratique.** *L'orientation scolaire et professionnelle*, (53/3), 537-565. Consulté à l'adresse <https://journals.openedition.org/osp/19566>

Cet article présente la validité de la traduction française de la version longue (EPCD-53) et de la version courte (EPCD-25) de l'Échelle des Difficultés au Choix de Carrière

Émotionnelles et liées à la Personnalité. Les résultats des analyses confirmatoires menées auprès d'un échantillon suisse de 322 élèves et étudiant·es soutiennent la validité structurale de l'EPCD-25. Bien que le modèle s'ajuste moins bien aux données pour l'EPCD-53, les corrélations de ses scores avec ceux de l'EPCD-25 indiquent qu'ils mesurent bien les mêmes construits. Par ailleurs, les corrélations des catégories de l'EPCD-25 (i.e., « Pessimisme », « Anxiété » et « Identité et Concept de Soi ») avec les sous-échelles du Questionnaire des Difficultés au Choix de Carrière (CDDQ) montrent que les dimensions de Pessimisme et d'Anxiété sont principalement liées à la présence d'Informations Pas Fiables, alors que l'Identité et Concept de Soi est associée à l'Indécision Chronique. Les implications pour la recherche et pour la pratique sont présentées.

Rys, M., Górska, A. M., & Korzynski, hab. P. (2024). **Navigating the hackathon: Exploring participant experience, confidence and anxiety**. *European Journal of Education*, 59(3), e12656. <https://doi.org/10.1111/ejed.12656>

Hackathons are characterized by their dynamic and collaborative nature, acting as incubators for innovation in diverse contexts. They are celebrated for nurturing creativity and tackling current challenges while offering distinctive educational opportunities. However, participants' lack of confidence and increased anxiety can diminish the utility of a hackathon's outcomes, adversely affecting both the resolution of the challenges at hand and the educational value of the experience. Drawing on 398 responses from verified hackathon participants, we examined associations among experience, intrinsic and extrinsic motivations, confidence and anxiety. The findings confirm that experience at hackathons has a beneficial effect on individuals' confidence levels and concurrently diminishes anxiety. Additionally, intrinsic motivations show negative associations with anxiety and positive associations with confidence, while extrinsic motivations have unequivocal effects. These insights deepen our comprehension of the hackathon ecosystem, underscoring the criticality of participant's well-being and motivation. The ramifications of these findings are multifaceted: they not only inform the enhancement of hackathon frameworks, emphasizing a participant-focused approach, but also facilitate the strategic incorporation of hackathons within educational and organizational contexts.

Tavares, V. (2023). **Experiencing deficit: Multilingual international undergraduate students talk identity**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 58(2), 135-157. <https://doi.org/10.26443/mje/rsem.v58i2.10025>

This article explores the identity-related experiences of three multilingual international students at a university in Canada. Multilingual international students who speak English as an additional language (EAL) are traditionally referred to as English as a second language (ESL) students. This ESL identity category can negatively impact the social, psychological, and academic experiences of multilingual EAL international students. The three students' experiences were accessed through in-depth interviews, and insights from post-structuralist theory on identity were drawn on to contextualize them. The findings illustrate that the students experienced a strong sense of deficit on the basis of their positions as ESL students, non-native speakers, and international students. This deficit manifested in experiences of inferiority, otherness, and marginalization.

Yin, H., & Guo, Y. (2024). **A person-centered analysis of Hong Kong kindergarten teachers' emotion regulation: Profiles, characteristics and relations.** *European Journal of Education*, 59(3), e12687. <https://doi.org/10.1111/ejed.12687>

With a sample of 470 kindergarten teachers in Hong Kong, this study first examined these teachers' emotion regulation strategies assessed by a newly adapted scale, the Kindergarten Teacher Emotion Regulation Scale. Then, the study adopted a person-centred approach and conducted the latent profile analysis, identifying different profiles of teachers' use of the emotion regulation strategies. It also examined the relationships between these profiles and teachers' self-efficacy and two contextual antecedents, instructional leadership and trust in colleagues in kindergartens. The study validated a three-dimensional measurement of kindergarten teachers' emotion regulation in Hong Kong, namely cognition-focused regulation, (negative) emotion-focused regulation, and behaviour-focused regulation. Moreover, it identified four profiles of kindergarten teachers' emotion regulation strategy use with distinctive characteristics, and revealed some significant relationships between teachers' emotion regulation and self-efficacy as well as school contexts. The findings highlight the role of beneficial school climate in eliciting teachers' effective emotion regulation and thereby enhancing their self-efficacy.

Zhi, R., & Derakhshan, A. (2024). **Modelling the interplay between resilience, emotion regulation and psychological well-being among Chinese English language teachers: The mediating role of self-efficacy beliefs.** *European Journal of Education*, 59(3), e12643. <https://doi.org/10.1111/ejed.12643>

With the rise of positive psychology (PP) in 1954 and its flowering in the last decade of the 20th century, the focus of psychological and educational studies has shifted from examining negative health-related outcomes to their positive counterparts. In line with this new research agenda, several L2 researchers have studied different positive health-related outcomes and their predictors among language teachers. Few language studies, however, have been dedicated to examining language teachers' psychological well-being and its potential predictors. To bridge the lacuna, the current research tried to evaluate the role of emotion regulation and resilience in predicting Chinese EFL teachers' psychological well-being. This research also strived to find out whether perceived self-efficacy could mediate the interaction between psychological well-being, emotion regulation and resilience. For this purpose, 430 English teachers recruited from Chinese EFL classes were asked to respond to four closed-ended questionnaires. The analysis outcomes exhibited strong and positive associations between resilience, emotion regulation and psychological well-being. The results also divulged that the psychological well-being of English language teachers could be meaningfully predicted by their emotion regulation ability and resilience. Additionally, the results indicated that the association between Chinese English teachers' resilience, emotion regulation ability and psychological well-being could be significantly mediated by their self-efficacy beliefs. These outcomes may have some useful and instructive implications for educational principals and teacher trainers.

Aspects sociaux de l'éducation

Agustian, H. Y. (2024). **Pupil's role in educational design: Exploring what it means to have a say in primary school.** *European Journal of Education*, 59(3), e12682. <https://doi.org/10.1111/ejed.12682>

This case study aims to explore the role of pupils in educational design and what it means to have a say in primary school. Although many educational offers use the slogan 'pupil-centred' approach, examples are scarce in which children are seen as partners, let alone co-designers. It is therefore important to investigate to what extent pupils are involved in the design process and decision-making in a primary school context. Concepts such as co-determination, participation, room for choice and competence were discussed. This small-scale study shows that the school policy regarding participation and co-design mainly concerns parents but not pupils as much. Teachers have different perspectives about the importance of children's participation. In general, they would like to involve the pupils more in the design process. The lack of time and educational inspection's demand for standardised outcomes are limiting factors. The pupils believe that they sometimes influence how lessons are conducted at school and are allowed to choose how they work on the subject. In general, they feel positive about their competence.

Akgul, S., & Yakut, A. D. (2024). **Gender disproportionality in special education: An analysis of odd ratios and trends.** *European Journal of Education*, 59(3), e12679. <https://doi.org/10.1111/ejed.12679>

In Turkey, the special education population has steadily increased since 2006. By generating a 16-year period of data obtained from the National Education Statistics (NES) published annually by the Presidency of Strategy Development of the Ministry of National Education, we synthesize the gender odds ratios and trends by special education categories and/or educational settings. We used odds ratios and the Mann-Kendall test for data analysis. Gender disproportionality exists in favour of males with special needs in the majority of educational settings. In addition, we found uptrends, downtrends, and no trends for gender odds ratios. Gender disproportionality is discussed, along with implications for research and practice.

Ao, N., & Zhang, M. (2024). **Unravelling the relationship between English reading habits and individual, family and school factors: A Chinese perspective.** *European Journal of Education*, 59(3), e12668. <https://doi.org/10.1111/ejed.12668>

In English teaching, developing students' reading habits has been emphasized for its critical role in promoting overall core competencies. However, in practice, many teachers and parents are not informed of the effective approaches to developing good English reading habits, hindering the overall development of students' core competencies. In light of this, an empirical study was carried out to explore the developmental features of students' English reading habits and individual, family and school factors that affect its development. A questionnaire was adopted to collect quantitative data. A total of 2,130 primary and secondary school students from China participated in the study. The results indicated that their English reading habits varied with age and gender. In terms of age, secondary school students, especially middle school students, performed better than primary school students. In terms of gender, females performed better in reading frequency, reading time and ways of reading, while males had a larger reading volume. Reading habits were found to be impacted

by individual, school and family factors. Among them, age had the strongest influence on the development of English reading habits. These findings shed light on effective ways to develop English reading habits, especially in foreign-language-learning contexts.

Azram, M., Hong, M., Ahmad, W., & Sohail, A. (2024). **The impact of diversity experiences and innovative learning environments on the personal development of international students studying in China.** *European Journal of Education*, 59(3), e12655. <https://doi.org/10.1111/ejed.12655>

In recent decades, the number of international students in China has significantly increased. This swift growth of international students has raised concerns about the capacity of Chinese universities to meet international students' academic expectations. Since the quality of higher education is frequently measured by student learning experiences, this article explores the experiences of international students in China. It examines the relationship among diversity experiences, innovative learning environments and personal development, specifically focusing on the mediating role of cultural adoption among international students. The data collected from 304 international students from various countries studying in Shaanxi, China, through an adapted survey and structural equation modelling (SEM) were applied for analyses. This study highlights the importance of cultural adoption in the context of international education and its influence on personal development. It establishes a strong relationship among diversity experiences, innovative learning environments, cultural adoption and personal development of students. The study findings provide valuable understanding for individuals and organizations in higher education on effectively promoting cultural acceptance and enriching the development of global students.

Bouchet, C. (2024). **Inégalités femmes hommes parmi les personnels de soutien à la recherche: quels indicateurs?** *Connaissance de l'emploi*, (201), 1-4. Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/inegalites-femmes-hommes-parmi-les-personnels-de-soutien-a-la-recherche-quels-indicateurs--1502763.kjsp?RH=1507626697168>

The "Foundational Competencies in Educational Measurement" framework aims to shape the field's future. However, the absence of emerging scholars and graduate students in the task force highlights a gap in representing those most familiar with current educational landscape. As early career scholars, we offer perspectives to enhance this framework by focusing on making educational measurement more inclusive, collaborative, and culturally responsive. Drawing on our diverse backgrounds and experiences, we propose expanding the framework to empower measurement professionals, diversify measurement practices, and integrate ethical considerations. We also advocate for a new visual representation of the framework as a budding plant, symbolizing the organic and evolving nature of foundational skills in educational measurement. This commentary aims to refine the foundational competencies to better prepare future professionals for meaningful, equitable educational contributions.

Bozonnet, C. (2024a, octobre 1). **La bataille des jeunes diplômées pour l'égalité des salaires: « Il faut faire comme les garçons, demander plus que ce que l'on pense mériter ».** *Le Monde*. Consulté à l'adresse <https://www.lemonde.fr/campus/article/2024/10/01/il-faut-faire-comme-les-garcons->

[demander-plus-que-ce-que-l-on-pense-meriter-comment-les-jeunes-diplomees-mennent-la-bataille-pour-l-egalite-des-salaires_6340344_4401467.html](https://www.lemonde.fr/campus/article/2024/10/02/de-l-ecole-a-l-entreprise-les-femmes-toujours-decouragees-de-faire-carriere-dans-les-metiers-scientifiques-et-techniques_6340344_4401467.html)

Les inégalités salariales entre les hommes et les femmes n'épargnent pas les plus diplômées, confrontées aux mêmes types de pratiques et de stéréotypes que le reste de la société. Selon la Conférence des grandes écoles, l'écart est de 5,2 % à la sortie des études.

Bozonnet, C. (2024b, octobre 2). **De l'école à l'entreprise, les femmes toujours découragées de faire carrière dans les métiers scientifiques et techniques.** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/10/02/de-l-ecole-a-l-entreprise-les-femmes-toujours-decouragees-de-faire-carriere-dans-les-metiers-scientifiques-et-techniques_6341195_4401467.html

Une étude de l'association Elles bougent, publiée lundi 23 septembre, rappelle à quel point les stéréotypes de genre entravent l'accès des femmes à ces secteurs.

Brantlinger, A., & Grant, A. A. (2024). **Capital Flight: Examining Teachers' Socioeconomic Status and Early Career Retention.** *Sociology of Education*, 97(4), 363-383. <https://doi.org/10.1177/00380407241242768>

This article investigates the understudied relationship between teacher socioeconomic status (SES) and retention. Drawing on Bourdieu's theory of social reproduction and longitudinal data from 378 mathematics teachers, we use logistic regression to examine whether teacher SES, conceptualized and measured in terms of their economic, social, and cultural capital, is associated with their school, district, and professional retention at five years. We find teacher SES to be significantly related to retention at five years, and this is independent of teacher race. Practically, the study suggests that incorporating teacher SES into teacher recruitment and selection efforts, as has been done with teacher race, might be a valuable next step for schools and districts in which teacher retention has been a long-standing, serious issue.

Café pédagogique. (2024a, octobre 4). **PIX et la parentalité.** Consulté 4 octobre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/10/04/pix-et-la-parentalite/>

«Le numérique est un nouveau révélateur des fragilités familiales dont il ne faut pas négliger l'importance». Dans sa chronique consacrée au numérique, Bruno Devauchelle interroge le rôle de

Café pédagogique. (2024b, octobre 11). **Quand le CNUM se penche sur le lien entre le numérique et la sexualité.** Consulté 11 octobre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/10/11/quand-le-cnum-se-penche-sur-le-lien-entre-le-numerique-et-la-sexualite/>

«Il faut signaler que la question affective et sexuelle est le plus souvent un non-dit au cœur des familles». Bruno Devauchelle présente un rapport sur un travail qu'il juge essentiel piloté par le Conseil National du NUMérique «Éveil à la vie affective, relationnelle et sexuelle Donner le pouvoir d'agir». Il rappelle la nécessité d'agir dans un contexte de reculs. «C'est autour des relations et du genre que devrait se centrer l'action éducative et culturelle» préconise-t-il.

Campisano, B., Migali, G., & Bradley, S. (2024). **Spatial Variations in the Impact of Covid-19 on the Educational Gender Gap in English Secondary Schools** (Working Paper N°

415678839). Consulté à l'adresse Lancaster University Management School, Economics Department website: <https://econpapers.repec.org/paper/lanwpaper/415678839.htm>
We investigate the effects of Covid-19 on spatial variations in gender differences in educational attainment in English secondary schools. Spatial variations in various measures of Covid-19 incidence rates at the Travel-to-Work-Areas are explored. Since all parts of the UK were affected by Covid-19, spatial variations in Covid-19 are regarded as variations in the "dose" of the virus - the higher the dose the greater the impact. Employing a Difference-in-Differences (DiD) framework with fixed effects for year, school and TTWA, and controlling for selection effects, we estimate the causal effect on the gender gap in high school test scores at age 16. We find that, when comparing schools in TTWAs in the treatment to their counterparts in the control group, there is a statistically significant and positive effect on the educational gender gap in favor of females of between 0.3 and 0.6 points. Girls at the upper end of the attainment distribution achieved much better scores. Robustness checks show that school composition and area effects are important. We explore the implications for education policy.

Canaan, S. (2024). **The Impact of Delaying Early School Tracking on Fertility and Marriage Outcomes** (Upjohn Working Paper N° 24-403). Consulté à l'adresse W.E. Upjohn Institute for Employment Research website: <https://econpapers.repec.org/paper/upjweupjo/24-403.htm>

This paper studies how the type of education pursued at an early age affects family formation. I focus on a French reform that delayed the age of which students were tracked into either general or vocational education from age 11 to age 13. For the most part, tracking was replaced with grouping students into classrooms based on ability, but within a common general education curriculum. Using a regression discontinuity design, I show that the reform increased the likelihood of attaining a technical rather than a vocational degree, especially for individuals from low socioeconomic backgrounds. This indicates that the reform led to an increase in the quality of education. I further find that the reform increased completed fertility for individuals from low socioeconomic backgrounds, particularly women. In the marriage market, the reform changed the characteristics of women's partners without impacting marriage, cohabitation, or divorce rates. Specifically, women were more likely to have partners who were in high-skilled occupations and who were closer to their own ages. Taken together, these findings highlight that delaying early school tracking has significant consequences for family formation.

Cazorla, A. (2024, octobre 7). **En Bretagne, des cours de récré réaménagés pour gommer les inégalités de genre**. Consulté 8 octobre 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/bretagne-cours-de-recreation-reamenagees-gommer-inegalit/00112650>

Depuis quatre ans, le département d'Ille-et-Vilaine s'emploie à réaménager les cours de récréation des collèges afin de les rendre plus inclusifs et accessibles à tous les élèves.

Collet, I., Magni, G., & Pont, E. (2024). **Former les enseignants à la prise en compte des rapports sociaux dans l'espace du genre: la Toile de l'égalité comme outil d'analyse et d'intervention**. *Raisons éducatives*, 28(1), 153-179. <https://doi.org/10.3917/raised.028.0153>

Conseil supérieur de l'éducation, de la formation et de la recherche scientifique. (2024). **Égalité hommes-femmes dans et à travers l'éducation: rapport thématique**. Consulté à l'adresse <https://www.csefrs.ma/wp-content/uploads/2024/09/Rapport-Genre-FR-ISBN-V2.pdf>

Ce rapport constitue une contribution à la connaissance sur les questions relatives à l'égalité entre les sexes, et à l'éducation à travers le prisme de l'évaluation. Cette dernière met en avant les avancées réalisées en matière d'égalité des genres en lien avec l'éducation et identifie, également, les voies d'amélioration à partir des différentes analyses menées. Les principales dimensions traitées concernent les grandes orientations stratégiques dans le domaine de l'éducation selon le principe d'égalité entre les sexes, les perceptions, les attitudes et les aspirations des ménages marocains vis-à-vis de l'éducation, l'accès à l'éducation, les curricula et de la vie, l'environnement et le climat scolaires. Ces dimensions sont approchées par la violence en milieu scolaire, la qualité des apprentissages, en l'occurrence les acquis d'apprentissages des élèves tels que mesurés par les enquêtes nationales et internationales en la matière, ainsi que le rendement externe du système éducatif, en se focalisant sur l'insertion professionnelle des lauréats de l'enseignement supérieur.

Delévaux, O. (2024). **Parcours scolaire et biographique de futurs enseignants et d'enseignants novices de l'enseignement primaire issus de la migration: Impacts sur l'accès au métier et sa pratique** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse <https://theses.hal.science/tel-04703656>

Les travaux s'intéressant aux enseignant·e·s issu·e·s de la migration sont encore peu nombreux. Ceux qui traitent de la scolarité des élèves issu·e·s de la migration procèdent fréquemment d'une approche par les facteurs de risque et mettent en évidence des mécanismes contribuant à la perpétuation d'inégalités scolaires. Nous avons souhaité pour notre part privilégier une entrée par les facteurs de protection et les mécanismes de résilience qui peuvent s'avérer efficaces pour favoriser la réussite éducative et scolaire des élèves issu·e·s de la migration au point de les amener à s'engager dans une carrière d'enseignant·e·s. Cette recherche s'appuie sur 42 entretiens réalisés auprès de 36 futurs enseignant·e·s et enseignant·e·s novices de l'enseignement primaire issu·e·s de la migration. Son originalité réside en un double regard porté sur la scolarité des élèves issu·e·s de la migration. Le premier est rétrospectif et propose un retour réflexif de ces enseignant·e·s sur leur propre trajectoire de formation, les obstacles rencontrés et les facteurs qui leur ont permis, en dépit de la présence d'obstacles, d'accomplir un parcours de formation certes sinueux, mais néanmoins marqué par la réussite. Le second se centre sur la scolarité des élèves issu·e·s de la migration qu'ils·elles sont amené·e·s à rencontrer dans le cadre de leurs stages et de leurs premières expériences d'enseignement et vise à identifier des sources de malentendus et des formes de discrimination. Enfin, la recherche aborde également l'incidence de l'appartenance à la migration sur l'accès au métier, la perception de la confiance accordée par différentes parties prenantes du système éducatif et la question de la légitimité perçue pour intervenir auprès des usagers de l'école, issus ou non de la migration. Les résultats montrent la persistance dans le temps de préjugés, stéréotypes et discriminations susceptibles de contribuer à développer des formes d'inégalité touchant les élèves issu·e·s de la migration. Ils mettent en évidence une grande sensibilité interculturelle des enseignant·e·s issu·e·s de la migration et montrent également que certains facteurs de protection s'avèrent efficaces et qu'ils peuvent faire l'objet de propositions concrètes. Certaines d'entre elles s'adressent

directement aux élèves et aux enseignant·e·s. La plupart cependant sont orientées vers les parents et accordent une importance particulière à la clarté de la communication entre école et familles. Concernant l'accès au métier, l'analyse des données fait ressortir que certains préjugés et réticences concernant les compétences des élèves issu·e·s de la migration sont également présents au moment d'engager des enseignants issu·e·s de la migration. Par ailleurs la légitimité professionnelle évoquée par ces enseignant·e·s est liée à l'obtention de leur diplôme et nous notons qu'ils·elles résistent à l'idée de faire l'objet d'une assignation sociale limitant leur activité auprès des élèves issu·e·s de la migration. Paradoxalement cependant, les enseignant·e·s interrogé·e·s manifestent également certaines craintes à l'idée d'une insertion professionnelle dans un contexte caractérisé par une forte majorité de population non issue de la migration.

Dubet, F., & Duru-Bellat, M. (2024a). **L'emprise scolaire: quand trop d'école tue l'éducation.** Consulté à l'adresse <https://www.pressesdesciencespo.fr/fr/book/?GCOI=27246100854820>

Alors qu'elle n'a jamais occupé une place aussi importante dans nos sociétés où elle est chargée de déterminer la valeur des individus, l'éducation scolaire ne tient pas ses promesses. D'un côté, les jeunes ont le sentiment, non sans raison, de jouer leur destinée à l'école et leurs parents s'épuisent à leur faire obtenir les meilleurs classements, au prix de tensions quotidiennes et de multiples sacrifices. De l'autre, les inégalités scolaires ne sont pas résorbées. L'extension des études n'a pas garanti une élévation proportionnelle des acquis et des compétences, pas plus qu'elle n'a renforcé l'adhésion aux valeurs civiques, alimentant même la rancœur de ceux qui sortent perdants du système. Faut-il alors s'entêter dans ce « toujours plus » d'école et de diplômes, en espérant qu'à un horizon indéterminé, les bienfaits de cette course en avant se feront sentir ?

Dubet, F., & Duru-Bellat, M. (2024b, octobre 12). **François Dubet et Marie Duru-Bellat : « Contre les inégalités scolaires, plus d'école n'est pas la solution ».** Consulté 14 octobre 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/francois-dubet-marie-duru-bellat-contre-inegalites-scolaires-p/00112501>

Dans leur ouvrage *L'emprise scolaire*, les deux sociologues mettent en évidence les limites du système éducatif français fondé sur la compétition, et invitent à alléger le poids de l'école sur les destins individuels.

Eck, M., Hencke, J., Kennedy, A., Meinck, S., & Sass, J. (s. d.). **Why boys may need more support in building their reading motivation, confidence, and engagement.** IEA *Compass: Briefs in Education*, (25), 1-8. Consulté à l'adresse <https://www.iea.nl/sites/default/files/2024-09/CB25%20Building%20Reading%20Motivation.pdf>

Using data from the 2016 and 2021 cycles of PIRLS (Progress in International Reading Literacy Study), this brief examines gender disparities of fourth-grade students in reading enjoyment, confidence, and engagement. It explores how parents' reading habits influence their children's reading performance. Our findings indicate that girls in general enjoy reading more than boys and display greater confidence in their reading abilities. Both enjoyment and confidence in reading show positive correlations with academic achievement in reading, although it is difficult to determine the direction of

the relationship. Additionally, girls tend to read more frequently outside of school than boys. We also observe that parents' enjoyment of reading positively relates to their children's reading success, with female caregivers typically enjoying reading more than male caregivers. This means boys are less likely to have a male reading role model in the home. The majority of reading teachers are female, suggesting that boys are likely to lack male reading mentors in their school. This brief concludes by discussing the potential implications of these findings, proposing measures to enhance reading skills among boys, and identifying areas for further investigation.

Eller, C. C., Khanna, K., & Mellon, G. (2024). **Intermediate Educational Transitions, Alignment, and Inequality in U.S. Higher Education.** *Sociology of Education*, 97(4), 316-341. <https://doi.org/10.1177/00380407241245392>

Substantial social stratification research conceptualizes education as a series of standard transitions from one stage to the next, such as from high school to college. Yet less research examines mandatory transitions within each educational stage, which we call "intermediate educational transitions." In this article, we examine a crucial intermediate transition in U.S. higher education, shifting from an undeclared to a declared major by major declaration deadlines, to provide a novel perspective on educational transitions. Bridging theoretical approaches from symbolic interactionism, social stratification, structural functionalism, and neo-institutionalism, we argue that successful major declaration transitions depend on students' individual-level alignment between socially structured actions and culturally informed goals and organization-level alignment between organizational intentions and organizational actions. We use longitudinal interview data paired with 4.5 years of administrative records to assess this argument, finding that both individual- and organization-level alignment contribute to whether students experience seamless, stalled and restarted, or persistently stalled major declaration transitions. We further find that access to compensatory college organizational support determines whether stalled students can restart their major declaration trajectories. These findings indicate that colleges and universities can help to mitigate inequality in intermediate transitions by providing timely, high-quality support.

Fouquet-Chauprade, B., Charmillot, S., & Felouzis, G. (2024). **Devenir un.e citoyen.ne à l'École. La socialisation politique des collégien.nes et lycéen.nes en France : involution ou dévolution ?** *Raisons éducatives*, 28(1), 43-73. <https://doi.org/10.3917/raised.028.0043>

Fouquet, M. (2024). **Les boursiers sur critères sociaux en 2023-2024.** *Note Flash du SIES*, (24), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-boursiers-sur-criteres-sociaux-en-2023-2024-97464>

Après deux années de baisse, le nombre de boursiers sur critères sociaux a augmenté de 2,1 % pour l'année universitaire 2023-2024, marquée par une réforme.

Gaspar, S., Guedes, F. B., Cerqueira, A., Gaspar, T., Machado, M. do C., & de Matos, M. G. (2024). **Health literacy and medication health literacy in adolescents: Highlights from HBSC/WHO.** *European Journal of Education*, 59(3), e12686. <https://doi.org/10.1111/ejed.12686>

Health literacy (HL) is an essential health determinant that could encourage the adoption of individual and community protective behaviours that contribute to public health. This study aims to analyse the associations between HL and medication HL (MHL) in 4015 adolescents from the Health Behaviour in School-aged Children

(HBSC/WHO). Data were collected from the HBSC/WHO questionnaire. Descriptive statistics, bivariate analysis, and multinomial logistic regression were performed. 62.4% of participants have a moderate level of HL and 29.1% have a high level of HL. The youngest boys, and those who have a low level of MHL in the different dimensions presented (expiration date, recycling, side effects, illegal sale and safety), have a low level of HL. The oldest girls have a moderate level of HL. Also, girls with a high level of MHL, reported a high level of HL. MHL, namely, the expiration date, recycling, side effects and safety dimensions in adolescents is significantly related to and positively associated with HL. The results will enable us to highlight to family professionals and public policies the importance of HL and MHL promotion in adolescents.

Hauschilddt, K., Gwosć, C., Schirmer, H., Mandl, S., & Menz, C. (2024). **Social and Economic Conditions of Student Life in Europe (2021-2024)**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4004> [Report]. Consulté à l'adresse Eurostudent (Transnational) website: https://www.eurostudent.eu/download_files/documents/EUROSTUDENT_8_Synopsis_of_Indicators.pdf

Jack, A. A., & Bassett, B. S. (2024). **Pink Slips (for Some): Campus Employment, Social Class, and COVID-19**. *Sociology of Education*, 97(4), 299-315. <https://doi.org/10.1177/00380407241259793>

Although undergraduates from all class backgrounds work while attending college, little is known about how students approach finding work and the benefits they reap from different on-campus roles. Drawing on interviews with 110 undergraduates at Harvard University, we show that in the absence of clear institutional expectations surrounding on-campus work opportunities, students draw on class-based strategies to determine which jobs are “right for them.” Upper-income students pursued “life of the mind” jobs that permitted them access to institutional resources and networks. Alternatively, lower-income students pursued more transactional “work for pay” positions that yielded fewer institutional benefits and connections. The consequences of these differential strategies were amplified during COVID-19 campus closures as work-for-pay positions were eliminated while life of the mind continued remotely. Through documenting heterogeneity in work experiences, we reveal a class-segregated labor market on campus and extend previous analyses of how university practices exacerbate class differences and reproduce inequality.

Jiang, S., McClure, J., Tatar, C., Bickel, F., Rosé, C. P., & Chao, J. (2024). **Towards inclusivity in AI: A comparative study of cognitive engagement between marginalized female students and peers**. *British Journal of Educational Technology*, 55(6), 2557-2573. <https://doi.org/10.1111/bjet.13467>

This study addresses the need for inclusive AI education by focusing on marginalized female students who historically lack access to learning opportunities in computing. It applies the theoretical framework of intersectionality to understand how gender, race and ethnicity intersect to shape these students' learning experiences and outcomes. Specifically, this study investigated 27 high-school students' cognitive engagement in machine learning practices. We conducted the Wilcoxon–Mann–Whitney test to explore differences in cognitive engagement between marginalized female students and their peers, employed comparative content analysis to delve into significant differences and analysed interview data thematically to gain deeper insights into

students' machine learning model development processes. The findings indicated that, when engaging in machine learning practices requiring drawing diverse cultural perspectives, marginalized female students demonstrated significantly higher performance compared to their peers. In particular, marginalized female students exhibited strengths in holistic language analysis, paying attention to writers' intentions and recognizing cultural nuances in language. This study suggests that integrating language analysis and machine learning across subjects has the potential to empower marginalized female students and amplify their perspectives. Furthermore, it calls for a strengths-based approach to reshape the narrative of underrepresentation and promote equitable participation in machine learning and AI. Practitioner notes What is already known about this topic Female students, particularly those from underrepresented groups such as African American and Latina students, often experience low levels of cognitive engagement in computing. Marginalized female students possess unique strengths that, when nurtured, have the potential to not only transform their own learning experiences but also contribute to the advancement of the computing field. It is critical to empower marginalized female students in K-12 AI (ie, a subfield of computing) education, seeking to bridge the gender and racial disparity in AI. What this paper adds Marginalized female students outperformed their peers in responding to machine learning questions related to feature analysis and feature distribution interpretation. When responding to these questions, they demonstrated a holistic approach to analysing language by considering interactions between features and writers' intentions. They drew on knowledge about how language was used to convey meaning in different cultural contexts. Implications for practice and/or policy Educators should design learning environments that encourage students to draw upon their cultural backgrounds, linguistic insights and diverse experiences to enhance their engagement and performance in AI-related activities. Educators should strategically integrate language analysis and machine learning across different subjects to create interdisciplinary learning experiences that support students' exploration of the interplay among language, culture and AI. Educational institutions and policy initiatives should adopt a strengths-based approach that focuses on empowering marginalized female students by acknowledging their inherent abilities and diverse backgrounds.

Johnson, A., Barker, E., & Cespedes, M. V. (2024). **Reframing Research and Assessment Practices: Advancing an Antiracist and Anti-Ableist Research Agenda.** *Educational Measurement: Issues and Practice*, 43(3), 95-105. <https://doi.org/10.1111/emip.12601>

Educators and researchers strive to build policies and practices on data and evidence, especially on academic achievement scores. When assessment scores are inaccurate for specific student populations or when scores are inappropriately used, even data-driven decisions will be misinformed. To maximize the impact of the research-practice-policy collaborative, every stage of the assessment and research process needs to be critically interrogated. In this paper, we highlight the need to reframe assessment and research for multilingual learners, students with disabilities, and multilingual students with disabilities. We outline a framework that integrates three critical perspectives (QuantCrit, DisCrit, and critical multiculturalism) and discuss how this framework can be applied to assessment creation and research.

Le Briquer, Y., Legrain, P., & Lafont, L. (2024). **Apprendre à coopérer en EPS, une visée inclusive au service de l'égalité filles - garçons.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 121-137. <https://doi.org/10.3917/nresi.100.0121>

Lee, J., & Choi, B. N. (2024). **A study on regional return to education in South Korea: comparison of male and female wages.** *Education Economics*, 32(5), 613-631. <https://doi.org/10.1080/09645292.2024.2344048>

This study examines the return to education in South Korea by comparing metropolitan areas with non-metropolitan areas. It utilizes the Korean Labor and Income Panel Study from 2018 and 2019 for analysis, alongside the Mincer equation. The findings indicate that female workers have a higher return to education compared to male workers. The Oaxaca decomposition method reveals that private academies contribute to increasing differential treatment between men and women, whereas public education reduces the gap. Additionally, the regression discontinuity design method shows that the university premium is significantly different by region.

Leng, D., Bezirhan, U., Khorramdel, L., Fishbein, B., & Davier, M. von. (2024). **Examining Gender Differences in TIMSS 2019 Using a Multiple-Group Hierarchical Speed-Accuracy-Revisits Model.** *Educational Measurement: Issues and Practice*, 43(3), 64-75. <https://doi.org/10.1111/emip.12606>

This study capitalizes on response and process data from the computer-based TIMSS 2019 Problem Solving and Inquiry tasks to investigate gender differences in test-taking behaviors and their association with mathematics achievement at the eighth grade. Specifically, a recently proposed hierarchical speed-accuracy-revisits (SAR) model was adapted to multiple country-by-gender groups to examine the extent to which mathematics ability, response speed, revisit propensity, and the relationship among them differ between boys and girls. Results across 10 countries showed that boys responded to items faster on average than girls, and there was greater variation in boys' response speed across students. A mixture distribution of revisit propensity was found for all country-by-gender groups. Both genders had moderate to strong negative correlations between mathematics ability and response speed, supporting the speed-accuracy tradeoff pattern reported in the literature. Results are discussed in the context of low-stakes assessments and in relation to the utility of the multiple-group SAR model.

Li, S. Z., & Lu, F. (2024). **Does reversal of the educational gender gap affect Men's happiness: Evidence from China.** *Review of Development Economics*, 28(4), 1602-1631. <https://doi.org/10.1111/rode.13113>

In the context of the reversal of the educational gender gap, this article employs a nationally representative survey to examine the relationship between a wife's educational advantages (i.e., wife attains more education than her husband) and her husband's happiness. By controlling for individual, family, and community factors, we demonstrate that a husband's happiness is positively associated with his wife's educational advantages. Instrumental variable regressions and series of robustness checks corroborate the conclusion. However, certain heterogeneities are observed, with a particularly notable positive association among men with higher education levels, younger age, and those residing in the eastern region, likely influenced by their egalitarian gender ideologies. The study suggests that men are increasingly accepting of marriages in which the wife is more educated than her husband.

Masy, J. (2024, octobre 14). **80 % de bacheliers par génération : un objectif atteint mais une démocratisation « ségrégative » ?** Consulté 15 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/80-de-bacheliers-par-generation-un-objectif-atteint-mais-une-democratisation-segregative-237801>

Si la grande majorité des lycéens décroche aujourd'hui le bac, cette démocratisation scolaire va de pair avec de nouvelles inégalités dans les choix de filières et de poursuites d'études.

Merle, P. (2024). **Embourgeoisement des collèges privés et résultats PISA**. *La Pensée*, 419(3), 103-117. <https://doi.org/10.3917/lp.419.0103>

Moodly, A. L. (2024). **Exercising positional power to advance and support women in leadership – conversations with men in higher education**. *Management in Education*, 38(4), 180-188. <https://doi.org/10.1177/08920206221097479>

The paper focuses on the South African Higher Education environment, engaging with men in leadership and their views on areas that have been identified as challenging in women's lived experiences and the advancement of women towards leadership. Men still dominate positions of leadership and as such, hold positional power and influence in transformation towards a more equitable and diverse leadership profile. Research in this area focuses predominantly on the voices of women, yet there is recognition that men should also exercise agency in this regard. Set within a framework of social justice, critical and social realism, the research considers whether men understand women's lived experiences and challenges of institutional culture, often described in gendered terms. It considers their perceptions of women as leaders, inclusive of their notions of leadership. It is an attempt to grapple with women's perpetual challenges in the Higher Education milieu and the globally persistent underlying barriers to women's advancement. A qualitative approach was adopted and six men in leadership positions were interviewed. Responses to open-ended questions, based on areas highlighted in the literature, were analysed using critical discourse analysis. The findings revealed that though men in leadership appeared to understand the challenges experienced by women, the deeper embedded (real) levels of patriarchy and institutional culture and the impact on women's lived experiences were not fully appreciated. The paper concludes that men's advocacy and agency, though not conclusively so, can be major game-changers in institutional culture and patriarchal practices. The appearance of a perpetual cycle of cultural and structural barriers, and a predominance of research on women's experiences of this cycle, led the researcher to engage with men in leadership to ascertain whether they recognise and comprehend this cycle and whether they exercise agency and advocacy in challenging the status quo.

Nshimirimana, R., & Mikulovic, J. (2024). **Représentations sociales des enseignants sur la scolarisation des enfants en situation de handicap au Burundi**. *La nouvelle revue - Éducation et société inclusives*, 100(3), 23-37. <https://doi.org/10.3917/nresi.100.0023>

Palou, A., Ursin, P. A., & Demanet, J. (2024). **Social inequality in skills: Exploring the moderating role of extracurricular activities related to socio-economic differences in non-cognitive and cognitive outcomes**. *European Journal of Education*, 59(3), e12670. <https://doi.org/10.1111/ejed.12670>

Engaging in extracurricular activities is known to affect both cognitive and non-cognitive outcomes, but there is social inequality in access to these activities. In this study, we examine the role of extracurricular activities in moderating the relationships between secondary school students' social background and their cognitive and non-cognitive outcomes. Secondly, we examine variations in these relationships among

three European cities that represent different educational systems in managing student heterogeneity. Based on the study findings, the effects of extracurricular activities on academic outcomes varied with regard to measured skills and the city of study. Extracurricular activities were related to enhanced interpersonal skills in all cities studied. However, in Turku and Ghent, extracurricular activities buffered the socio-economic gradient in interpersonal skills, whereas in Barcelona, such activities increased it. Rather surprisingly, in all cities, engaging in extracurricular activities magnified the effect of socio-economic status on cognitive skills.

Ployé, A., & Gevrey, V. (2024). **Élucider l'imaginaire professionnel des acteurs d'un collège à propos de l'inclusion scolaire.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 11-21. <https://doi.org/10.3917/nresi.100.0011>

Polat, M. B., Karaçizmeli, İ. H., Atasoy, A. D., & Yeşilnacar, M. İ. (2024). **Assessment of the knowledge, emotions and behaviours of secondary school students towards the environment and recycling in Southeastern Türkiye.** *European Journal of Education*, 59(3), e12676. <https://doi.org/10.1111/ejed.12676>

Improving the scope of environmental education given in schools and establishing environmental awareness among students are the most important steps to be taken to transfer this awareness to the next generations. The aim of this study is to examine the knowledge, emotions and behaviours of secondary school students ranging from 11 to 13 for environmental health and environmental protection. The study was carried out in the district of Karaköprü, a metropolitan settlement in Şanlıurfa for the 2020–2021 academic year, regarding environmental health and environmental protection, which has decreased with the effect of the pandemic. In this study, a questionnaire was applied to students and their attitudes were evaluated according to a 5-point Likert scale. The attitudes of the students were detailed on the basis of 'gender' and 'mother education level' factors. It was found that the male students in the study group had more knowledge about environmental health and protection compared to the female students. However, no relationship was detected between students' environmental awareness and their mothers' educational levels.

Prioletta, J. (2023). **"They are just five-year-old boys": Examining the role of childhood innocence in the early normalization of sexual violence.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 58(2), 248-269. <https://doi.org/10.26443/mje/rsem.v58i2.10094>

The purpose of this article is to examine how the discourse of childhood innocence masks the ways in which sexual violence by boys against girls is perpetrated in kindergarten. Findings from a year-long ethnographic study conducted in two Canadian kindergarten classrooms show that narrow understandings of gender and sexuality in childhood obscure schools' responses to problematic gendered behaviors enacted by certain boys. The author contends that in failing to attend to gender and sexuality with young children, kindergarten education may contribute profoundly to the early normalization of sexual violence. The article concludes with a discussion on the role that kindergarten education can play in countering sexual violence inside and outside of schools.

Rousseau, N., Thibodeau, S., Beaudoin, C., Borri-Anadon, C., & Ouellet, S. (2023). **Expérience d'engagement de parents auprès de leurs enfants rencontrant une diversité**

de besoins en contexte scolaire Québécois : un portrait de la situation. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 202-224. <https://doi.org/10.26443/mje/rsem.v58i2.10024>

Using a descriptive approach, this article aims to describe parents' experiences supporting their children with diverse needs in elementary or high school. Based on a network analysis of responses to an electronic survey completed by 408 parents, the main results revealed that the number of diagnoses reported by some parents in response to their child's needs is significant, ranging from two to seven. Furthermore, though most parents say that they are generally satisfied with the support their child receives at school, others reported communication difficulties with school stakeholders. These findings raise questions about the persistence of the medicalization of children's difficulties and how demobilizing this approach can be for parents regarding the support they provide to their children.

Russell, M. (2024). **Digital Module 36: Applying Intersectionality Theory to Educational Measurement.** *Educational Measurement: Issues and Practice*, 43(3), 106-108. <https://doi.org/10.1111/emip.12622>

Module Abstract Over the past decade, interest in applying Intersectionality Theory to quantitative analyses has grown. This module examines key concepts that form the foundation of Intersectionality Theory and considers challenges and opportunities these concepts present for quantitative methods. Two examples are presented to demonstrate how an intersectional approach to quantitative analyses differs from a traditional single-axis approach. The first example employs a linear regression technique to examine the efficacy of an educational intervention and to explore whether efficacy differs among subgroups of students. The second example compares findings when a differential item function analysis is conducted in a single-axis manner versus an intersectional lens. The module ends by exploring key considerations analysts and psychometricians encounter when applying Intersectionality Theory to a quantitative analysis.

Strømme, T. B., Demanet, J., & Merino, R. (2024). **The role of education and social background in the changing political involvement of adolescents – a comparative approach.** *Acta Sociologica*, 67(4), 529-548. <https://doi.org/10.1177/00016993231219126>

Political involvement differs according to youngsters' social background, but the role of students' own educational pathways in that social gradient is less clear. We investigate whether track position and the school composition mediate and/or moderate the social gradient in the development of students' political involvement. Examining schools in Ghent (Flanders, Belgium), Barcelona (Catalonia, Spain) and Bergen (Norway) – we investigate whether these determinants for change in political engagement during upper secondary education differ between educational systems. Results from multilevel conditional change models show that the role of social background in changes in political involvement matters across the studied educational systems, but the role of track and school composition varies. In Barcelona, all the impact from social background on the increase in political involvement can be accounted for by track position, whereas in the Flemish system, the increase in political involvement is higher among those in academic tracks if they have low social background rather than high. There is more variance between schools in Ghent, and ethnic school concentration is associated with a smaller increase in political

involvement there. The Norwegian system has little between-school variance and small differences between tracks.

Tapia, E. (2024). **Understanding school segregation through micro-changes: evidence from upper secondary education in Stockholm.** *Journal of Education Policy*, 39(5), 797-816. <https://doi.org/10.1080/02680939.2023.2288340>

Previous studies investigating how the school choice paradigm shapes school segregation have found that students' ethnic school preferences drive school segregation by leading students to rank and change current schools following ethnic homophily orientations. This study investigates an intermediate moment in which these preferences contribute to the exacerbation of school segregation: students changing schools after being allocated to following admission rules but before the start of the academic year. We refer to these changes as micro-changes. Using Swedish register data on 9th-grade students applying to upper secondary education in Stockholm schools, this study evaluates how micro-changes affect school segregation. Our findings reveal that micro-changes are not neutral and increase school segregation levels because (1) students tend to reject of schools with a low share of in-group members and low representation of 9th-grade classmates, and (2) micro-changers move into schools with a high share of in-group members and 9th-grade classmates. Furthermore, our simulation model shows that micro-changes impact on school segregation have a cumulative effect.

Thapa, A., & Izawa, M. (2024). **Returns to education in Nepal: an analysis of educational attainment, employability and social mobility.** *Education Economics*, 32(5), 649-664. <https://doi.org/10.1080/09645292.2024.2351882>

This study examines the impact of educational attainment on employment and earnings in Nepal. Using the Nepal Labour Force Survey 2017–2018 cycle, we employ an extended earnings function derived from the foundational Mincer equation to estimate returns to education. The results underscore the overall positive impact of education (1.76, 3.73, 7.68 and 11.00% increase in earnings by primary, secondary, bachelor's and master's degrees, respectively), which is lower than the average observed in other low- and middle- income countries, except in higher education. The results also indicate persisting disparities for females and disadvantaged groups. The study emphasizes the need for strategic interventions, improved educational infrastructure and inclusive policies to foster equitable opportunities.

Van Dusen, B., Cian, H., Nissen, J., Arellano, L., & Woods, A. D. (2024). **Comparing the Efficacy of Fixed-Effects and MAIHDA Models in Predicting Outcomes for Intersectional Social Strata.** *Sociology of Education*, 97(4), 342-362. <https://doi.org/10.1177/00380407241254092>

This investigation examines the efficacy of multilevel analysis of individual heterogeneity and discriminatory accuracy (MAIHDA) over fixed-effects models when performing intersectional studies. The research questions are as follows: (1) What are typical strata representation rates and outcomes on physics research-based assessments? (2) To what extent do MAIHDA models create more accurate predicted strata outcomes than fixed-effects models? and (3) To what extent do MAIHDA models allow the modeling of smaller strata sample sizes? We simulated 3,000 data sets based on real-world data from 5,955 students on the LASSO platform. We found that MAIHDA created more accurate and precise predictions than fixed-effects models. We also found that

using MAIHDA could allow researchers to disaggregate their data further, creating smaller group sample sizes while maintaining more accurate findings than fixed-effects models. We recommend using MAIHDA over fixed-effects models for intersectional investigations.

Varsik, S., & Vosberg, L. (2024). **The potential impact of artificial intelligence on equity and inclusion in education**. Consulté à l'adresse <https://doi.org/10.1787/15df715b-en>
Ce document examine l'impact de l'intelligence artificielle (IA) sur l'équité et l'inclusion dans l'éducation, en se concentrant sur trois types d'outils d'IA : centrés sur l'apprenant, sur l'enseignant (pour l'évaluation et la gestion de la classe) et institutionnels. Le rapport souligne le potentiel de l'IA dans l'adaptation de l'apprentissage, tout en abordant des défis tels que les problèmes d'accès, les préjugés inhérents à l'utilisation de l'IA et la nécessité de former les enseignants. Le document souligne également l'importance d'équilibrer les avantages potentiels de l'IA avec les considérations éthiques et le risque d'exacerber les disparités existantes.

Wheeler, L. A., Brown, K. E., Witte, A. L., Chen, D., Sheridan, S. M., Gormley, M. J., ... Gomes, R. M. (2024). **Parent-Teacher Relationships: Factors That Relate to Dyadic Congruence**. *The Elementary School Journal*, 125(1), 132-150.
<https://doi.org/10.1086/731239>

Parent-teacher relationships are germane to child outcomes and are especially important when children experience social-behavioral difficulties. We used dyadic methods to assess levels and congruence in parent-teacher relationship joining (affective quality) and communication-to-other (communication behaviors). The study also examined whether teacher beliefs about parent involvement and years of experience and parents' educational attainment and ethnic-racial identity related to relationship qualities. Data come from three randomized controlled trials of a family-school partnership intervention for children with social-behavioral difficulties. Results indicated dyad levels of joining were higher than communication-to-other and identified a degree of mismatch in parent-teacher relationships. Parents reported more positive joining and communication-to-other than teachers. Parent-teacher dyads reported higher-quality relationships when parents identified as White and teachers held positive beliefs about parent involvement. Congruence was greater when teachers held positive beliefs about parent involvement and when parents had higher educational attainment. Implications for school-based family engagement efforts are discussed.

Wright, N. (2024). **Girls Dominate, Boys Left Behind: Decomposing the Gender Gap in Education Outcomes in Jamaica** (Working Paper N° 2410). Consulté à l'adresse Florida International University, Department of Economics website:
<https://econpapers.repec.org/paper/fiuwpaper/2410.htm>

This paper utilizes administrative data to investigate the gender gap in high school performance on various high-stakes exams and the gender disparity in academic outcomes at the leading university in the Caribbean. The results show that female students outperformed their male peers, being 8.5 and 6.6 percentage points more likely to pass a generic subject in the Caribbean Secondary Education Certificate (CSEC) and Caribbean Advanced Proficiency Examination (CAPE) exams, respectively. These results are robust across subject type, school ownership, school rank, and subject difficulty. Additionally, more females are admitted to each degree program annually,

and they continue to outperform males regardless of age, enrollment status, or admission scores. The Blinder-Oaxaca decomposition indicate that school attributes, subject-cohort composition, and subject choice explain up to 78% of the gender gap in CSEC and CAPE pass rates, while college readiness, college-level decisions, and field of study fully explain the gap in college GPA.

Zhang, X., & Yang, H. (2024). **Perception and usage of English epicene pronouns among L2 teachers in China-focusing on he, he or she and they.** *European Journal of Education*, 59(3), e12651. <https://doi.org/10.1111/ejed.12651>

This paper aims to explore the perception and usage of epicene pronouns in English among Chinese EFL teachers, as gender fair language becomes increasingly important for promoting inclusion, respect for identity and expression. This study employed a survey of 284 EFL teachers along with a follow-up written task to assess their views and actual use of epicene pronouns. The results indicate that while English teachers in China are familiar with the increase of they as an epicene pronoun, the use of he or she is their preferred choice in the survey, with generic he being more common in the written task. The study further reveals that the selection of the epicene pronoun is influenced by factors such as the antecedent type, social gender and the teachers' socio-cultural background. Promoting gender-fair language in L2 English teaching in China is crucial. Efforts are needed to increase awareness and usage of gender-neutral language among Chinese English teachers, emphasizing the importance of incorporating actual language use and adapting to grammatical changes.

Climat de l'école

Beaudoin, M., Nadeau, M.-F., & Lessard, A. (2024). **Perceptions d'élèves québécois du primaire sur la qualité de leurs interactions: différences selon leurs manifestations comportementales.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 171-192. <https://doi.org/10.3917/nresi.100.0171>

Chen, H., Chen, J., & Chiang, F.-K. (2024). **A study on the influence of learning space on students' intrinsic learning motivation.** *European Journal of Education*, 59(3), e12652. <https://doi.org/10.1111/ejed.12652>

Following the continuous reform and innovation of classroom teaching methods and pedagogy in higher education, the support provided by traditional classrooms for new classes seems to be insufficient. Empirical exploration into the impact of learning spaces on student learning motivation, particularly in terms of how and to what extent, has been limited. This study focuses on student intrinsic learning motivation as the dependent variable and constructs an influence model incorporating factors such as learning space, pedagogy and classroom relationships. A comparative analysis is conducted to assess the differential influence between two learning space types: active learning spaces and traditional classrooms. Utilizing a convenience sampling method, students engaged in coursework at University A's 'Future Learning Experience Center' and traditional multimedia learning spaces over three academic terms were selected. Differential tests were performed on data collected from various learning environment types, and the impact of learning space, teaching methods and social relationships on students' intrinsic learning motivation was validated using structural equation modelling. Results indicate that scores in the dimensions of learning space, teacher-student relationships, student-student relationships and student intrinsic

learning motivation were significantly higher in the active learning space compared to traditional classrooms. Surprisingly, learning space exhibited no significant direct effect on student intrinsic learning motivation but demonstrated a significant indirect effect. The influencing factors model presented in this study sheds light on the type of learning space's impact on student intrinsic learning motivation, offering theoretical guidance and practical data for future research endeavours.

Drost, K., Foschi, A., & Pateraki, I. (2024). **Témoignages eTwinning: instaurer le bien-être à l'école** [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/e1a7220f-7bad-11ef-bbbe-01aa75ed71a1>

Le livre eTwinning de cette année vise à inspirer les enseignants de toute l'Europe à soutenir le bien-être à l'école. Il présente des projets et des activités qui portent sur le bien-être physique, mental et émotionnel des enseignants et des élèves.

Faedda, S. (2023). **Générer des expériences d'apprentissage eudémoniques en contexte scolaire : étude du potentiel des interfaces tangibles** (Phdthesis, Université de Lorraine). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-04728406>

Le bien-être scolaire connaît aujourd'hui un regain d'intérêt auprès des politiques publiques. Inscrit dans les recommandations de l'OCDE pour les compétences de 2030 et la circulaire de rentrée de l'année 2022, ce sujet devient un enjeu phare pour les acteurs de l'éducation. De plus, conformément aux recommandations de l'UNESCO et de l'OCDE, les programmes éducatifs incitent dès la maternelle à l'acquisition des compétences transversales qui visent à permettre aux enfants de connaître, faire, être et vivre ensemble. Au coeur de ces préoccupations, cette thèse vise à explorer, décrire et analyser comment soutenir les expériences à caractère eudémoniques, c'est-à-dire à l'accomplissement personnel, en contexte scolaire. Les travaux ciblent spécifiquement l'apprentissage de l'autorégulation des comportements des élèves de 9 à 11 ans au cours d'activités individuelles de classe, connue pour être essentielle à leur réussite scolaire et sociale. Bien qu'il existe des supports scolaires visant l'autonomisation des élèves, ils ne sont généralement pas numériques. Or, de nombreux travaux dans le domaine des Interactions Humain-Machine (IHM) ont mis en évidence le potentiel motivationnel et développemental de systèmes interactifs utilisés par des enfants dès lors que leur conception est de qualité. C'est pourquoi cette thèse, ancrée dans une démarche de conception centrée utilisateurs, aborde le design d'une interface tangible, le TanISe, destinée à soutenir l'apprentissage de l'autorégulation des activités scolaire en quatre étapes. La première consiste à présenter les prémisses de la conception d'une interface tangible en (1) identifiant les besoins des enseignantes et des élèves dans un contexte d'activité individuelle et en (2) exploitant les approches expérientielle et instrumentale pour répondre aux besoins identifiés, c'est-à-dire soutenir l'autorégulation des élèves. Ensuite, la partie 2 développe le processus de conception du TanISe, intégrant des caractéristiques eudémoniques. La partie suivante décrit la conception d'un questionnaire permettant de mesurer les expériences eudémoniques des élèves au cours des activités scolaires. Enfin, ce projet de thèse se termine sur l'évaluation de l'utilité du dispositif pédagogique TanISe conduite au sein de trois classes de CM1/CM2. L'approche théorique et méthodologique utilisée dans ce projet s'appuie sur une démarche multidisciplinaire tirant parti des connaissances des Sciences de l'Education et de la

Formation, de la psychologie Ergonomie et du développement de l'enfant, ainsi que des connaissances de l'Interaction Humain-Machine.

Freyssinet, I. (2024). **Prévenir et arrêter les comportements perturbateurs en classe** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse <https://theses.hal.science/tel-04720019>

L'objectif de cette thèse est de tester l'efficacité d'une stratégie de gestion des comportements perturbateurs: le renforcement différentiel pour tous (DR-All). Le renforcement différentiel consiste à retirer le renforçateur d'un comportement que l'on souhaite voir disparaître, ici les comportements perturbateurs, pour l'appliquer à un autre comportement, ici, des comportements appropriés. L'attention de l'enseignant étant un renforçateur important des comportements perturbateurs, l'idée est donc de les ignorer et de féliciter les comportements appropriés en classe. A suivre la théorie de l'apprentissage social et l'importance des rôles modèles, cette stratégie appliquée à tous les élèves devrait permettre, via l'apprentissage par observation, l'ancrage de nouvelles conduites. Ce travail commence par un tour d'horizon des différentes stratégies de gestion de classe, suivi par les résultats d'une enquête sur les pratiques des enseignants français (article 1) qui montrent qu'ils utilisent surtout des stratégies expérientielles, telles que la réprimande ou la discussion, stratégie qui s'avèrent efficaces que sous certaines conditions (article 2). Nous avons ensuite conduit trois études pour tester l'efficacité du DR-All (article 3). Les résultats montrent une bonne qualité d'implantation du programme et une diminution significative des comportements perturbateurs dans le groupe expérimental. Ces premiers résultats sont conformes à ceux observés dans la méta-analyse que nous avons conduite auprès de 16 études (article 4). Enfin, nous présentons les résultats d'une dernière étude conduite auprès de 678 élèves de 28 classes du primaire dans laquelle la moitié des enseignants devaient mobiliser à la fois le DR-All et les principes de l'apprentissage coopératif dans de petits ateliers (article 5). Si les résultats ne montrent aucun effet sur les relations interpersonnelles, en revanche, ils révèlent une diminution systématique des comportements perturbateurs dans les classes expérimentales (par comparaison aux classes contrôle). Pour conclure, les résultats de cette thèse montrent que le DR-All est une stratégie efficace pour réduire les comportements perturbateurs en classe.

Gkoros, D., & Bratitsis, T. (2024). **E-Leadership and Distance Education in Greece during Covid-19 Pandemic.** *Management in Education*, 38(4), 151-163. <https://doi.org/10.1177/08920206221081611>

The paper attempts to investigate how contributive primary school principals' e-leadership proved to the work and preparation of teachers for the implementation of the Distance Education during the covid-19 pandemic. By employing quantitative modes of enquiry and specifically a significant number of questionnaires, we concluded that the teachers' level of education doesn't affect their opinion towards the degree of the school principals' contribution to their work and preparation or the implementation of distance education, contrary to their educational experience. Moreover, the majority of teachers who participated in the research consider the presence and involvement of the electronic leader as important.

Karaevli, Ö. (2024). **Understanding school principals' burnout.** *European Journal of Education*, 59(3), e12667. <https://doi.org/10.1111/ejed.12667>

This study explores why the principals experience burnout and what the future plans of the principals who experienced burnout were. This is a case study that uses qualitative research methods. Before collecting qualitative data, the researcher collected and analysed data from principals working at different school levels and revealed their burnout tendencies. Subsequently, I collected qualitative data from kindergarten, middle school, and vocational high school principals through semi-structured interview questions and analysed them through content analysis. Along with the four main themes, four subthemes emerged based on the theme of burnout sources. Accordingly, school principals experience burnout due to situations arising from parents, senior management, teachers, other principals, students, non-education-related workload, and insufficient financial income. Although the short-term plans of school principals experiencing burnout are to continue their duties in their schools, in the long term, they plan to leave the profession and completely move away from educational work.

Kim, M. J. (2024). **Scripting solutions for the future: the OECD's advocacy of happiness and well-being.** *Comparative Education*, 60(3), 441-457.
<https://doi.org/10.1080/03050068.2024.2354638>

Over the past decade, the OECD has gradually shifted its governing mechanism from promoting 'best practices' based on comparative data on pupils' cognitive skills to actively advocating for individual and collective well-being as an alternative and ideal future. This article focuses on the OECD's use of 'techno-scientific fictive scripts' as a strategy to promote happiness and well-being as solutions to anticipated crises, despite their conceptual ambiguity and token usage. It analyses how the OECD's recent 'Future of Education' projects have sought to steer its audience towards shared concerns and expectations of the future, while simultaneously asserting its technical expertise in future studies methodologies. It argues that by returning from endorsing data-driven policies to making futuristic claims using future studies methodologies, the OECD endeavours to redefine itself as both a pathfinder and a problem solver, simultaneously blending its human capital imperatives with technological inevitability in its vision of the future.

Leniaud, F. (2024, octobre 1). **Tueries de masse et sécurité dans les écoles américaines : l'armement des enseignants en question.** Consulté 3 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/tueries-de-masse-et-securite-dans-les-ecoles-americaines-larmement-des-enseignants-en-question-239115>

À chaque fusillade meurtrière dans un établissement d'enseignement, l'idée d'armer les enseignants revient sur le devant de la scène. Certains États l'autorisent déjà.

Özcan, M. (2024). **Subjective well-being levels of classroom teachers.** *European Journal of Education*, 59(3), e12693. <https://doi.org/10.1111/ejed.12693>

This research aims to reveal the subjective well-being levels of classroom teachers with the explanatory sequential design method of mixed method research. In the quantitative part of the study, the subjective well-being levels of the classroom teachers were analysed according to the variables of gender, age, region of employment, professional experience, educational status and grade level taught, and the qualitative part was designed with the phenomenology method and examined according to the sub-dimensions of school engagement and teaching efficacy. In the quantitative part of the study, there were 340 participants, and the Teacher Subjective Well-being

Questionnaire was used, while in the qualitative part, 27 participants were included, and the subjective well-being level was examined according to the sub-dimensions of school engagement and teaching efficacy. While the subjective well-being levels of the participants did not differ significantly according to the variables of the region of employment, educational status and grade level taught, they differed significantly according to the variables of age and professional experience. In addition, the participants stated that the factors affecting school engagement were professional commitment, responsibility, working environment, being valued, being respected, belonging and conscience, respectively. The areas that positively affected their teaching efficacy were field and pedagogical knowledge, communication, technology and classroom management, respectively, and those that negatively affected their teaching efficacy were pedagogical knowledge, communication, classroom management and lesson planning.

Watt, J., Krepski, H., & Heringer, R. (2023). **Middle school teachers' perspectives of how service learning projects contribute to student well-being.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 58(2), 225-247. <https://doi.org/10.26443/mje/rsem.v58i2.10048>

The purpose of this study was to explore how teacher practitioners in a Canadian middle school perceive students' experiences of well-being in student-led service learning projects (SLPs). Through semistructured interviews, we explored five school practitioners' accounts of how SLPs contributed to student relating and functioning in a well-being context. The themes identified demonstrate how well-being can be deliberately integrated within curricular aspects of schooling, and how student well-being can be enhanced as well as enriched when practitioners include well-being as an aim. We conclude that although students may encounter discomfort in the planning and implementation of SLPs, they provide authentic opportunities to develop student voice and autonomy, which can make education more meaningful to them.

Weiss, P.-O. (2024). **Étude de la dynamique sociale et des interactions au sein des collèges en Martinique.** *Les Journées de la Recherche en Éducation 2024*. Présenté à Saint-Denis, La Réunion, Réunion. Consulté à l'adresse <https://hal.science/hal-04729293>

La question du climat scolaire et des violences dans les écoles est un sujet de débats majeurs au sein de la communauté des chercheurs, des praticiens et des décideurs depuis environ vingt ans. Si des enquêtes nationales sont réalisées périodiquement en collège, elles sont peu contextualisées et, de fait, fournissent peu d'éléments laissant ainsi des territoires et des populations dans l'ombre. Cet article tente de pallier le manque de données pour mieux comprendre à quels types de victimation sont confrontés les collégiens ultramarins à partir d'une enquête menée aux Antilles. Ces premières données sur cette jeunesse d'outre-mer laissent entrevoir des écarts, parfois importants, vis-à-vis des chiffres annoncés dans les enquêtes nationales. Ainsi, cette enquête de victimation en collège propose un diagnostic nécessaire à la compréhension de ces territoires et se pose comme un préalable pour repenser le climat scolaire et les violences en outre-mer.

Évaluation des dispositifs d'éducation-formation

Cahuc, P., Hervelin, J., Largy, A., & Uhlendorff, A. (2024). **L'expérimentation AvenirPro : un levier pour l'insertion professionnelle des élèves de CAP et BacPro.** *Note IPP*, (109),

1-8. Consulté à l'adresse <https://www.ipp.eu/actualites/lexperimentation-avenirpro-un-levierpour-linsertion-professionnelle-deseleves-de-cap-et-bacpro/>

Avenir Pro est une expérimentation mise en œuvre et évaluée depuis janvier 2021. Sa généralisation est envisagée pour l'année scolaire à venir. Ce dispositif consiste à accompagner les élèves de lycées professionnels par des conseillers France Travail. Il se compose de deux phases : une période d'accompagnement collectif en classe, visant à doter les élèves des connaissances nécessaires pour chercher un emploi adapté à leurs aspirations et compétences, et à préparer les entretiens d'embauche; puis une période d'accompagnement individualisé après la fin de l'année scolaire. L'étude démontre un effet positif sur l'emploi des jeunes, avec une augmentation du taux d'insertion professionnelle en sortie d'études et du nombre de jours travaillés.

Hamlin, D., Peltier, C., & Reeder, S. (2024). **The effects of a university-led high impact tutoring model on low-achieving high school students: A three-year randomized controlled trial** (EdArXiv N° kqdfp). Consulté à l'adresse Center for Open Science website: <https://econpapers.repec.org/paper/osfedarxi/kqdfp.htm>

Rigorous evaluations have consistently demonstrated that high impact tutoring is one of the most effective ways to accelerate student learning. However, few studies compare the effects of high impact tutoring to alternative interventions, and even less scholarship tests for differences within tutoring models based on tutoring group size. The purpose of this study is to examine the effects of a university-led high impact tutoring model on ninth-grade mathematics achievement at seven high schools. A randomized controlled trial design was used for three separate cohorts of ninth-grade students. In the pooled sample, students (n = 524) in the treatment group participated in high impact tutoring (i.e., student-tutor groups of 2:1 or 3:1) three times a week for an entire academic year. In the control group, students (n = 438) attended a remediation mathematics course. The treatment group showed a difference of approximately a half-year of additional learning (0.14 SD) compared to the control group although both groups achieved academic growth that considerably exceeded expected growth trajectories for ninth-grade students. Results also showed that 2:1 student-tutor groups did not outperform 3:1 student-tutor groups, suggesting that 3:1 student-tutor ratios can be used to expand high impact tutoring with no detrimental effects on academic performance. Considering the well-documented logistical and financial barriers to high impact tutoring, our work indicates that remedial courses may also be a cost-effective alternative in cases when resources for high impact tutoring are limited.

Formation continue

Benet Rivière, J., Palierno, N., Dujoncquoy, S., & Paroche, W. (2025). **La gestion des imprévus en formation d'adultes : les impacts du confinement dans les formations de services**. *Savoirs : Revue internationale de recherches en éducation et formation des adultes*. Consulté à l'adresse <https://hal.science/hal-04696278>

Based on a survey of the effects of the March 2020 lockdown in rural family houses in the service sector, this article provides an analysis of contingency management in adult training. Due to the exceptional disruptions caused by the lockdown at individual, pedagogical, organizational and institutional levels, contingency management methods became particularly visible through a "magnifying glass effect". The analysis focused on the dynamics of interactions between players, the relationship between

adults and activities, places and times, the creation and adaptation of original tools, renewed forms of reflexive work on the lived experiences of these disrupted alternations, and the realization of a “pedagogical otherwise” with regard to a transformed training project.

CEDEFOP. (2024). **Thematic country review on upskilling pathways for low-skilled adults in France - 2nd phase**. Consulté à l'adresse <https://www.cereq.fr/thematic-country-review-upskilling-pathways-low-skilled-adults-france-2nd-phase>

This report summarises the outcomes of the second (micro) phase of the thematic country reviews (TCRs) on upskilling pathways in France, which reflect the points of view of both the beneficiaries of the outreach and guidance schemes and services under investigation, and the professionals involved in their implementation.

Gasnier, A., Sorbe, X., Claval, B., Kesler, S., Pajot, B., & Rainaud, V. (2024). **La mise en place des écoles académiques de la formation continue** (p. 58) [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: <https://www.education.gouv.fr/la-mise-en-place-des-ecoles-academiques-de-la-formation-continue-415480>

Deux ans après la création des écoles académiques de la formation continue (EAFC), le rapport examine leur fonctionnement et les effets de leur mise en place en faveur du développement professionnel des enseignants. Différents aspects ont été pris en compte par la mission d'inspection générale : les modalités de gouvernance, le recueil des besoins des enseignants, la professionnalisation des ressources humaines de la formation continue, la capacité à disposer d'une visibilité de l'action conduite par des indicateurs fiables et pertinents, l'articulation entre les pilotages national et académique. La mission formule seize recommandations qui visent à proposer un cadre rigoureux, cohérent et durable afin que la formation continue des enseignants joue pleinement son rôle de levier au service de la réussite du plus grand nombre d'élèves, conformément aux discours ambitieux dont elle fait régulièrement l'objet.

Kayi, E. A. (2024). **Transitioning to blended learning during COVID-19: Exploring instructors and adult learners' experiences in three Ghanaian universities**. *British Journal of Educational Technology*, 55(6), 2760-2786. <https://doi.org/10.1111/bjet.13475>

Teaching and learning in higher education have increasingly become digitalized and associated with innovative pedagogical methodologies over the past decades. Following the sudden onset of the pandemic in March 2020, several studies tended to focus on traditional students' experiences with emergency remote education while literature is scarce on non-traditional students (or adult learners) pedagogical experiences in Distance Education contexts. Using a qualitative case study approach, this study explored how digital technologies mediated instructors' and adult learners' educational experiences during COVID-19 and their first-time experiences with blended learning. Between October 2021 and July 2022, semi-structured interviews were conducted with 40 adult learners and 20 instructors in three selected public higher education institutions (HEIs) in Ghana. Data analysis followed Braun and Clarke's (2012) thematic analysis approach. The results showed that the transition to blended learning was supported by the adoption and integration of varied virtual online technologies. The themes highlight the positive and negative impacts of technology in mediating the educational experiences of instructors and adult learners in blended learning environments. The themes which reflected both instructors' and adult learners'

experiences were enhanced course delivery and pedagogy, competency development, technological issues and poor-quality pedagogy. Blended learning facilitated by technology could be the 'new normal learning' post-pandemic for adult learners pursuing Distance Education in Ghana. The study recommends the implementation of agile strategies and policies by HEIs to ensure sustainable quality education in distance learning. Practitioner notes What is already known about this topic The COVID-19 pandemic necessitated the adoption of innovative pedagogical approaches in higher education contexts. Technological transformations in information and communication technology (ICT) have enhanced remote teaching in higher education institutions globally. The educational experiences of educators and learners differ in blended learning contexts. What this paper adds Instructors and adult learners' positive experiences with navigating a variety of web-based technologies during the educational process are negatively impacted by technological difficulties during online instruction. Participants' experiences of blended learning are mixed with a preference for face-to-face dimension of blended learning instead of the online dimension. The paper identifies four themes that characterize instructors and adult learners' experiences with technology-enhanced learning including enhanced course delivery and pedagogy, competency development, technological issues and poor-quality pedagogy. Implications for practice and/or policy The study provides evidence-based information on the relevance of digitizing distance education for sustainable development and promotion of lifelong learning opportunities for distance education students. The research recommends that higher education institutions (HEIs) implement agile policies to facilitate a seamless shift to distance learning. HEIs may adopt open distance learning frameworks to streamline 21st century pedagogical and learning practices in distance-blended learning environments for quality course instruction. The study highlights the potential distance learning modalities that HEIs can consider for Distance Education students to sustain effective quality teaching and learning.

Poderi, G., Popov, J., & Møller, J. K. (2024). **In search of time: Higher education teachers' experience of an online professional development course.** *European Journal of Education*, 59(3), e12685. <https://doi.org/10.1111/ejed.12685>

This article investigates teachers' lived experiences of an online professional development (OPD) course in Denmark – that is, Teknosofikum – through a hermeneutic phenomenological perspective, and it relies on the interpretive analysis of 15 semi-structured interviews. The article's contribution focuses on the theme of 'time' and highlights it as a multifaceted construct that plays a relevant role in learning. By relying on the ideas of temporal structuring and multiple temporalities, the article shows that OPD courses and HE teachers' engagement nest themselves into pre-existing and complex nexus of commitments and duties, each of which has its own temporality and rhythm, along with longer-term aspirations for pedagogical development. As time emerged as a relevant aspect characterizing OPD course design and HE teachers' experiences, the article provides simple recommendations for 'time-aware' OPD courses.

Rupp, A. A. (2024). **Commentary: Modernizing Educational Assessment Training for Changing Job Markets.** *Educational Measurement: Issues and Practice*, 43(3), 33-38. <https://doi.org/10.1111/emip.12629>

Shodipe, O. T., & Ogbuanya, C. T. (2024). **Building aspiring teachers' capabilities, professional and skill development: Auspice to quality teaching practice in technical**

vocational education and training institutions. *European Journal of Education*, 59(3), e12677. <https://doi.org/10.1111/ejed.12677>

There is an increasing need to train and retrain personnel that would be saddled with the capabilities, professional and skill developmental requirement that meets societal needs. In this case, there is need for adequately trained personnel that will bridge the gap between societal needs; industrial needs with classroom instructions and vice versa. Therefore, this study examines the influence of building aspiring teachers' capabilities, professional and skill development as an auspice to quality teaching activities in technical vocational education and training institutions. Samples were selected using a multistage sampling technique. The collected data from 945 aspiring teachers was analysed using empirical analysis with AMOS SPSS v.23. Hayes PROCESS macro was used for mediation analyses. The result of the study indicated that self-efficacy and professional skills with knowledge of instructional delivery and personal capabilities have strong significant linkage. There is also a mediating interaction of attention to relationship on the relationship between constructive teaching and personal capabilities. TVET institutions should ensure continuous professional development by concentrating on the requirements concerning teaching and learning, individual resources and social support for coping with various requirements.

Marché du travail

Black, I., & Figueiredo, A. (2024). **The Illusion of Cyclicity in Entry Wages** (IZA Discussion Paper N° 17189). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17189.htm>

We show that occupation mobility creates the illusion of cyclical hiring wages. Using administrative data, we find that wages of new hires who remain in the same occupation are no more cyclical than those of existing workers, whereas wages of occupation switchers are highly cyclical. We uncover higher wage cyclicity also among workers who switch occupations within the same firm. Moreover, wage cyclicity increases, the more different current and previous occupations' required skills. Our results suggest that the widely documented cyclicity of entry wages reflects composition effects due to changes in match quality in worker's occupation, rather than wage flexibility.

Bozonnet, C. (2024, octobre 1). **La bataille des jeunes diplômées pour l'égalité des salaires: « Il faut faire comme les garçons, demander plus que ce que l'on pense mériter ».** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/10/01/il-faut-faire-comme-les-garcons-demander-plus-que-ce-que-l-on-pense-meriter-comment-les-jeunes-diplomees-mencent-la-bataille-pour-l-egalite-des-salaires_6340344_4401467.html

Les inégalités salariales entre les hommes et les femmes n'épargnent pas les plus diplômées, confrontées aux mêmes types de pratiques et de stéréotypes que le reste de la société. Selon la Conférence des grandes écoles, l'écart est de 5,2 % à la sortie des études.

Cheng, Y., Pei, B., Filonczuk, A., & Thu Le, A. (2024). **Commentary: A Data-Driven Analysis of Recent Job Posts to Evaluate the Foundational Competencies.** *Educational Measurement: Issues and Practice*, 43(3), 39-44. <https://doi.org/10.1111/emip.12630>

The Focal Article (Ackerman et al., 2024) provides a comprehensive framework and detailed guidelines to faculty, students, and measurement professionals. We used a data-driven approach that examines recent job posts (including full-time positions at academic institutions, nonprofit organizations, and for-profit companies, as well as internship positions) to evaluate the match between the skills required by the jobs and the Foundational Competencies and provide summaries and recommendations thereof.

Deschênes, É. (2023). **L'insertion socioprofessionnelle de travailleurs autochtones au sein d'une organisation non autochtone : caractéristiques et effets d'une expérience d'accompagnement en stage.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 63-84. <https://doi.org/10.26443/mje/rsem.v58i2.9998>

The socio-professional integration of Indigenous workers within Quebec organizations, particularly those governed by regional or national agreements, presents several obstacles. The case study reported in this text describes the characteristics and effects of a socio-professional integration support practice implemented by Hydro-Québec to overcome these obstacles: an internship with coaching for Cree workers. The nature of the research called for the development of a framework in which conventional Western research methodologies in the social sciences and humanities could be articulated, as well as Indigenous ones, which are presented here. Finally, results suggest that the experiment proved extremely complex in its implementation, particularly regarding aspects of intercultural relations, which the accompanying coach was able to minimize.

Ichou, M., & Palheta, U. (2023). **Un salaire de la blancheur ? : les revenus salariaux, une dimension sous-estimée des inégalités ethnoraciales en France.** *Revue française de sociologie*, 64(4), 557-595. <https://doi.org/10.3917/rfs.644.0557>

Les recherches sur la situation professionnelle des enfants d'immigré·es ont montré l'ampleur des inégalités ethnoraciales dans l'accès à l'emploi en France. Cependant, rares sont les travaux français qui portent spécifiquement sur les inégalités ethnoraciales de salaires et, lorsqu'ils le font, ils concluent généralement à la faiblesse ou à l'absence de telles inégalités. Fondée sur un échantillon plus important que celui des analyses antérieures (concaténation de quatorze années d'«Enquête emploi en continu» [«EEC»] de 2005 à 2018) et sur des choix méthodologiques différents (distinction des enfants d'un et deux parents immigrés et inclusion des caractéristiques résidentielles des individus), la présente étude remet en question le consensus dominant dans ce champ de recherche. Nous montrons que les inégalités ethnoraciales de salaires (mensuel et horaire) sont fortes, notamment au détriment des personnes originaires d'Afrique subsaharienne, des Outre-mer et du Maghreb. Elles sont plus marquées chez les hommes que chez les femmes, et parmi les enfants de deux parents immigrés que parmi ceux nés de couples mixtes.

Jack, A. A., & Bassett, B. S. (2024). **Pink Slips (for Some): Campus Employment, Social Class, and COVID-19.** *Sociology of Education*, 97(4), 299-315. <https://doi.org/10.1177/00380407241259793>

Although undergraduates from all class backgrounds work while attending college, little is known about how students approach finding work and the benefits they reap from different on-campus roles. Drawing on interviews with 110 undergraduates at Harvard University, we show that in the absence of clear institutional expectations

surrounding on-campus work opportunities, students draw on class-based strategies to determine which jobs are “right for them.” Upper-income students pursued “life of the mind” jobs that permitted them access to institutional resources and networks. Alternatively, lower-income students pursued more transactional “work for pay” positions that yielded fewer institutional benefits and connections. The consequences of these differential strategies were amplified during COVID-19 campus closures as work-for-pay positions were eliminated while life of the mind continued remotely. Through documenting heterogeneity in work experiences, we reveal a class-segregated labor market on campus and extend previous analyses of how university practices exacerbate class differences and reproduce inequality.

Métiers de l'éducation

Agostini, M. (2001). **Analyse des besoins de formation lors de la prise de fonction, à travers le suivi de professeurs des écoles sortants : Etude effectuée dans le Pays-Haut (Meurthe-et-Moselle) Emergence et ré-élaboration des compétences professionnelles au fil des discours relatifs à la prise de fonction(s)** (Phdthesis, Université Nancy 2). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-01776607>

Quelles que soient les situations de travail rencontrées, la prise de fonction (s) - étudiée ici sur une période de trois années scolaires, que nous baptisons « phase de décollage » - ressort comme un moment incontournable et déterminant pour l'appropriation effective d'une base de compétences professionnelles par les professeurs des écoles sortant de l'IUFM. En intervenant sur l'articulation entre l'intériorisation d'une théorie et la mise en application d'une pratique balbutiante, le terrain joue un rôle non négligeable dans cette adaptation. Lorsqu'il est imposé, au cours de la première année d'exercice, le passage par le Pays-Haut meurthe-et-mosellan sert de révélateur de la recherche d'un équilibre que les débutants tentent d'établir entre leur vie publique et leur vie privée et qu'ils essaieront ensuite de préserver sur un mode approprié. Les compétences dégagées par le biais de discours librement consentis, tenus en particulier en dehors de toute pression hiérarchique, dépassent le domaine d'une professionnalité technique stricto sensu telle qu'elle peut transparaître dans le référentiel de métier établi par l'Education Nationale. En les insérant dans un modèle professionnel construit grâce à une méthode idéal-typique, nous faisons pleinement relever ces compétences de deux grandes composantes que nous percevons ici comme étroitement reliées, alors qu'elles nous paraissent ordinairement regardées comme distinctes dans un cadre professionnel. Nous associons ainsi un registre affectif que nous dépeignons comme illimité à un versant opératoire que nous saisissons comme beaucoup plus codifié. Par voie de conséquence, en considérant que cette période de « formation initiale continuée » revêt une importance primordiale dans la carrière de l'enseignant du Premier Degré, nous nous situons dans la logique d'un accompagnement qui serait préalablement négocié avec les intéressés.

Bégin-Caouette, O., Béland, S., Stephenson, G. K., Jones, G. A., & Metcalfe, A. S. (2023). **Academic work and institutional diversity in Canada**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 58(2), 85-110. <https://doi.org/10.26443/mje/rsem.v58i2.10063>

The objective of this article is to determine if the work of full-time professors in Canada varies depending on the type of universities in which they are employed. A

nonparametric comparison of multivariate samples based on data from the Academic Profession in the Knowledge Society (APIKS) survey was used to examine faculty perceptions of their academic work. The results show statistically significant, albeit minimal, differences between primarily undergraduate, comprehensive, and research-intensive institutions. This article confirms that, to a small extent, institutional diversity in Canada is mirrored in academic work, and argues that both vertical and horizontal forms of diversity may exist simultaneously depending on the relative value granted to specific academic activities.

Bouchet, C. (2024). **Inégalités femmes hommes parmi les personnels de soutien à la recherche : quels indicateurs ?** *Connaissance de l'emploi*, (201), 1-4. Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/inegalites-femmes-hommes-parmi-les-personnels-de-soutien-a-la-recherche-quels-indicateurs--1502763.kjsp?RH=1507626697168>

The "Foundational Competencies in Educational Measurement" framework aims to shape the field's future. However, the absence of emerging scholars and graduate students in the task force highlights a gap in representing those most familiar with current educational landscape. As early career scholars, we offer perspectives to enhance this framework by focusing on making educational measurement more inclusive, collaborative, and culturally responsive. Drawing on our diverse backgrounds and experiences, we propose expanding the framework to empower measurement professionals, diversify measurement practices, and integrate ethical considerations. We also advocate for a new visual representation of the framework as a budding plant, symbolizing the organic and evolving nature of foundational skills in educational measurement. This commentary aims to refine the foundational competencies to better prepare future professionals for meaningful, equitable educational contributions.

Brantlinger, A., & Grant, A. A. (2024). **Capital Flight: Examining Teachers' Socioeconomic Status and Early Career Retention.** *Sociology of Education*, 97(4), 363-383. <https://doi.org/10.1177/00380407241242768>

This article investigates the understudied relationship between teacher socioeconomic status (SES) and retention. Drawing on Bourdieu's theory of social reproduction and longitudinal data from 378 mathematics teachers, we use logistic regression to examine whether teacher SES, conceptualized and measured in terms of their economic, social, and cultural capital, is associated with their school, district, and professional retention at five years. We find teacher SES to be significantly related to retention at five years, and this is independent of teacher race. Practically, the study suggests that incorporating teacher SES into teacher recruitment and selection efforts, as has been done with teacher race, might be a valuable next step for schools and districts in which teacher retention has been a long-standing, serious issue.

Button, B. (2023). **This is my story: An early career professor's experience using a feedforward teaching method.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 58(2), 293-298. <https://doi.org/10.26443/mje/rsem.v58i2.10167>

This Note from the Field is a reflection on the author's first attempt at using a combined feedforward and agile teaching approach. Typically, professors receive student feedback at the end of a term through course evaluations. These evaluations can be powerful professional development tools, but the students who gave the feedback rarely benefit from their suggestions. Using a feedforward and agile approach may help

professors integrate feedback during the semester and potentially increase student performance and/or engagement

Café pédagogique. (2024, octobre 8). **Pénuries des enseignants: austérité vs attractivité du métier**. Consulté 8 octobre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/10/08/penuries-des-enseignants-austerite-vs-attractivite-du-metier/>

L'austérité budgétaire ou l'attractivité du métier ? L'éducation est un droit humain fondamental, nous rappelle l'Unesco. L'attractivité en berne du métier creuse

Chesnay, J., & Benoit, H. (2024). **La collaboration en situations d'intermétiers à l'épreuve des obstacles contextuels**. *La nouvelle revue - Éducation et sociétés inclusives*, 100(3), 51-64. <https://doi.org/10.3917/nresi.100.0051>

Delavergne, C. (2024). **Diffusion et réception des réformes dans les institutions éducatives: le cas du travail collectif dans l'enseignement secondaire** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04732441>

Depuis la fin des années 1980, le travail collectif est devenu un élément clé des directives institutionnelles (Dupriez, 2015) constituant un espace de médiation entre le cadre institutionnel et les contextes d'enseignement locaux. S'il est inscrit dans le projet politique et plébiscité par les enseignants, il est difficilement observable dans leur activité quotidienne. Ce constat constitue le point de départ de cette thèse qui propose d'interroger la manière dont les injonctions adressées aux enseignants à travailler ensemble diffusent au sein la noosphère éducative. À partir d'un modèle hybride, cette thèse mène une analyse croisée des conditions de diffusion des injonctions au travail collectif par les personnels d'encadrement et des conditions de leur réception par les enseignants. Elle fait clairement apparaître des combinaisons de logiques – parmi lesquelles, les convictions quant aux enjeux pédagogiques du travail collectif (logique axiologique), les dispositions liées à l'avancement dans la carrière et à la formation (logique identitaire) ou encore les particularités épistémologiques des savoirs enseignés (logique disciplinaire). Ces combinaisons constituent la trame de la description des conditions de diffusion et de réception des injonctions et permettent de rendre compte de l'engagement différencié des professeurs dans les pratiques collectives. L'analyse permet également de mettre en évidence des modalités spécifiques d'interactions (convergence, divergence, interdépendance) entre les différents acteurs du système scolaire et fait apparaître des configurations spécifiques favorisant ou contraignant le développement des dynamiques collectives.

Delévaux, O. (2024). **Parcours scolaire et biographique de futurs enseignants et d'enseignants novices de l'enseignement primaire issus de la migration: Impacts sur l'accès au métier et sa pratique** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse <https://theses.hal.science/tel-04703656>

Les travaux s'intéressant aux enseignants issus de la migration sont encore peu nombreux. Ceux qui traitent de la scolarité des élèves issus de la migration procèdent fréquemment d'une approche par les facteurs de risque et mettent en évidence des mécanismes contribuant à la perpétuation d'inégalités scolaires. Nous avons souhaité pour notre part privilégier une entrée par les facteurs de protection et les mécanismes de résilience qui peuvent s'avérer efficaces pour favoriser la réussite éducative et scolaire des élèves issus de la migration au point de les amener à

s'engager dans une carrière d'enseignant·e·s. Cette recherche s'appuie sur 42 entretiens réalisés auprès de 36 futurs enseignant·e·s et enseignant·e·s novices de l'enseignement primaire issu·e·s de la migration. Son originalité réside en un double regard porté sur la scolarité des élèves issu·e·s de la migration. Le premier est rétrospectif et propose un retour réflexif de ces enseignant·e·s sur leur propre trajectoire de formation, les obstacles rencontrés et les facteurs qui leur ont permis, en dépit de la présence d'obstacles, d'accomplir un parcours de formation certes sinueux, mais néanmoins marqué par la réussite. Le second se centre sur la scolarité des élèves issu·e·s de la migration qu'ils·elles sont amené·e·s à rencontrer dans le cadre de leurs stages et de leurs premières expériences d'enseignement et vise à identifier des sources de malentendus et des formes de discrimination. Enfin, la recherche aborde également l'incidence de l'appartenance à la migration sur l'accès au métier, la perception de la confiance accordée par différentes parties prenantes du système éducatif et la question de la légitimité perçue pour intervenir auprès des usagers de l'école, issus ou non de la migration. Les résultats montrent la persistance dans le temps de préjugés, stéréotypes et discriminations susceptibles de contribuer à développer des formes d'inégalité touchant les élèves issu·e·s de la migration. Ils mettent en évidence une grande sensibilité interculturelle des enseignant·e·s issu·e·s de la migration et montrent également que certains facteurs de protection s'avèrent efficaces et qu'ils peuvent faire l'objet de propositions concrètes. Certaines d'entre elles s'adressent directement aux élèves et aux enseignant·e·s. La plupart cependant sont orientées vers les parents et accordent une importance particulière à la clarté de la communication entre école et familles. Concernant l'accès au métier, l'analyse des données fait ressortir que certains préjugés et réticences concernant les compétences des élèves issu·e·s de la migration sont également présents au moment d'engager des enseignants issu·e·s de la migration. Par ailleurs la légitimité professionnelle évoquée par ces enseignant·e·s est liée à l'obtention de leur diplôme et nous notons qu'ils·elles résistent à l'idée de faire l'objet d'une assignation sociale limitant leur activité auprès des élèves issu·e·s de la migration. Paradoxalement cependant, les enseignant·e·s interrogé·e·s manifestent également certaines craintes à l'idée d'une insertion professionnelle dans un contexte caractérisé par une forte majorité de population non issue de la migration.

Dicharry-Pomarez, S. (2024). **Nouvelles formes de professionnalités inclusives : cas de l'enseignant spécialisé.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 107-119. <https://doi.org/10.3917/nresi.100.0107>

Dündar, E. (2024). **'Like an imprisoned robin': Similes by English language teachers on teaching in and beyond the times of COVID-19.** *European Journal of Education*, 59(3), e12664. <https://doi.org/10.1111/ejed.12664>

This qualitative study captured the reflections of 53 English language teachers from 40 different contexts including Bangladesh, Colombia, France, India, Scotland, Taiwan, Türkiye and the United Kingdom on teaching English during the times of COVID-19 and its post-effects on their practices. Data were collected through an online form consisting of three stems and the participants were asked to create similes about teaching English before, during and after the pandemic. By conducting thematic analysis, images created for each phase were categorized under occupational well-being, digital transformation, transactional distance, gap of communication and social isolation. Teachers pointed out work overload, lack of administrative support,

instructions' not making sense, decreasing level of participation, dropouts, loss of student-teacher interaction and isolation as the drawbacks of the process along with the possibility of digital transformation ahead of their profession.

Garric, J., & Lorcerie, F. (2024). **Les personnels scolaires et la pluralité ethnoreligieuse: Confrontations.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/les-personnels-scolaires-et-la-pluralite-ethnoreligieuse/76703>

Voir l'École non pas comme une entité, mais comme un espace social où interagissent des individus socialement situés – personnels et élèves – porteurs de représentations variées qui infléchissent leurs façons de faire : c'est le parti-pris adopté dans ce livre. Spécifiquement, on s'intéresse aux façons de faire des personnels scolaires vis-à-vis d'individus – élèves, parents, collègues aussi parfois – auxquels est assignée une différence ethnoreligieuse, ou encore à leurs façons d'enseigner des objets d'apprentissage qui impliquent de traiter, implicitement ou directement, de la différence ethnoreligieuse. C'est le cas de principes enseignés en éducation civique tels que la neutralité, la laïcité, ou d'autres questions «sensibles». Les chapitres concernent la vie scolaire, le collectif enseignant, la didactique, la pédagogie, ainsi que le paradigme états-unien de la «théorie critique de la race». Autant dire, beaucoup de ce qui constitue concrètement l'École avec un grand É.

Gkoros, D., & Bratitsis, T. (2024). **E-Leadership and Distance Education in Greece during Covid-19 Pandemic.** *Management in Education*, 38(4), 151-163. <https://doi.org/10.1177/08920206221081611>

The paper attempts to investigate how contributive primary school principals' e-leadership proved to the work and preparation of teachers for the implementation of the Distance Education during the covid-19 pandemic. By employing quantitative modes of enquiry and specifically a significant number of questionnaires, we concluded that the teachers' level of education doesn't affect their opinion towards the degree of the school principals' contribution to their work and preparation or the implementation of distance education, contrary to their educational experience. Moreover, the majority of teachers who participated in the research consider the presence and involvement of the electronic leader as important.

Granger, N., Racicot, C., & Stabile, C. (2024). **Accompagner au mentorat pour soutenir l'insertion professionnelle des nouveaux enseignants.** *Revue hybride de l'éducation*, 8(4), 1-23. <https://doi.org/10.1522/rhe.v8i4.1732>

Depuis 2020, une mesure de mentorat pour soutenir l'insertion professionnelle du nouveau personnel enseignant est en place. Une équipe de conseillères pédagogiques de la région de Québec a souhaité être accompagnée pour développer un programme de mentorat adapté à son contexte. Cet article documente le dispositif d'accompagnement développé, les rôles joués par les divers acteurs scolaires et la satisfaction des personnes mentores et mentorées ainsi que des directions d'établissement quant au programme de mentorat expérimenté. La démarche de recherche-action a permis de préciser les rôles de chacun dans une perspective systémique et de construire du sens en vue d'optimiser l'efficacité du soutien offert.

Karaevli, Ö. (2024). **Understanding school principals' burnout.** *European Journal of Education*, 59(3), e12667. <https://doi.org/10.1111/ejed.12667>

This study explores why the principals experiences burnout and what the future plans of the principals who experienced burnout were. This is a case study that uses qualitative research methods. Before collecting qualitative data, the researcher collected and analysed data from principals working at different school levels and revealed their burnout tendencies. Subsequently, I collected qualitative data from kindergarten, middle school, and vocational high school principals through semi-structured interview questions and analysed them through content analysis. Along with the four main themes, four subthemes emerged based on the theme of burnout sources. Accordingly, school principals experience burnout due to situations arising from parents, senior management, teachers, other principals, students, non-education-related workload, and insufficient financial income. Although the short-term plans of school principals experiencing burnout are to continue their duties in their schools, in the long term, they plan to leave the profession and completely move away from educational work.

Kheroufi-Andriot, O., Khamzina, K., Rossi, S., Cilia, F., Brasselet, C., Legrain, C., ... Desombre, C. (2024). **Vers une éthique en formation interprofessionnelle pour transcender les différences de métier entre enseignants et professionnels du médico-social.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 65-77. <https://doi.org/10.3917/nresi.100.0065>

Maccario, D. (2024). **Apprendre à enseigner. Un défi pour l'enseignement et la recherche.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 93-105. <https://doi.org/10.3917/nresi.100.0093>

Miao, F., & Cukurova, M. (2024). **AI competency framework for teachers.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000391104>

Le cadre de compétences en intelligence artificielle (IA) pour les enseignants présente une vision globale de la manière de définir et de développer les compétences en IA pour une utilisation éthique et efficace de l'IA dans l'enseignement, l'apprentissage et l'évaluation. Il offre un schéma directeur sur les principes éthiques, les connaissances et les compétences concrètes (15 réparties en 5 dimensions) en matière d'IA à couvrir et sur la façon dont les méthodologies spécifiques à un domaine peuvent être exploitées lors de l'élaboration des programmes de formation des enseignants. Cet outil souligne que la préparation des enseignants aux compétences en IA est une condition préalable à l'utilisation efficace de l'IA dans l'éducation et qu'elle doit être fondée sur les principes d'inclusivité, de centralité de l'action humaine, de non-discrimination et de respect de la diversité linguistique et culturelle.

Moodly, A. L. (2024). **Exercising positional power to advance and support women in leadership – conversations with men in higher education.** *Management in Education*, 38(4), 180-188. <https://doi.org/10.1177/08920206221097479>

The paper focuses on the South African Higher Education environment, engaging with men in leadership and their views on areas that have been identified as challenging in women's lived experiences and the advancement of women towards leadership. Men still dominate positions of leadership and as such, hold positional power and influence in transformation towards a more equitable and diverse leadership profile. Research in

this area focuses predominantly on the voices of women, yet there is recognition that men should also exercise agency in this regard. Set within a framework of social justice, critical and social realism, the research considers whether men understand women's lived experiences and challenges of institutional culture, often described in gendered terms. It considers their perceptions of women as leaders, inclusive of their notions of leadership. It is an attempt to grapple with women's perpetual challenges in the Higher Education milieu and the globally persistent underlying barriers to women's advancement. A qualitative approach was adopted and six men in leadership positions were interviewed. Responses to open-ended questions, based on areas highlighted in the literature, were analysed using critical discourse analysis. The findings revealed that though men in leadership appeared to understand the challenges experienced by women, the deeper embedded (real) levels of patriarchy and institutional culture and the impact on women's lived experiences were not fully appreciated. The paper concludes that men's advocacy and agency, though not conclusively so, can be major game-changers in institutional culture and patriarchal practices. The appearance of a perpetual cycle of cultural and structural barriers, and a predominance of research on women's experiences of this cycle, led the researcher to engage with men in leadership to ascertain whether they recognise and comprehend this cycle and whether they exercise agency and advocacy in challenging the status quo.

Özcan, M. (2024). **Subjective well-being levels of classroom teachers.** *European Journal of Education*, 59(3), e12693. <https://doi.org/10.1111/ejed.12693>

This research aims to reveal the subjective well-being levels of classroom teachers with the explanatory sequential design method of mixed method research. In the quantitative part of the study, the subjective well-being levels of the classroom teachers were analysed according to the variables of gender, age, region of employment, professional experience, educational status and grade level taught, and the qualitative part was designed with the phenomenology method and examined according to the sub-dimensions of school engagement and teaching efficacy. In the quantitative part of the study, there were 340 participants, and the Teacher Subjective Well-being Questionnaire was used, while in the qualitative part, 27 participants were included, and the subjective well-being level was examined according to the sub-dimensions of school engagement and teaching efficacy. While the subjective well-being levels of the participants did not differ significantly according to the variables of the region of employment, educational status and grade level taught, they differed significantly according to the variables of age and professional experience. In addition, the participants stated that the factors affecting school engagement were professional commitment, responsibility, working environment, being valued, being respected, belonging and conscience, respectively. The areas that positively affected their teaching efficacy were field and pedagogical knowledge, communication, technology and classroom management, respectively, and those that negatively affected their teaching efficacy were pedagogical knowledge, communication, classroom management and lesson planning.

Ployé, A., & Gevrey, V. (2024). **Élucider l'imaginaire professionnel des acteurs d'un collège à propos de l'inclusion scolaire.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 11-21. <https://doi.org/10.3917/nresi.100.0011>

Poderi, G., Popov, J., & Møller, J. K. (2024). **In search of time: Higher education teachers' experience of an online professional development course.** *European Journal of Education*, 59(3), e12685. <https://doi.org/10.1111/ejed.12685>

This article investigates teachers' lived experiences of an online professional development (OPD) course in Denmark – that is, Teknosofikum – through a hermeneutic phenomenological perspective, and it relies on the interpretive analysis of 15 semi-structured interviews. The article's contribution focuses on the theme of 'time' and highlights it as a multifaceted construct that plays a relevant role in learning. By relying on the ideas of temporal structuring and multiple temporalities, the article shows that OPD courses and HE teachers' engagement nest themselves into pre-existing and complex nexus of commitments and duties, each of which has its own temporality and rhythm, along with longer-term aspirations for pedagogical development. As time emerged as a relevant aspect characterizing OPD course design and HE teachers' experiences, the article provides simple recommendations for 'time-aware' OPD courses.

Ria, L. (2024). **Pour un usage réfléchi des outils d'analyse du travail à des fins d'accompagnement du développement professionnel des actrices et acteurs de l'éducation.** *Analyser le travail enseignant : outils et démarches en formation*. Présenté à Lyon (ENS Lyon), France. Consulté à l'adresse <https://hal.science/hal-04718565>

Des outils d'analyse du travail sont régulièrement utilisés en formation des enseignants en France dans des perspectives de développement professionnel continu (Ria, 2019). Mais il nous semble nécessaire de continuer à sensibiliser leurs formateurs aux potentialités qu'ouvrent ces outils en termes de compréhension et de transformation des activités professorales à l'échelle individuelle et collective mais aussi à leurs limites, voire à leurs dérives. Cette contribution définit l'activité comme objet d'étude et de formation. Elle décrit les usages et fonctions d'outils d'analyse du travail. Il ne s'agit pas d'adresser aux formateurs un ensemble de règles prescriptives et proscriptives mais de les encourager à l'invention de scénarii de formation audacieux et aussi porteurs de valeurs éthiques dans l'accompagnement de pairs.

Rupp, A. A. (2024). **Commentary: Modernizing Educational Assessment Training for Changing Job Markets.** *Educational Measurement: Issues and Practice*, 43(3), 33-38. <https://doi.org/10.1111/emip.12629>

Saunier, E., & Woollven, M. (2024, octobre 8). **Collège : quelles sont les vraies missions des conseillers principaux d'éducation ?** Consulté 9 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/college-queelles-sont-les-vraies-missions-des-conseillers-principaux-deducation-230587>

On associe souvent les conseillers principaux d'éducation aux questions de discipline et de surveillance. La réalité de leur métier est plus complexe et interroge les enjeux de l'école aujourd'hui.

Shodipe, O. T., & Ogbuanya, C. T. (2024). **Building aspiring teachers' capabilities, professional and skill development: Auspice to quality teaching practice in technical vocational education and training institutions.** *European Journal of Education*, 59(3), e12677. <https://doi.org/10.1111/ejed.12677>

There is an increasing need to train and retrain personnel that would be saddled with the capabilities, professional and skill developmental requirement that meets societal

needs. In this case, there is need for adequately trained personnel that will bridge the gap between societal needs; industrial needs with classroom instructions and vice versa. Therefore, this study examines the influence of building aspiring teachers' capabilities, professional and skill development as an auspice to quality teaching activities in technical vocational education and training institutions. Samples were selected using a multistage sampling technique. The collected data from 945 aspiring teachers was analysed using empirical analysis with AMOS SPSS v.23. Hayes PROCESS macro was used for mediation analyses. The result of the study indicated that self-efficacy and professional skills with knowledge of instructional delivery and personal capabilities have strong significant linkage. There is also a mediating interaction of attention to relationship on the relationship between constructive teaching and personal capabilities. TVET institutions should ensure continuous professional development by concentrating on the requirements concerning teaching and learning, individual resources and social support for coping with various requirements.

Wright, N., Arora, P., & Wright, J. (2024). ***I Promise to Work Hard: The Impact of a Non-Binding Commitment Pledge on Academic Performance*** (Working Paper N° 2411). Consulté à l'adresse Florida International University, Department of Economics website: <https://econpapers.repec.org/paper/fiuwpaper/2411.htm>

Students often start a course with high expectations and an ambitious plan of action. Some instructors use goal-inducing non-binding commitment pledges to nudge students to follow through on their intended course of action. Using a field experiment, we asked treated students to set a goal grade, identify the actions they will take to achieve it, and sign a commitment pledge to work towards this grade. We find that while treated students pledged a greater time commitment and targeted a higher grade, their overall test scores decrease by 0.23 standard deviations and they were 15 percentage points less likely to pass the course.

Numérique et éducation

Acerra, E., Brehm, S., & Lacelle, N. (2024). **Écrire « à la manière de... » avec ChatGPT au secondaire québécois.** *Le français aujourd'hui*, 226(3), 69-84. <https://doi.org/10.3917/lfa.226.0069>

Acerra, E., Gervais, B., & Petitjean, Am. (2024). **Quelle place pour l'intelligence artificielle dans la classe de français?** *Le français aujourd'hui*, 226(3), 5-12. <https://doi.org/10.3917/lfa.226.0005>

Bahlouli, Y. E. (2024). **L'impact pédagogique des agents conversationnels en éducation: revue de littérature scientifique.** *Le français aujourd'hui*, 226(3), 27-38. <https://doi.org/10.3917/lfa.226.0027>

Baron, N. S. (2024, octobre 7). **Comment ChatGPT sape la motivation à écrire et penser par soi-même.** Consulté 8 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/comment-chatgpt-sape-la-motivation-a-ecrire-et-penser-par-soi-meme-240096>

Les étudiants qui ont recours à l'IA ne risquent-ils pas de perdre certaines habitudes d'écriture précieuses pour leur créativité? Il leur arrive en tout cas de se sentir dépossédés de leurs écrits.

Bazile, S., Alonso, B., Cwiczynski, M., Lauze, M., & Mayoral, M. (2024). **Quelles représentations et quelles pratiques personnelles des IA génératives, pour quelles transpositions possibles aux usages scolaires ?** *Le français aujourd'hui*, 226(3), 39-50. <https://doi.org/10.3917/lfa.226.0039>

Belwalkar, B. B., Schultz, M., Curnow, C., & Setzer, J. C. (2024). **Blending Strategic Expertise and Technology: A Case Study for Practice Analysis.** *Educational Measurement: Issues and Practice*, 43(3), 85-94. <https://doi.org/10.1111/emip.12607>

There is a growing integration of technology in the workplace (World Economic Forum), and with it, organizations are increasingly relying on advanced technological approaches for improving their human capital processes to stay relevant and competitive in complex environments. All professions must keep up with this transition and begin integrating technology into their tools and processes. This paper centers on how advanced technological approaches (such as natural language processing (NLP) and data mining) have complemented a traditional practice analysis of the accounting profession. We also discuss strategic selection and use of subject-matter experts (SMEs) for more efficient practice analysis. The authors have adopted a triangulation process—gathering information from traditional practice analysis, using selected SMEs, and confirming findings with a novel NLP-based approach. These methods collectively contributed to the revision of the Uniform CPA Exam blueprint and in understanding accounting trends.

Bousson, J., & Arneton, M. (2024). **La réalité virtuelle au collège, quelles pratiques inclusives ? Retours d'expérience d'un enseignant ordinaire.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 227-237. <https://doi.org/10.3917/nresi.100.0227>

Briggs, D. C. (2024). **Strive for Measurement, Set New Standards, and Try Not to Be Evil.** *Journal of Educational and Behavioral Statistics*, 49(5), 694-701. <https://doi.org/10.3102/10769986241238479>

I consider recent attempts to establish standards, principles, and goals for artificial intelligence (AI) through the lens of educational measurement. Distinctions are made between generative AI and AI-adjacent methods and applications of AI in formative versus summative assessment contexts. While expressing optimism about its possibilities, I caution that the examples of truly generative AI in educational testing have the potential to be overexaggerated, that efforts to establish standards for AI should complement the Standards for Educational and Psychological Testing and focus attention on the issues of fairness and social responsibility, and that scientific advance and transparency in the development and application of AI in educational assessment may be incompatible with the competitive marketplace that is funding this development.

Café pédagogique. (2024a, octobre 4). **PIX et la parentalité.** Consulté 4 octobre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/10/04/pix-et-la-parentalite/>

«Le numérique est un nouveau révélateur des fragilités familiales dont il ne faut pas négliger l'importance». Dans sa chronique consacrée au numérique, Bruno Devauchelle interroge le rôle de

Café pédagogique. (2024b, octobre 11). **Quand le CNUM se penche sur le lien entre le numérique et la sexualité.** Consulté 11 octobre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/10/11/quand-le-cnum-se-penche-sur-le-lien-entre-le-numerique-et-la-sexualite/>

« Il faut signaler que la question affective et sexuelle est le plus souvent un non-dit au cœur des familles ». Bruno Devauchelle présente un rapport sur un travail qu'il juge essentiel piloté par le Conseil National du NUMérique « Éveil à la vie affective, relationnelle et sexuelle Donner le pouvoir d'agir ». Il rappelle la nécessité d'agir dans un contexte de reculs. « C'est autour des relations et du genre que devrait se centrer l'action éducative et culturelle » préconise-t-il.

Chang, H.-H. (2024). **Harnessing AI for Educational Measurement: Standards and Emerging Frontiers.** *Journal of Educational and Behavioral Statistics*, 49(5), 702-708. <https://doi.org/10.3102/10769986241264033>

The surge of AI in education raises concerns about measurement downsides. Calls for clear standards are warranted. Fortunately, the psychometrics field has a long history of developing relevant standards—like sample invariance and item bias avoidance—crucial for reliable, valid, and interpretable assessments. This established body of knowledge, not unlike traffic laws for self-driving cars, should guide AI assessment development. Measuring new constructs necessitates stronger construct validity research. Instead of rewriting the rulebook, our focus should be on educating AI developers about these standards. This commentary specifically addresses the concern of empowering instructors not with high-stakes testing but with effective item writing through AI. We explore the potential of AI to transform item development, a key area highlighted by researchers. While AI tools offer exciting possibilities for tackling educational challenges, equipping instructors to leverage them effectively remains paramount.

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2024). **Digital in education for Latin America and Caribbean.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/8db411b3-7bb5-11ef-bbbe-01aa75ed71a1/language-en>

Cette publication présente une série d'exemples inspirants de la manière dont les établissements d'enseignement utilisent Erasmus+ en Amérique latine et dans les Caraïbes (ALC) pour se préparer à la transition numérique et pour exploiter tout le potentiel de la technologie et des techniques numériques pour stimuler l'éducation. Elle donne également un aperçu plus large du potentiel d'Erasmus+ et des opportunités mondiales qu'il offre. Cette publication n'est pas une étude scientifique sur le sujet mais s'appuie sur des descriptions de projets existants sur la Plateforme. Elle fournit une description de chaque projet ainsi que de ses objectifs et se concentre sur des projet qui répondent spécifiquement aux enjeux de la transformation numérique.

Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). **AI and English language teaching: Affordances and challenges.** *British Journal of Educational Technology*, 55(6), 2503-2529. <https://doi.org/10.1111/bjet.13460>

English is one of the most used languages for jobs, markets, tourism, discourse and international connectivity. However, English learners face many challenges in gaining English language skills. Extant studies show that AI has affordances to support in English language teaching and learning ELT/L. This study answers the call to examine specific

challenges and affordances for using AI in ELT/L. A systematic review method was used with PRISMA principles to identify 42 studies. Findings reveal the geographical locations of studies, learner ages and years of study. Grounded coding was then used to identify affordances of the use of AI in ELT/L in the areas of speaking, writing, reading, pedagogy and self-regulation. AI in ELT/L challenges uncovered were technology breakdowns, limited capabilities, fear and standardising language. Policymakers, funders, practitioners and educational leaders can use the information provided in this study to gain a holistic understanding of the current trend in the use of AI in ELT/L, and practical implications are provided to guide future use of AI. Practitioner notes What is already known about this topic English is one of the most used languages for jobs, markets, tourism, discourse and international connectivity. Empirical evidence shows that pupils can often face difficulties when learning English, with challenges such as irregularity in English spelling. AI has supported language teaching and learning with studies showing that AI can support language-specific skills. What this paper adds Provides the scholarly community with a unique systematic review in the use of AI in ELT/L across learner levels. Identifies affordances of AI in ELT/L in speaking, writing, reading, pedagogy and self-regulation. Identifies challenges of AI in ELT/L in technology breakdowns, limited capabilities, fear and standardising language. Provides researchers with a review of the field with identification of gaps and future research opportunities. Implications for practice and/or policy Provides practical implications from the findings for educators, policy makers and program designers. Highlights the gaps in academic knowledge as a lack in the use of AI for assessment in ELT/L.

Culpepper, S. A. (2024). **Introduction to the JEBS Special Section on Artificial Intelligence in Educational Statistics**. *Journal of Educational and Behavioral Statistics*, 49(5), 691-693. <https://doi.org/10.3102/10769986241276424>

Daguet, H. (2022). **Tutorat organisé contre tutorat par les pairs, qu'en est-il à l'heure des réseaux sociaux ?** *Adjectif : analyses et recherches sur les TICE*. Consulté à l'adresse <https://hal.science/hal-03919130>

Cet article présente les résultats d'une enquête quantitative effectuée entre 2020 et 2022 auprès de 224 étudiants de sciences de l'éducation à distance. De façon générale elle questionne le concept d'accompagnement qu'il soit mis en place de façon formelle par les acteurs du dispositif de formation à distance ou qu'il soit mis en place de façon informelle, entre pairs par les étudiants eux-mêmes. Quels sont alors les réseaux utilisés par ces étudiants et au niveau des apprentissages quels sont les usages qu'ils en font ? Ces usages sont-ils de nature à supplanter le dispositif formel mis en place dans le cadre de ce diplôme à distance ?

Dayo, N., Said Metwaly, S., & Van Den Noortgate, W. (2024). **Evaluating technology enhanced learning by using single-case experimental design: A systematic review**. *British Journal of Educational Technology*, 55(6), 2457-2477. <https://doi.org/10.1111/bjet.13468>

Single-case experimental designs (SCEDs) may offer a reliable and internally valid way to evaluate technology-enhanced learning (TEL). A systematic review was conducted to provide an overview of what, why and how SCEDs are used to evaluate TEL. Accordingly, 136 studies from nine databases fulfilling the inclusion criteria were included. The results showed that most of the studies were conducted in the field of special education focusing on evaluating the effectiveness of computer-assisted

instructions, video prompts and mobile devices to improve language and communication, socio-emotional, skills and mental health. The research objective of most studies was to evaluate the effects of the intervention; often no specific justification for using SCED was provided. Additionally, multiple baseline and phase designs were the most common SCED types, with most measurements in the intervention phase. Frequent data collection methods were observation, tests, questionnaires and task analysis, whereas, visual and descriptive analysis were common methods for data analysis. Nearly half of the studies did not acknowledge any limitations, while a few mentioned generalization and small sample size as limitations. The review provides valuable insights into utilizing SCEDs to advance TEL evaluation methodology and concludes with a reflection on further opportunities that SCEDs can offer for evaluating TEL. Practitioner notes What is already known about this topic SCEDs use multiple measurements to study a single participant over multiple conditions, in the absence and presence of an intervention SCEDs can be rigorous designs for evaluating behaviour change caused by any intervention, including for testing technology-based interventions. What this paper adds Reveals patterns, trends and gaps in the use of SCED for TEL. Identifies the study disciplines, EdTech tools and outcome variables studied using SCEDs. Provides a comprehensive understanding of how SCEDs are used to evaluate TEL by shedding light on methodological techniques. Enriches insights about justifications and limitations of using SCEDs for TEL. Implications for practice and/or policy Informs about the use of the rigorous method, SCED, for evaluation of technology-driven interventions across various disciplines. Contributes therefore to the quality of an evidence base, which provides policymakers, and different stakeholders a consolidated resource to design, implement and decide about TEL.

Dixon-Román, E. (2024). **AI and Psychometrics: Epistemology, Process, and Politics.** *Journal of Educational and Behavioral Statistics*, 49(5), 709-714. <https://doi.org/10.3102/10769986241280623>

If psychometrics has long concerned itself with validity, reliability, and fairness, then what could psychometrics learn from the cybernetic theories of AI? Through engagement with Burstein's (2023) Responsible AI Standards, this paper unpacks some paradigmatic differences between psychometrics and cybernetics, points to how recursivity and contingency are both a challenge and opportunity for psychometrics, and how this matters epistemologically, ethically and politically. Following these epistemological differences, the paper raises ethico-political concerns with the promise of the "human-in-the-loop".

Economou, A., Kyza, E. A., Georgiou, Y., Kapsalis, G., Gallagher, S., Galvin, C., ... Ruiz Garcia, A. (2024). **Using self-reflection to support teacher professional learning and development of their digital competence: a multi case study using SELFIEforTEACHERS.** Consulté à l'adresse Office des publications de l'Union européenne website: <https://data.europa.eu/doi/10.2760/5240021>

This report presents a multi-case qualitative research study on how to support teacher professional learning and development of their digital competence, through a self-reflection process using SELFIEforTEACHERS (SfT). The study investigated how SfT can be used in different settings and what factors, enablers and barriers affect its effective implementation. Moreover, it investigated how self-reflection using SfT can support teachers' agency and efficacy for their professional development in using digital technologies in teaching and learning. The report presents the theoretical assumptions

that guided the research and discusses the main pertinent findings across the cases, based on the evidence amassed for the individual case studies. Findings are reported from 13 individual case studies conducted in six European Union Member States and are based on thematic analyses using an explanatory case study approach. Main findings indicate that SfT embedded in professional development activities can support teachers in developing digital competence, while at the same time collected aggregated data can support professional development planning. The report concludes with recommendations for teachers, school leaders, teacher trainers and educators, and policymakers.

European Commission. Directorate general for education, youth, CAPLANOVA, A., DUNAJEVA, J., RODRIGUEZ, P., & European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2024). **Digital transformation in blended learning environments: EENEE analytical report**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/3a2c7879-667e-11ef-a8ba-01aa75ed71a1/language-en>

Ce rapport explore le développement, l'impact et l'efficacité de l'apprentissage mixte au sein des systèmes éducatifs, en se concentrant sur les aspects numériques et non numériques des pratiques et technologies d'enseignement en Europe. Il analyse la manière dont l'apprentissage mixte est intégré dans les politiques éducatives et identifie des stratégies de développement professionnel des enseignants. Les résultats soulignent le potentiel de transformation de l'apprentissage mixte, en particulier pour favoriser un enseignement personnalisé, centré sur l'élève et accessible à tous. En intégrant les méthodes numériques et traditionnelles, les enseignants peuvent stimuler l'engagement des élèves, améliorer les résultats d'apprentissage et cultiver des aptitudes importantes, telles que la pensée critique et les compétences numériques. L'efficacité des modèles et des stratégies d'apprentissage mixte dépend d'une formation appropriée des enseignants et d'un accès équitable aux technologies.

Gulson, K. N., & Sellar, S. (2024). **Anticipating disruption: artificial intelligence and minor experiments in education policy**. *Journal of Education Policy*, 39(5), 702-717. <https://doi.org/10.1080/02680939.2024.2302474>

The growing use of artificial intelligence in education extends and intensifies technologies of governing, including datafication, performativity and accountability. In this article, we outline how the use of AI and data science has the disruptive potential to create new norms in education policy and governance. We report on an ethnographic investigation into an education department initiative that involved data scientists using machine learning to identify causal links between different school-based and non-school based factors, and educational outcomes. The article proposes that machine learning is being introduced into this education department as a set of minor experiments in education governance. We focus on issues of changing expertise and evidence and differences in method between new data science approaches and established statistical expertise in this education department, in order to highlight minor but important new governance practices. We conclude that the increasing use of AI in education, as part of new cognitive infrastructures, is quietly shifting the ways in which education systems operate.

Ho, A. D. (2024). **Artificial Intelligence and Educational Measurement: Opportunities and Threats.** *Journal of Educational and Behavioral Statistics*, 49(5), 715-722. <https://doi.org/10.3102/10769986241248771>

I review opportunities and threats that widely accessible Artificial Intelligence (AI)-powered services present for educational statistics and measurement. Algorithmic and computational advances continue to improve approaches to item generation, scale maintenance, test security, test scoring, and score reporting. Predictable misuses of AI for these purposes will result in biased scores, construct underrepresentation, and differential impact over time. Recent efforts to develop standards for AI use in testing like those of Burstein are promising. I argue that similar efforts to develop AI standards for educational measurement will benefit from increased attention to the context of test use and explicit commitment to ongoing monitoring of bias and scale drift over time.

Huerta-Gomez-Merodio, M., Fernández-Ruiz, M. A., & Requena-Garcia-Cruz, M. V. (2024). **Using FastTest PlugIn for the design of remote and hybrid learning environments to improve the engineering skills of university students.** *European Journal of Education*, 59(3), e12654. <https://doi.org/10.1111/ejed.12654>

Research on improving engineering skills in students advocates for high-quality teaching practices as well as the implementation of digitally enhanced management systems, such as e-Learning. Furthermore, COVID-19 led to several changes in education, such as switching drastically from face to face to emergency remote and later hybrid teaching. This study has focused on the proposal, the application and the evaluation of a new e-Learning teaching method. FastTest PlugIn has been used for the creation of large sets of questions, to develop parameterised and individualised exercises in Moodle. The method has been applied since COVID-19, considering different types of teaching: completely remote, hybrid and face to face. It has been implemented in some courses of the bachelor's and master's degree in engineering at the University of Cadiz (Spain). The academic performance and students' feedback on the method have been obtained. During remote teaching, students presented lower scores than before the pandemic. However, as students became familiar with the method and at least face-to-face exams were carried out, the scores and students' perception of the difficulty of the courses improved. The main novelty of this method is the reliability of creating different exercises for a consistent level of difficulty; the ability to avoid dishonest actions of students; and the time saved by instructors, as exercises are automatically corrected. This study provides the advantages and benefits of digitally enhancing university teaching. Furthermore, it is the first to investigate the integration of FastTest PlugIn to enhance teaching quality and engineering skills.

Jiang, S., McClure, J., Tatar, C., Bickel, F., Rosé, C. P., & Chao, J. (2024). **Towards inclusivity in AI: A comparative study of cognitive engagement between marginalized female students and peers.** *British Journal of Educational Technology*, 55(6), 2557-2573. <https://doi.org/10.1111/bjet.13467>

This study addresses the need for inclusive AI education by focusing on marginalized female students who historically lack access to learning opportunities in computing. It applies the theoretical framework of intersectionality to understand how gender, race and ethnicity intersect to shape these students' learning experiences and outcomes. Specifically, this study investigated 27 high-school students' cognitive engagement in machine learning practices. We conducted the Wilcoxon–Mann–Whitney test to

explore differences in cognitive engagement between marginalized female students and their peers, employed comparative content analysis to delve into significant differences and analysed interview data thematically to gain deeper insights into students' machine learning model development processes. The findings indicated that, when engaging in machine learning practices requiring drawing diverse cultural perspectives, marginalized female students demonstrated significantly higher performance compared to their peers. In particular, marginalized female students exhibited strengths in holistic language analysis, paying attention to writers' intentions and recognizing cultural nuances in language. This study suggests that integrating language analysis and machine learning across subjects has the potential to empower marginalized female students and amplify their perspectives. Furthermore, it calls for a strengths-based approach to reshape the narrative of underrepresentation and promote equitable participation in machine learning and AI. Practitioner notes What is already known about this topic Female students, particularly those from underrepresented groups such as African American and Latina students, often experience low levels of cognitive engagement in computing. Marginalized female students possess unique strengths that, when nurtured, have the potential to not only transform their own learning experiences but also contribute to the advancement of the computing field. It is critical to empower marginalized female students in K-12 AI (ie, a subfield of computing) education, seeking to bridge the gender and racial disparity in AI. What this paper adds Marginalized female students outperformed their peers in responding to machine learning questions related to feature analysis and feature distribution interpretation. When responding to these questions, they demonstrated a holistic approach to analysing language by considering interactions between features and writers' intentions. They drew on knowledge about how language was used to convey meaning in different cultural contexts. Implications for practice and/or policy Educators should design learning environments that encourage students to draw upon their cultural backgrounds, linguistic insights and diverse experiences to enhance their engagement and performance in AI-related activities. Educators should strategically integrate language analysis and machine learning across different subjects to create interdisciplinary learning experiences that support students' exploration of the interplay among language, culture and AI. Educational institutions and policy initiatives should adopt a strengths-based approach that focuses on empowering marginalized female students by acknowledging their inherent abilities and diverse backgrounds.

Jiang, Z., Zhang, Y., & Chiang, F.-K. (2024). **Meta-analysis of the effect of 360-degree videos on students' learning outcomes and non-cognitive outcomes.** *British Journal of Educational Technology*, 55(6), 2423-2456. <https://doi.org/10.1111/bjet.13464>

A 360-degree video offers a novel visual experience for education. This immersive experience not only amplifies students' engagement and curiosity but also assists them in delving into and comprehending intricate concepts from a multitude of viewpoints. Given its novelty, there is a relative shortage of studies on 360-degree video's overall effectiveness in education. This study conducted a meta-analysis of 49 peer-reviewed articles. Utilizing a random-effects model to compute effect sizes (ES), the results showed that 360-degree videos have a moderate impact on both learning (Hedges' $g = 0.525$) and non-cognitive outcomes (Hedges' $g = 0.527$), with notable heterogeneity observed across the studies. Furthermore, the studies were coded to examine the moderating effects of their characteristics, such as the level of education, the field of education, the display types, experimental design, the sample size and the control

treatment. The findings suggest a medium effect of 360-degree videos on knowledge acquisition and a smaller effect on task performance. In terms of non-cognitive outcomes, the least impact was noted in the domain of social and emotional qualities, while the most significant impact was in attitudes and beliefs. Based on these findings, the study proposed future research directions focusing on enhancing teaching strategies and improving research designs concerning the use of 360-degree videos in educational contexts. Practitioner notes What is already known about this topic 360-degree videos in education are notable for their authenticity, flexibility and accessibility. They enhance learners' sense of presence, deepen understanding of subject matter and improve non-cognitive skills. 360-degree videos have produced mixed results on learning and non-cognitive outcomes. What this paper adds 360-degree videos have a medium effect on students' learning outcomes ($g = 0.0.525$) and non-cognitive outcomes ($g = 0.0.527$). Significant heterogeneity is observed in the effects of 360-degree videos on both learning outcomes and non-cognitive outcomes. In terms of non-cognitive outcomes, 360-degree videos have the smallest effect size in the social and emotional qualities domain. Identifying key moderators that influence the effectiveness of 360-degree videos, including participants' education levels, field of application, sample sizes, display types, experimental designs and control treatment. Implications for practice and/or policy Enhance social and emotional learning with 360-degree video, and aid in understanding and managing emotional experiences. Develop learning strategies that align with the unique characteristics of different subjects. Teacher-assisted approaches are encouraged to support learning and teaching in formal educational settings with structured courses. Multimodal data can be collected for analysis in future research to explore the learning process.

Johnson, M. S. (2024). **How Do We Demonstrate AI Responsibility: The Devil Is in the Details.** *Journal of Educational and Behavioral Statistics*, 49(5), 723-729. <https://doi.org/10.3102/10769986241257963>

This commentary examines the Duolingo English Test Responsible AI standards and provides some thoughts on specific ways we can evaluate the use of AI for automated scoring.

Karfa, I. E. (2024). **ChatGPT : un outil pour améliorer les compétences rédactionnelles et argumentatives des élèves.** *Le français aujourd'hui*, 226(3), 51-68. <https://doi.org/10.3917/lfa.226.0051>

Kayi, E. A. (2024). **Transitioning to blended learning during COVID-19: Exploring instructors and adult learners' experiences in three Ghanaian universities.** *British Journal of Educational Technology*, 55(6), 2760-2786. <https://doi.org/10.1111/bjet.13475>

Teaching and learning in higher education have increasingly become digitalized and associated with innovative pedagogical methodologies over the past decades. Following the sudden onset of the pandemic in March 2020, several studies tended to focus on traditional students' experiences with emergency remote education while literature is scarce on non-traditional students (or adult learners) pedagogical experiences in Distance Education contexts. Using a qualitative case study approach, this study explored how digital technologies mediated instructors' and adult learners' educational experiences during COVID-19 and their first-time experiences with blended learning. Between October 2021 and July 2022, semi-structured interviews were conducted with 40 adult learners and 20 instructors in three selected public higher

education institutions (HEIs) in Ghana. Data analysis followed Braun and Clarke's (2012) thematic analysis approach. The results showed that the transition to blended learning was supported by the adoption and integration of varied virtual online technologies. The themes highlight the positive and negative impacts of technology in mediating the educational experiences of instructors and adult learners in blended learning environments. The themes which reflected both instructors' and adult learners' experiences were enhanced course delivery and pedagogy, competency development, technological issues and poor-quality pedagogy. Blended learning facilitated by technology could be the 'new normal learning' post-pandemic for adult learners pursuing Distance Education in Ghana. The study recommends the implementation of agile strategies and policies by HEIs to ensure sustainable quality education in distance learning. Practitioner notes What is already known about this topic The COVID-19 pandemic necessitated the adoption of innovative pedagogical approaches in higher education contexts. Technological transformations in information and communication technology (ICT) have enhanced remote teaching in higher education institutions globally. The educational experiences of educators and learners differ in blended learning contexts. What this paper adds Instructors and adult learners' positive experiences with navigating a variety of web-based technologies during the educational process are negatively impacted by technological difficulties during online instruction. Participants' experiences of blended learning are mixed with a preference for face-to-face dimension of blended learning instead of the online dimension. The paper identifies four themes that characterize instructors and adult learners' experiences with technology-enhanced learning including enhanced course delivery and pedagogy, competency development, technological issues and poor-quality pedagogy. Implications for practice and/or policy The study provides evidence-based information on the relevance of digitizing distance education for sustainable development and promotion of lifelong learning opportunities for distance education students. The research recommends that higher education institutions (HEIs) implement agile policies to facilitate a seamless shift to distance learning. HEIs may adopt open distance learning frameworks to streamline 21st century pedagogical and learning practices in distance-blended learning environments for quality course instruction. The study highlights the potential distance learning modalities that HEIs can consider for Distance Education students to sustain effective quality teaching and learning.

Kovačević, M., Ivanović, N., Protić, A., Milenković, D., Mandinić, Z., Puzović, D., ... Malenović, A. (2024). **Health sciences students' perspectives on online teaching and learning: Extending the implications beyond the COVID-19 pandemic.** *European Journal of Education*, 59(3), e12660. <https://doi.org/10.1111/ejed.12660>

Digital transformation in education and relevant calls for action are recognised global priorities aimed to support education and training in the digital age. The experiences from the emergency remote teaching during the COVID-19 pandemic and recent research findings reveal relevant advantages, challenges, as well as different students and teaching staff perspectives which should be carefully considered and integrated into institutional strategies and policies to improve and enrich students' learning experience. The present study aimed to explore health sciences students' perspectives on online teaching and learning (T&L) in four domains—Satisfaction, Motivation, Interaction and Challenges, and to identify the preferred T&L models or tools. A total of 1,041 responses were collected, including 476 dental medicine (45.7%), 399 pharmacy (38.3%), and 166 medical students (15.9%). Overall Satisfaction was quite high (4.0 ± 1.2 ;

out of 5), followed by satisfactory Interaction (3.4 ± 1.4), whereas Motivation was quite low on average (3.0 ± 1.5). Challenges in online T&L were not markedly expressed (3.0 ± 1.6). The majority of students (46.6%) opted for the blended model as the preferred T&L model. Moodle lessons were perceived as the most useful online T&L tool (45.5% of students), followed by video materials (32.2%). Other T&L tools which require more active student's role, such as short test/quiz, and group or team assignment were declared as less favourable. The findings from the current study may contribute to raising the awareness of academic staff and higher institutions management about the student attitudes and needs related to online T&L and inform institutional planning, decision-making and policy development.

Ma, Q., Lee, H. T. H., Gao, X. (Andy), & Chai, C. (2024). **Learning by design: Enhancing online collaboration in developing pre-service TESOL teachers' TPACK for teaching with corpus technology.** *British Journal of Educational Technology*, 55(6), 2639-2667. <https://doi.org/10.1111/bjet.13458>

In this study, we integrated corpus technology in pre-service TESOL (Teaching English to Speakers of Other Languages) teachers' technological pedagogical content knowledge (TPACK) development in corpus technology, termed corpus-based language pedagogy (CBLP), and highlighted the collaborative effort for knowledge building among participants for TPACK development. The study examined the role of online collaboration in facilitating how pre-service TESOL teachers developed their CBLP (TPACK in corpus technology) using a learning-by-design approach, enacted it in co-designing lessons, revised their lessons and reflected on their collective knowledge building processes. Using a case study approach involving 33 participants, the study focused on both intra- and inter-group interactions to understand the pre-service teachers' learning dynamics/changes and unpack the interaction mechanism involved in online collaborative learning. To these ends, we collected data including CBLP group lesson designs, intra-group data (interviews) and inter-group peer critical comments and analysed them based on the two stages (comprehension and transformation) of Shulman's pedagogical reasoning. The results suggest that engaging in online collaboration, facilitated by the learning-by-design approach, is instrumental in enabling pre-service teachers to learn corpus technology and expand their repertoire of teaching strategies. Our findings imply that both intra- and inter-group collaboration modes are important to help pre-service TESOL teachers holistically develop TPACK for language teaching. Similar implications may be applied to other subject-specific TPACK training. Practitioner notes

What is already known about this topic Teacher preparation programmes play a crucial role in developing pre-service teachers' technological, pedagogical, and content knowledge (TPACK) TPACK integration into pedagogical practice and subject-specific professional development opportunities are important for effective teaching, but there is a lack of research on subject-specific TPACK development (eg, TPACK in language teaching) Online collaborative learning can support TPACK development, but most studies focused on intra-group interactions with little attention to inter-group interactions What this paper adds Introduces a new corpus-based language pedagogy (CBLP) for TESOL teachers to help them develop TPACK in language teaching Presents an innovative two-step training framework for developing TESOL teachers' TPACK in corpus technology Examines the role of online collaboration in developing pre-service TESOL teachers' TPACK for teaching with corpus technology through learning by design Provides in-depth qualitative data analysed both qualitatively and quantitatively to investigate the specific roles that intra-group

and inter-group interactions play in shaping pre-service TESOL teachers' CBLP development Develops an analytical framework comprising nine categories (under the comprehension and transformation stages of Shulman's pedagogical reasoning model) to code pre-service TESOL teachers' TPACK development in corpus technology Finds that intra-group interactions facilitate both comprehension and transformation stages, while inter-group interactions predominantly facilitate the transformation stage of CBLP Implications for practice Emphasises hands-on corpus-searching skills and guidance on browsing corpora when designing CBLP lessons Encourages both within-group and between-group interactions in online collaborative learning to foster TPACK development for using corpus technology in teaching language subjects Considers incorporating similar approaches for developing other subject-specific TPACK for other teaching subjects

Miao, F., & Cukurova, M. (2024). **AI competency framework for teachers**. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000391104>

Le cadre de compétences en intelligence artificielle (IA) pour les enseignants présente une vision globale de la manière de définir et de développer les compétences en IA pour une utilisation éthique et efficace de l'IA dans l'enseignement, l'apprentissage et l'évaluation. Il offre un schéma directeur sur les principes éthiques, les connaissances et les compétences concrètes (15 réparties en 5 dimensions) en matière d'IA à couvrir et sur la façon dont les méthodologies spécifiques à un domaine peuvent être exploitées lors de l'élaboration des programmes de formation des enseignants. Cet outil souligne que la préparation des enseignants aux compétences en IA est une condition préalable à l'utilisation efficace de l'IA dans l'éducation et qu'elle doit être fondée sur les principes d'inclusivité, de centralité de l'action humaine, de non-discrimination et de respect de la diversité linguistique et culturelle.

Mikeladze, T., Meijer, P. C., & Verhoeff, R. P. (2024). **A comprehensive exploration of artificial intelligence competence frameworks for educators: A critical review**. *European Journal of Education*, 59(3), e12663. <https://doi.org/10.1111/ejed.12663>

Recent literature underscores the need for teachers to develop AI competencies with a recognition of the current lack of well-defined competence frameworks. This critical review investigates teachers' Artificial Intelligence (AI) competence frameworks (AI CFTs), analysing their strengths, weaknesses and practical applications for researchers, educators and policymakers. It identifies five distinct types of AI CFTs within Competence Construct Claims (Child, S., & Shaw, S. 2023). A conceptual approach to validating competence frameworks. *Research Matters: A Cambridge University Press & Assessment publication*, 35, 27–40.), each addressing the complexities of AI in its early stages. Notably, frameworks derived from empirical data offer detailed descriptions of competencies, while those based on conceptual models provide broader overviews. Highlighting the need for further empirical research, this review helps identify and understand existing approaches to teacher AI competence development and paves the way for integrating AI CFTs into teacher education, ultimately enhancing educators' preparedness to harness AI in their teaching practices.

Mochizuki, Y., & Vickers, E. (2024). **UNESCO, the geopolitics of AI, and China's engagement with the futures of education**. *Comparative Education*, 60(3), 478-497. <https://doi.org/10.1080/03050068.2024.2335125>

UNESCO's relatively high prestige across East Asia has spurred intensifying efforts by governments to use its imprimatur to legitimate official narratives of the past and visions of the future. This article focuses on China's use of UNESCO as an arena for competitive national 'branding' in the education field, especially relating to STEM and AI. We analyse the Chinese state's engagement with UNESCO's education work in the context of shifts in budgetary and political influence within the organisation, and of a growing 'securitisation' of education within China itself. We show how Chinese engagement with UNESCO's educational agenda reflects both domestic political considerations and the 'major country diplomacy' of Xi Jinping, as manifested in the 'Belt and Road Initiative' and intensifying strategic competition with the USA. We conclude by discussing the implications of rising Chinese influence within the organisation for UNESCO's capacity for articulating a coherent and consistently humanistic vision for education.

Moinard, P. (2024). **Des professeurs de lettres confrontés à l'arrivée des IA génératives. Un « tournant » sans visibilité.** *Le français aujourd'hui*, 226(3), 13-26. <https://doi.org/10.3917/lfa.226.0013>

Mozer, R., Miratrix, L., Relyea, J. E., & Kim, J. S. (2024). **Combining Human and Automated Scoring Methods in Experimental Assessments of Writing: A Case Study Tutorial.** *Journal of Educational and Behavioral Statistics*, 49(5), 780-816. <https://doi.org/10.3102/10769986231207886>

In a randomized trial that collects text as an outcome, traditional approaches for assessing treatment impact require that each document first be manually coded for constructs of interest by human raters. An impact analysis can then be conducted to compare treatment and control groups, using the hand-coded scores as a measured outcome. This process is both time and labor-intensive, which creates a persistent barrier for large-scale assessments of text. Furthermore, enriching one's understanding of a found impact on text outcomes via secondary analyses can be difficult without additional scoring efforts. The purpose of this article is to provide a pipeline for using machine-based text analytic and data mining tools to augment traditional text-based impact analysis by analyzing impacts across an array of automatically generated text features. In this way, we can explore what an overall impact signifies in terms of how the text has evolved due to treatment. Through a case study based on a recent field trial in education, we show that machine learning can indeed enrich experimental evaluations of text by providing a more comprehensive and fine-grained picture of the mechanisms that lead to stronger argumentative writing in a first- and second-grade content literacy intervention. Relying exclusively on human scoring, by contrast, is a lost opportunity. Overall, the workflow and analytical strategy we describe can serve as a template for researchers interested in performing their own experimental evaluations of text.

Norum, R., Lee, J.-E., Ottmar, E., & Harrison, L. (2024). **Student profiles based on in-game performance and help-seeking behaviours in an online mathematics game.** *British Journal of Educational Technology*, 55(6), 2697-2718. <https://doi.org/10.1111/bjet.13463> Well-designed online educational games can improve students' math knowledge, skills and engagement; however, more research is needed to understand how to formatively assess components of students' mathematical understanding and learning as students solve problems in online educational games. In this study, we examined

how 7th-grade students' (N = 760) in-game performance (ie, strategy efficiency, mathematical validity of the first action, mathematical errors) and help-seeking behaviours (ie, hint requests) correlated with their algebraic knowledge in an online mathematics game. The k-means cluster analysis identified four groups of students based on their in-game metrics, and some variabilities in their in-game performance were found. Although hint requests were available, only a few students showed a high percentage of hint requests during their gameplay. The regression analysis revealed that students' in-game performance and help-seeking behavioural patterns explained a significant amount of variance in students' algebraic knowledge above and beyond their prior knowledge. Our results suggest that how students interact with the online learning game is related to their later math performance, and qualitative aspects of student behaviours captured using log data provide meaningful information to students' algebraic understanding. Practitioner notes What is already known about this topic Well-designed online educational games can improve students' math knowledge, skills, and engagement. Several studies found that some in-game metrics, such as in-game progress or correctness of tasks, are positively associated with learning outcomes. However, many studies used simple metrics like the correctness of each task or the number of problems completed to measure students' performance in the game. Few studies measured more in the moment or qualitative aspects of student in-game performance, for example, how efficiently students solved problems in the game. What this paper adds In-game metrics measuring more in the moment and qualitative aspects of students' problem-solving explained a significant amount of variance in students' algebraic knowledge above and beyond students' prior knowledge. Students' strategy efficiency and strategic planning were positively associated with students' math problem-solving performance. Although hints were available for almost all problems, only a few students exhibited a high level of help-seeking behaviours, and the students with the lowest in-game performance who needed help the most showed low help-seeking behaviours. Implications for practice and/or policy Classifying students into profiles could provide ways to identify students with different levels of problem-solving skills and help teachers provide more personalized instruction. Teachers could use this information as a formative assessment to identify the core areas of intervention needed, particularly for students struggling with math concepts taught in the game. Instructional strategies that make hints more appealing or engaging to students might be needed.

Pérez-Paredes, P. (2024, septembre 30). **L'IA menace-t-elle l'apprentissage des langues ?** Consulté 3 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/ia-menace-t-elle-lapprentissage-des-langues-239003>
Est-il encore utile d'apprendre des langues étrangères quand on dispose de smartphones équipés de traducteurs automatiques ?

Petitjean, Am. (2024). **Que devient la créativité littéraire à l'heure de ChatGPT?: L'évolution d'un atelier d'écritures numériques en master de création littéraire.** *Le français aujourd'hui*, 226(3), 85-100. <https://doi.org/10.3917/lfa.226.0085>

Poderi, G., Popov, J., & Møller, J. K. (2024). **In search of time: Higher education teachers' experience of an online professional development course.** *European Journal of Education*, 59(3), e12685. <https://doi.org/10.1111/ejed.12685>

This article investigates teachers' lived experiences of an online professional development (OPD) course in Denmark – that is, Teknosofikum – through a hermeneutic phenomenological perspective, and it relies on the interpretive analysis of 15 semi-structured interviews. The article's contribution focuses on the theme of 'time' and highlights it as a multifaceted construct that plays a relevant role in learning. By relying on the ideas of temporal structuring and multiple temporalities, the article shows that OPD courses and HE teachers' engagement nest themselves into pre-existing and complex nexus of commitments and duties, each of which has its own temporality and rhythm, along with longer-term aspirations for pedagogical development. As time emerged as a relevant aspect characterizing OPD course design and HE teachers' experiences, the article provides simple recommendations for 'time-aware' OPD courses.

Ramesh, D., & Sanampudi, S. K. (2024). **Coherence-based automatic short answer scoring using sentence embedding**. *European Journal of Education*, 59(3), e12684. <https://doi.org/10.1111/ejed.12684>

Automatic essay scoring (AES) is an essential educational application in natural language processing. This automated process will alleviate the burden by increasing the reliability and consistency of the assessment. With the advances in text embedding libraries and neural network models, AES systems achieved good results in terms of accuracy. However, the actual goals still need to be attained, like embedding essays into vectors with cohesion and coherence, and providing student feedback is still challenging. In this paper, we proposed coherence-based embedding of an essay into vectors using sentence-Bidirectional Encoder Representation for Transformers. We trained these vectors on Long short-term memory and bidirectional long short-term memory to capture sentence connectivity with other sentences' semantics. We used two datasets: standard ASAP Kaggle and a domain-specific dataset with almost 2500 responses from 650 students. Our model performed well on both datasets, with an average quadratic weighted kappa score of 0.76. Furthermore, we achieved good results compared to other prescribed models, and we also tested our model on adversarial responses of both datasets and observed decent outcomes.

Rannou, N. B. (2024). **L'encre numérique est-elle sympathique? Ou que nous apprennent les «lectures artificielles» de ChatGPT en atelier d'écriture?** *Le français aujourd'hui*, 226(3), 101-114. <https://doi.org/10.3917/lfa.226.0101>

Rivella, C., Bombonato, C., Pecini, C., Frascari, A., & Viterbori, P. (2024). **Improving executive functions at school. Integrating metacognitive exercise in class and computerized training at home to ensure training intensity and generalization. A feasibility pilot study**. *British Journal of Educational Technology*, 55(6), 2719-2739. <https://doi.org/10.1111/bjet.13470>

Previous research has demonstrated the effectiveness of executive functions (EFs) training, both in computer-based and school-based formats. However, there is limited research on the combined effects of these training modalities. This study aims to assess the feasibility and preliminary efficacy of an EFs training programme for primary school children. The programme includes computerized training sessions for home use and school activities with metacognitive elements. The study included a sample of 53 second-grade children, with 21 children in the training group and 32 children in the control group. Feasibility questionnaires were completed by children, parents and

teachers. The children also underwent an EFs evaluation. The results indicate that the training was enjoyable for children and feasible for parents and teachers. Furthermore, preliminary efficacy analysis revealed significant improvements in working memory. These findings suggest that the training model holds promise for enhancing EFs in children in the school context. Practitioner notes What is already known about this topic Individual differences in executive functions influence acquisitions, behaviours and competencies in several specific domains from infancy to adulthood. Enhancing executive functions during school-age years can contribute to reducing or preventing academic, behavioural and social difficulties. Among interventions targeting executive functions in school-aged children, school-based interventions have shown the highest effectiveness, followed by metacognitive interventions and computer-based interventions. What this paper adds This paper presents the implementation of an innovative school-based training programme designed to improve executive functions (EFs). The programme combines metacognitive sessions conducted at school with computer-based sessions carried out at home. The goal was to enhance the effectiveness and generalizability of the training. The training programme was found to be enjoyable for children and feasible for both parents and teachers. Preliminary efficacy data indicate promising results, suggesting that the training programme is effective in achieving its intended goals. Implications for practice and/or policy Integrating school-based metacognitive training with computerized sessions delivered at home can provide a high-intensity training programme that may not be achievable in the school context alone. The school activities, conducted in group settings with teachers and peers, were found to be the most appreciated by the children, indicating that computer sessions alone cannot replace the value of metacognitive sessions at school, within a meaningful social context for the child. It is crucial to actively involve families in the training process to ensure good adherence. Additionally, the availability of technological resources in each family should be evaluated before implementing the training programme.

Salinas, D. (2024). **Fewer books and more educational software: How have home learning environments changed since 2015?** <https://doi.org/10.1787/0e179a87-en>

The home learning environment for 15-year-old students has changed in meaningful ways over the last decade, especially after 2018, according to PISA data. The rise of digital technology has meant books – traditionally the leading pedagogical resource – are increasingly competing with digital devices and Internet access. Since 2015, the overall number of books available at home decreased moderately, while the availability of educational software has surged. Certain types of books, such as dictionaries, have decreased the most, probably replaced by digital equivalents (online dictionaries). In contrast, paper copies of classic literature are more widely available at home than before. While there is potential for digital technologies to enhance education, this largely remains untapped, and the risks for adolescents' well-being are clearer today. Education policy should explore ways to support families and students to navigate these complex changes in the family learning environment, balancing traditional and digital resources effectively.

Shadieva, R., Chen, X., Reynolds, B. L., Song, Y., & Altinay, F. (2024). **Facilitating cognitive development and addressing stereotypes with a cross-cultural learning activity supported by interactive 360-degree video technology.** *British Journal of Educational Technology*, 55(6), 2668-2696. <https://doi.org/10.1111/bjet.13461>

This study investigates a virtual reality (VR) cross-cultural interactive learning environment that combines a 360-degree video camera for content creation, a viewing tool, and a video conference platform for real-time interaction. This environment aims to address the limitations of traditional 360-degree VR tools, particularly in enabling simultaneous, interactive engagement among multiple users. The study recruited 31 university students from China and Indonesia utilizing convenience sampling to test the efficacy of the environment in fostering cognitive development and challenging cross-cultural stereotypes. The methodology included analysing student-created content, questionnaire responses, and insights from semistructured interviews. The analysis, grounded in a cognitive development taxonomy and an assessment of stereotype changes, revealed that the students reached the “remember” and “understand” cognitive levels. Additionally, prevalent stereotypes held by the students were addressed. The immersive nature of the VR environment and the interactions with foreign peers were highly appreciated, significantly contributing to cognitive growth and stereotype mitigation. These findings offer valuable insights for educators and researchers in technology-assisted cross-cultural education, emphasizing the importance of designing interactive VR-based activities that effectively facilitate cognitive development and address cross-cultural stereotypes.

Practitioner notes What is already known about this topic Telecollaborative projects have been widely implemented to facilitate intercultural learning. Scholars have employed 360-degree video technology to develop virtual reality (VR) learning environments. 360-degree videos offer a panoramic view of different cultures, enabling learners to explore and interact with their surroundings, thus fostering contextualized learning experiences. Such videos can enhance student engagement, motivation, and learning effectiveness. What this paper contributes The existing 360-degree video technology offers only a restricted range of learning scenarios, especially in terms of the capability to enable multiple students to watch virtual reality (VR) content using head-mounted displays (HMDs) and engage in real-time interactions simultaneously. To overcome this limitation, we developed a virtual reality (VR) cross-cultural interactive learning environment. Our solution includes a 360-degree video viewing tool with which students can watch the created content, along with an online video conference platform that facilitates the observation of each other’s viewed content through their HMDs, and enables real-time communication among students to discuss the content they are experiencing. Implications for practice or policy The integration of our VR interactive learning environment into cross-cultural learning creates authentic and immersive learning environments that provide students with a realistic sense of presence. This enhances cross-cultural learning by making objects, people, and situations appear lifelike. Our technological approach fosters interaction among students from diverse geographical and cultural backgrounds within virtual reality learning environments. Students can not only receive information about the target culture but also exchange culture-related information and communicate in real time. Since our approach is convenient and autonomous, it holds immense potential for resolving the common challenges faced by teachers and students in cross-cultural teaching and learning.

Srivastava, A., Vaidya, V., Murthy, S., & Dasgupta, C. (2024). **GeoSolvAR: Scaffolding spatial perspective-taking ability of middle-school students using AR-enhanced inquiry learning environment.** *British Journal of Educational Technology*, 55(6), 2617-2638. <https://doi.org/10.1111/bjet.13456>

Spatial perspective-taking (SPT) ability positively influences performance in STEM fields. While limited research studies have been done with school students, they have yielded inconclusive findings and, hence, here we report findings from our study with an augmented reality (AR) enhanced learning environment (ARELE), GeoSolvAR, on middle-school students' SPT ability. We conducted a sequential explanatory mixed-method study with 90 students to test GeoSolvAR's twin features of augmented systems and inquiry-based activities. The study had one experimental ($n = 30$) and two control groups ($n = 30 \times 2$), where students were individually administered an online pre- and posttest to measure their SPT ability. The experimental group worked with both the features of GeoSolvAR, while the control group worked with only the AR feature or had no intervention. Our findings reveal that the experimental group showed significant improvement in SPT ability while students in the control groups showed non-significant improvement or no change. Furthermore, we found that all experimental group students used certain body movements and imagined shifts in spatial positions while solving the activity questions. Thus, we conjecture that GeoSolvAR affords thinking and imagining with the body which makes it a potent tool for improving students' SPT ability.

Practitioner notes What is already known about this topic Spatial perspective taking (SPT) belongs to a set of spatial abilities that have been shown to positively influence academic success and career success in STEM fields. Augmented reality systems with their ability to augment 2D images into 3D forms are being explored mostly in college and above levels to improve SPT ability. Limited research investigating the improvement of SPT in school students has used VR digital games or robots. These have either yielded inconclusive findings or not found any improvement in school students' SPT abilities. What this paper adds Conclusive evidence for improving SPT ability in middle-school students. Empirical evidence for a design to effectively combine augmenting abilities of AR systems with inquiry-based learning scaffolds to improve the SPT ability of middle-school students. A conjecture about the mechanism by which middle-school children's spatial perspective taking improves when scaffolded with an Augmented Reality Enhanced Learning Environment (ARELE) tool. Implications for practice and policy Practitioners such as teachers may directly use GeoSolvAR (the ARELE tool) to help middle-school students improve their spatial perspective-taking abilities. Researchers from the fields of both technology-enhanced learning and science education may use the findings to design improved AR tools and test their impact on students' SPT ability. This work can serve as the basis for further investigating the effect of improved SPT ability on students' performance in STEM subjects. Our work provides support for embodied cognition being used as a strategy for solving SPT tasks. The identification of specific head and hand movements (gestures) can be further probed to understand the exact mechanism of how the ARELE mediates students' performance on the SPT tasks.

Sun, F., Tian, P., Sun, D., Fan, Y., & Yang, Y. (2024). **Pre-service teachers' inclination to integrate AI into STEM education: Analysis of influencing factors.** *British Journal of Educational Technology*, 55(6), 2574-2596. <https://doi.org/10.1111/bjet.13469>

In the ever-evolving AI-driven education, integrating AI technologies into teaching practices has become increasingly imperative for aspiring STEM educators. Yet, there remains a dearth of studies exploring pre-service STEM teachers' readiness to incorporate AI into their teaching practices. This study examined the factors influencing teachers' willingness to integrate AI (WIAI), especially from the perspective of pre-service STEM teachers' attitudes towards the application of AI in teaching. In the study,

a comprehensive survey was conducted among 239 pre-service STEM teachers, examining the influences and interconnectedness of Technological Pedagogical Content Knowledge (TPACK), Perceived Usefulness (PU), Perceived Ease of Use (PE), and Self-Efficacy (SE) on WIAI. Structural Equation Modeling (SEM) was employed for data analysis. The findings illuminated direct influences of TPACK, PU, PE, and SE on WIAI. TPACK was found to directly affect PE, PU, and SE, while PE and PU also directly influenced SE. Further analysis revealed significant mediating roles of PE, PU, and SE in the relationship between TPACK and WIAI, highlighting the presence of a chain mediation effect. In light of these insights, the study offers several recommendations on promoting pre-service STEM teachers' willingness to integrate AI into their teaching practices. Practitioner notes What is already known about this topic? The potential of AI technologies to enrich learning experiences and improve outcomes in STEM education has been recognized. Pre-service teachers' willingness to integrate AI into teaching practice is crucial for shaping the future learning environment. The TAM and TPACK frameworks are used to analyse teacher factors in technology-supported learning environments. Few studies have been conducted for examining factors of pre-service teachers' willingness to integrate AI into teaching practices in the context of STEM education. What this paper adds? A survey was designed and developed for exploring pre-service STEM teachers' WIAI and its relationships with factors including TPACK, PE, PU, and SE. TPACK, SE, PU, and PE have direct impact on pre-service STEM teachers' WIAI. SE, PU, and PE have been identified as mediating variables in the relationship between TPACK and WIAI. Two sequential mediation effects, TPACK → PE → SE → WIAI and TPACK → PU → SE → WIAI, among pre-service STEM teachers were further identified. Implications of this study for practice and/or policy Pre-service STEM teachers are encouraged to explore and utilize AI technology to enhance their confidence and self-efficacy in integrating AI into teaching practices. Showcasing successful cases and practical experiences is essential for fostering awareness of AI integration in STEM education. It is recommended to introduce AI education courses in teacher training programs. Offering internship and practicum opportunities related to AI technologies can enhance their practical skills in integrating AI into education.

Tadlaoui-Brahmi, A., & Roelens, C. (2024). **Éduquer à la citoyenneté numérique à l'école : entre révolutions sociales et technologiques, dévolution aux élèves et risque d'involution ?** *Raisons éducatives*, 28(1), 181-202. <https://doi.org/10.3917/raised.028.0181>

Tazouti, Y., & Declercq, C. (2024). **Plan de gestion des données GTnum #EBEP: Les apports des technologies numériques au développement et aux apprentissages des élèves à besoins éducatifs particuliers.** Consulté à l'adresse Université de Lorraine (Nancy); Université de reims Champagne-Ardenne website: <https://hal.science/hal-04719264>

GTNum #EBEP est un projet de recherche pluridisciplinaire visant à apporter un éclairage sur l'usage des dispositifs numériques dans l'éducation auprès des élèves à besoins éducatifs particuliers. Il s'agit également de proposer des pistes de réflexion sur les conditions de sélection et d'efficacité des outils numériques pour contribuer à l'inclusion scolaire.

Vanhée, L., Danielsson, K., Enqvist, L., Grill, K., & Borit, M. (2024). **Hack it with EDUCHIC! Educational hackathons and interdisciplinary challenges—Definitions, principles, and**

pedagogical guidelines. *European Journal of Education*, 59(3), e12658.
<https://doi.org/10.1111/ejed.12658>

Whereas hackathons are widespread within and outside academia and have been argued to be a valid pedagogical method for teaching interdisciplinarity, no detailed frameworks or methods are available for conceptualizing and organizing educational hackathons, i.e., hackathons dedicated to best achieving pedagogic objectives. This paper is dedicated to introducing EDUCational Hackathons for learning how to solve Interdisciplinary Challenges (EDUCHIC) through: (1) defining the fundamental principles for framing an activity as an EDUCHIC, integrating principles from pedagogical methods, hackathon organization, and interdisciplinarity processes; (2) describing general properties that EDUCHIC possess as a consequence of the interaction of the fundamental principles; (3) developing operational guidelines for streamlining the practical organization of EDUCHIC, including an exhaustive end-to-end process covering all the steps for organizing EDUCHIC and practical frames for carrying the key decisions to be made in this process; and (4) a demonstration of these guidelines through illustrating their application for organizing a concrete EDUCHIC.

Varsik, S., & Vosberg, L. (2024). **The potential impact of artificial intelligence on equity and inclusion in education.** Consulté à l'adresse <https://doi.org/10.1787/15df715b-en>

Ce document examine l'impact de l'intelligence artificielle (IA) sur l'équité et l'inclusion dans l'éducation, en se concentrant sur trois types d'outils d'IA : centrés sur l'apprenant, sur l'enseignant (pour l'évaluation et la gestion de la classe) et institutionnels. Le rapport souligne le potentiel de l'IA dans l'adaptation de l'apprentissage, tout en abordant des défis tels que les problèmes d'accès, les préjugés inhérents à l'utilisation de l'IA et la nécessité de former les enseignants. Le document souligne également l'importance d'équilibrer les avantages potentiels de l'IA avec les considérations éthiques et le risque d'exacerber les disparités existantes.

Viberg, O., Mutimukwe, C., Hrastinski, S., Cerratto-Pargman, T., & Lilliesköld, J. (2024). **Exploring teachers' (future) digital assessment practices in higher education: Instrument and model development.** *British Journal of Educational Technology*, 55(6), 2597-2616.
<https://doi.org/10.1111/bjet.13462>

Digital technologies are increasingly used in assessment. On the one hand, this use offers opportunities for teachers to practice assessment more effectively, and on the other hand, it brings challenges to the design of pedagogically sound and responsible digital assessment. There is a lack of validated instruments and models that explain, assess and support teachers' critical pedagogical practice of digital assessment. This explorative work first develops and validates a survey instrument to examine teachers' digital assessment practices. Secondly, we build a model to investigate to what extent teachers' pedagogical digital assessment knowledge is a foundation for the future of digital assessment (ie, authentic, accessible, automated, continuous and responsible). A total of 219 university teachers at a large European university participated in the survey study. Factor exploratory analysis and structural equation modelling were used to validate the reliability and validity of items and internal causal relations of factors. The results show the survey is a valid and reliable instrument for assessing teachers' digital assessment practice in higher education. Teachers' pedagogical knowledge and pedagogical content knowledge of digital assessment is critical, while teachers' technological pedagogical knowledge seems to have a more limited impact on the future of digital assessment. Practitioner notes What is already known about this topic

Digital technologies are increasingly used in assessment in higher education. Teachers are the key stakeholders in the assessment for learning. There is a limited transformative nature of digital assessment practices. What this paper adds A validated instrument to assess teachers' pedagogical practice of digital assessment in higher education. Teachers' pedagogical and pedagogical content knowledge of digital assessment is critical to the future of digital assessment. Teachers' technological pedagogical knowledge of digital assessment has a more limited impact on the future of digital assessment. Implications for practice and policy Teachers need to be supported in developing pedagogical digital assessment practices in higher education. Based on this study's outcomes, educators, institutions and policymakers can inform the design and implementation of effective and responsible digital assessment practices. The design and implementation of responsible digital assessments will enhance the quality of higher education in the digital age.

Wallmark, J., Ramsay, J. O., Li, J., & Wiberg, M. (2024). **Analyzing Polytomous Test Data: A Comparison Between an Information-Based IRT Model and the Generalized Partial Credit Model.** *Journal of Educational and Behavioral Statistics*, 49(5), 753-779. <https://doi.org/10.3102/10769986231207879>

Item response theory (IRT) models the relationship between the possible scores on a test item against a test taker's attainment of the latent trait that the item is intended to measure. In this study, we compare two models for tests with polytomously scored items: the optimal scoring (OS) model, a nonparametric IRT model based on the principles of information theory, and the generalized partial credit (GPC) model, a widely used parametric alternative. We evaluate these models using both simulated and real test data. In the real data examples, the OS model demonstrates superior model fit compared to the GPC model across all analyzed datasets. In our simulation study, the OS model outperforms the GPC model in terms of bias, but at the cost of larger standard errors for the probabilities along the estimated item response functions. Furthermore, we illustrate how surprisal arc length, an IRT scale invariant measure of ability with metric properties, can be used to put scores from vastly different types of IRT models on a common scale. We also demonstrate how arc length can be a viable alternative to sum scores for scoring test takers.

Wang, D., Bian, C., & Chen, G. (2024). **Using explainable AI to unravel classroom dialogue analysis: Effects of explanations on teachers' trust, technology acceptance and cognitive load.** *British Journal of Educational Technology*, 55(6), 2530-2556. <https://doi.org/10.1111/bjet.13466>

Deep neural networks are increasingly employed to model classroom dialogue and provide teachers with prompt and valuable feedback on their teaching practices. However, these deep learning models often have intricate structures with numerous unknown parameters, functioning as black boxes. The lack of clear explanations regarding their classroom dialogue analysis likely leads teachers to distrust and underutilize these AI-powered models. To tackle this issue, we leveraged explainable AI to unravel classroom dialogue analysis and conducted an experiment to evaluate the effects of explanations. Fifty-nine pre-service teachers were recruited and randomly assigned to either a treatment (n = 30) or control (n = 29) group. Initially, both groups learned to analyse classroom dialogue using AI-powered models without explanations. Subsequently, the treatment group received both AI analysis and explanations, while the control group continued to receive only AI predictions. The results demonstrated

that teachers in the treatment group exhibited significantly higher levels of trust in and technology acceptance of AI-powered models for classroom dialogue analysis compared to those in the control group. Notably, there were no significant differences in cognitive load between the two groups. Furthermore, teachers in the treatment group expressed high satisfaction with the explanations. During interviews, they also elucidated how the explanations changed their perceptions of model features and attitudes towards the models. This study is among the pioneering works to propose and validate the use of explainable AI to address interpretability challenges within deep learning-based models in the context of classroom dialogue analysis. Practitioner notes What is already known about this topic Classroom dialogue is recognized as a crucial element in the teaching and learning process. Researchers have increasingly utilized AI techniques, particularly deep learning methods, to analyse classroom dialogue. Deep learning-based models, characterized by their intricate structures, often function as black boxes, lacking the ability to provide transparent explanations regarding their analysis. This limitation can result in teachers harbouring distrust and underutilizing these models. What this paper adds This paper highlights the importance of incorporating explainable AI approaches to tackle the interpretability issues associated with deep learning-based models utilized for classroom dialogue analysis. Through an experimental study, this paper demonstrates that providing model explanations enhances teachers' trust in and technology acceptance of AI-powered classroom dialogue models, without increasing their cognitive load. Teachers express satisfaction with the model explanations provided by explainable AI. Implications for practice and/or policy The integration of explainable AI can effectively address the challenge of interpretability in complex AI-powered models used for analysing classroom dialogue. Intelligent teaching systems designed for classroom dialogue can benefit from advanced AI models and explainable AI approaches, which offer users both automated analysis and clear explanations. By enabling users to understand the underlying rationale behind the analysis, the explanations can contribute to fostering trust and acceptance of the AI models among users.

Wang, R., Do Dange, M., & Izadpanah, S. (2024). **The effect of animated movies on speaking skills among motivated English foreign language learners: Elementary level.** *European Journal of Education*, 59(3), e12665. <https://doi.org/10.1111/ejed.12665>

Technology has become an integral part of our daily lives, permeating every aspect. One area where technology has shown potential to enhance English as a Foreign Language (EFL) learning is through the use of animated movies. Despite the growing significance of technology in education, research is scarce in this specific area. Therefore, the aim of this study, conducted in 2023, was to investigate the impact of animated movies on the development of speaking abilities among motivated EFL learners. A total of 370 elementary students studying EFL in various institutions participated by responding to questionnaires. A multiple-stage cluster sampling approach was employed to select the participants. The students were divided into two groups: the experimental group (EG) and the control group (CG). The selection of 15 animated films from a pool of 50 was performed using the Lawsh CVR (content validity ratio) and CVI (content validity index) algorithms, following validation by professionals. The study was designed as an experiment, and descriptive statistics and the ANCOVA test were employed to analyse the quantitative data. The findings revealed a significant difference between the pre-test and post-test results of the EG in English-speaking skills, vocabulary learning, English pronunciation skills, understanding and

recognition. According to the study, animated movies have the potential to aid teachers and EFL students in enhancing their speaking skills. This research sheds light on the benefits of incorporating animated movies into language learning environments, offering valuable insights for both educators and learners alike.

Wheeler, J. M., Cohen, A. S., & Wang, S. (2024). **A Comparison of Latent Semantic Analysis and Latent Dirichlet Allocation in Educational Measurement.** *Journal of Educational and Behavioral Statistics*, 49(5), 848-874. <https://doi.org/10.3102/10769986231209446>

Topic models are mathematical and statistical models used to analyze textual data. The objective of topic models is to gain information about the latent semantic space of a set of related textual data. The semantic space of a set of textual data contains the relationship between documents and words and how they are used. Topic models are becoming more common in educational measurement research as a method for analyzing students' responses to constructed-response items. Two popular topic models are latent semantic analysis (LSA) and latent Dirichlet allocation (LDA). LSA uses linear algebra techniques, whereas LDA uses an assumed statistical model and generative process. In educational measurement, LSA is often used in algorithmic scoring of essays due to its high reliability and agreement with human raters. LDA is often used as a supplemental analysis to gain additional information about students, such as their thinking and reasoning. This article reviews and compares the LSA and LDA topic models. This article also introduces a methodology for comparing the semantic spaces obtained by the two models and uses a simulation study to investigate their similarities.

Zeng, J., Sun, D., Looi, C.-K., & Fan, A. C. W. (2024). **Exploring the impact of gamification on students' academic performance: A comprehensive meta-analysis of studies from the year 2008 to 2023.** *British Journal of Educational Technology*, 55(6), 2478-2502. <https://doi.org/10.1111/bjet.13471>

Gamification, characterized by the integration of game design elements into non-game environments, has gained popularity in classrooms due to its potential for increased engagement and enjoyment compared to traditional lecture-based teaching methods. While students generally exhibit positive attitudes towards gamification, its impact on academic achievement remains a subject of debate. This study employed a meta-analysis approach to examine the overall influence of gamification on students' academic performance. The sample comprised 22 experimental studies conducted between 2008 and 2023, comparing the effects of gamified and non-gamified classes. Utilizing a random effects model, the results revealed a moderately positive effect of gamification on student academic performance (Hedges's $g = 0.782$, $p < 0.05$). The paper further discussed the outcomes of various moderator analyses, providing valuable insights into the selection and utilization of game design elements, as well as considerations specific to different educational stages. Practitioner notes: What is already known about this topic Most research has consistently demonstrated that gamification has a positive impact on students' achievement. The current state of review research is not sufficiently comprehensive. There is a lack of meta-analyses exploring the diverse impacts of gamification. What this paper adds The effect of factors such as geographical regions, education levels, learning environments, subjects and game elements on gamification was examined. The study revealed a significant and positive impact of gamification on students' achievement across various factors, including geographical regions,

education levels, learning environments, subjects and game elements. Implications for practice and/or policy Gamification represents a prudent choice for teachers seeking to enhance students' achievement. Teachers are suggested to adopt and employ appropriate game elements in their instructional approaches. Future research could focus on investigating the impact of feedback as a game element in teaching and learning.

Zhan, Y., Sun, D., Kong, H. M., & Zeng, Y. (2024). **Primary school teachers' classroom-based e-assessment practices: Insights from the theory of planned behaviour**. *British Journal of Educational Technology*, 55(6), 2740-2759. <https://doi.org/10.1111/bjet.13478>

There is a global trend in the increased adoption of e-assessment in school classrooms to enhance learning. Teachers, as classroom-based assessment designers and implementers, play a vital role in such assessment change. However, little is known about school teachers' classroom-based e-assessment practices and the underlying reasons. To address this research gap, this study identified the factors influencing Hong Kong primary school teachers' e-assessment practices underpinned by the theory of planned behaviour (TPB). A large-scale survey was issued to 878 teachers via Qualtrics. Structural equation modelling (SEM) analysis shows that primary school teachers' intentions of using e-assessment and perceived behavioural control of it were the two strongest factors predicting their e-assessment practices in a general way. Specifically, teachers' intentions outweighed perceived behavioural control in determining their use of alternative e-assessment tasks and e-feedback, but this reversed for e-tests/exercises. The impact of perceived behavioural control was consistent across the three types of e-assessment practices. Furthermore, teachers' attitudes significantly influenced their intentions to use alternative e-assessment tasks, while subject norms primarily predicted their intentions to use e-feedback. The findings have implications for primary schools to take countermeasures to facilitate the successful implementation of e-assessment at the classroom level.

Practitioner notes

What is already known about this topic E-assessment has the potential to influence learning. E-assessment has often been used in a controlled environment with a relatively small sample size. The past 3 years have seen a surge in discussions and research around using e-assessment in classroom settings, mostly in higher education. What this paper adds Primary school teachers used more e-tests or exercises than alternative e-assessment tasks and e-feedback in their daily teaching. Teachers' intentions outweighed perceived behavioural control in determining their use of alternative e-assessment tasks and e-feedback, but this reversed for e-tests/exercises. Teachers' attitudes significantly influenced their intentions to use alternative e-assessment tasks, while subject norms primarily predicted their intentions to use e-feedback. Implications for practice and/or policy Teachers' intentions of using alternative e-assessment and e-feedback should be increased to enhance their usage in the classroom. Teachers' e-assessment literacy should be developed to enable them to integrate e-assessment into their daily instruction.

Orientation scolaire et professionnelle

Bozonnet, C. (2024, octobre 2). **De l'école à l'entreprise, les femmes toujours découragées de faire carrière dans les métiers scientifiques et techniques**. *Le Monde*. Consulté à l'adresse <https://www.lemonde.fr/campus/article/2024/10/02/de-l-ecole-a->

[l-entreprise-les-femmes-toujours-decouragees-de-faire-carriere-dans-les-metiers-scientifiques-et-techniques_6341195_4401467.html](https://www.cereq.fr/les-emplois-de-premiers-niveaux-de-qualification-dans-lindustrie-alimentaire-quelles-possibilites)

Une étude de l'association Elles bougent, publiée lundi 23 septembre, rappelle à quel point les stéréotypes de genre entravent l'accès des femmes à ces secteurs.

Durieux, C., & Guitton, C. (2024). **Les emplois de premiers niveaux de qualification dans l'industrie alimentaire : quelles possibilités d'évolution ouvertes aux salariés par les branches ?** Consulté à l'adresse <https://www.cereq.fr/les-emplois-de-premiers-niveaux-de-qualification-dans-lindustrie-alimentaire-quelles-possibilites>

L'industrie agroalimentaire (IAA) a été choisie avec d'autres branches dans le cadre du projet SQUAPIN du fait du poids de l'emploi peu qualifié (plus de 45 % des effectifs), de l'importance des catégories ouvrières (58,6 %) et employées (11,9 %), de la forte présence du travail saisonnier et précaire dans certaines branches, notamment pour les salariés les moins qualifiés, mais aussi du fait de sa place particulière dans l'industrie manufacturière.

Henry, M., Perret, C., & Roy, L. (2024). **Caractériser les prérequis d'une université à partir de l'analyse de Parcoursup.** *Éducation et socialisation. Les Cahiers du CERFEE*, (73). Consulté à l'adresse <https://journals.openedition.org/edso/28611>

Cet article étudie les prérequis nécessaires pour l'entrée à l'université en France, rendus visibles pour la première fois pour les licences par la mise en place de Parcoursup en 2018. Désormais, quand les candidats expriment leurs vœux pour telle ou telle formation, les équipes pédagogiques utilisent des données telles que les résultats scolaires, les avis des établissements antérieurs ou les projets de formation motivés pour classer les dossiers. L'étude se concentre sur les prérequis définis par les équipes pédagogiques de la Licence à partir des informations d'une université française en 2020. Les prérequis sont étudiés en trois étapes : le rapport public de Parcoursup est exploité pour la première étape, le paramétrage réalisé par chacune des formations dans l'outil d'aide à la décision utilisé pour classer les candidats pour la deuxième étape, et une tentative de comparaison entre les deux sources d'informations sur les prérequis des équipes pédagogiques de Licence pour la troisième étape. Si les notes occupent une part importante, on peut constater que les éléments pris en compte sont variés, allant des compétences académiques aux activités et centres d'intérêt en passant par l'engagement citoyen. Selon les formations, les critères retenus sont variables, de prérequis resserrés jusqu'à des prérequis larges.

Massart, X., Meyer, V., Biémar, S., & Romainville, M. (2024). **Regards croisés d'étudiants et d'enseignants sur les facteurs du choix d'orientation aux études supérieures.** *L'orientation scolaire et professionnelle*, (53/3), 477. Consulté à l'adresse <https://journals.openedition.org/osp/19501>

Dans un contexte où l'échec en début de parcours supérieur reste une préoccupation majeure dans beaucoup de pays, la question de savoir si les jeunes ont été adéquatement orientés au début de ce parcours suscite l'intérêt de nombreux chercheurs. La présente étude investigate les éléments perçus par les étudiants comme ayant été réellement porteurs dans leur démarche d'orientation lorsqu'ils étaient en fin d'enseignement secondaire. La mise en relation d'entretiens menés avec 26 étudiants et 25 acteurs de leurs lycées d'origine fait ressortir le rôle majeur joué par les enseignants, sans qu'ils en soient toujours conscients, dans le soutien au choix d'orientation des élèves. Les résultats invitent à sensibiliser davantage les enseignants à

l'influence qu'ils exercent sur leurs élèves en cette matière et à promouvoir l'institutionnalisation et la coordination des dispositifs de soutien au choix d'orientation mis en place dans les établissements d'enseignement secondaire.

Rochat, S., Levin, N., Alves, S., & Rossier, J. (2024). **Version française de l'Échelle des Difficultés au Choix de Carrière Émotionnelles et liées à la Personnalité : validation et pistes pour la pratique.** *L'orientation scolaire et professionnelle*, (53/3), 537-565. Consulté à l'adresse <https://journals.openedition.org/osp/19566>

Cet article présente la validité de la traduction française de la version longue (EPCD-53) et de la version courte (EPCD-25) de l'Échelle des Difficultés au Choix de Carrière Émotionnelles et liées à la Personnalité. Les résultats des analyses confirmatoires menées auprès d'un échantillon suisse de 322 élèves et étudiant·es soutiennent la validité structurale de l'EPCD-25. Bien que le modèle s'ajuste moins bien aux données pour l'EPCD-53, les corrélations de ses scores avec ceux de l'EPCD-25 indiquent qu'ils mesurent bien les mêmes construits. Par ailleurs, les corrélations des catégories de l'EPCD-25 (i.e., « Pessimisme », « Anxiété » et « Identité et Concept de Soi ») avec les sous-échelles du Questionnaire des Difficultés au Choix de Carrière (CDDQ) montrent que les dimensions de Pessimisme et d'Anxiété sont principalement liées à la présence d'Informations Pas Fiables, alors que l'Identité et Concept de Soi est associée à l'Indécision Chronique. Les implications pour la recherche et pour la pratique sont présentées.

Stanczak, A., Aelenei, C., Rohmer, O., & Jury, M. (2024). **L'orientation des élèves en situation de handicap : un risque d'inégalités dues aux aménagements d'examen ?** *L'orientation scolaire et professionnelle*, (53/3), 511-535. Consulté à l'adresse <https://journals.openedition.org/osp/19531>

Malgré le développement d'une école souhaitée toujours plus inclusive, les élèves en situation de handicap (ESH) ne poursuivent pas toujours au lycée après le collège. Cet article examine le regard des enseignant·es vis-à-vis de ces élèves, particulièrement lorsqu'ils ou elles bénéficient d'aménagements dans leur scolarité. Plus précisément, en raison de stéréotypes négatifs et d'une réussite pouvant être perçue comme le fruit des aménagements plutôt que du travail de l'élève, nous faisons l'hypothèse qu'un·e ESH, réussissant son parcours et bénéficiant d'aménagements, pourrait voir son orientation moins soutenue et ses compétences moins reconnues qu'un·e élève tout-venant (ETV). Notre étude se base sur la comparaison d'un jugement de compétences et d'un conseil en orientation émis par 164 enseignant·es en formation et expérimenté·es à partir de l'examen de deux bulletins fictifs d'élèves de 3e : celui d'un ETV et l'autre d'un·e élève dyspraxique bénéficiant d'un aménagement (ordinateur vs réduction du nombre d'exercices). Contrairement à nos attentes, les résultats n'indiquent pas de différences dans les décisions d'orientation. Toutefois, si l'ESH est jugé·e plus compétent·e que l'ETV, cet avantage semble dépendre du type d'aménagement octroyé. Une discussion autour de ces observations et de ce que visent les aménagements est proposée.

Tavares, O., Antunes, M. J., Sá, C., & Luz, A. R. (2024). **The road less travelled: Exploring the reluctance of vocational students towards higher education in Portugal.** *European Journal of Education*, 59(3), e12648. <https://doi.org/10.1111/ejed.12648>

Despite rising participation rates in Portugal, a gap persists between general and vocational upper secondary students' transition to higher education (HE). This study

employs a qualitative methodology, specifically through content analysis of focus group discussions, to explore the factors influencing vocational students' reluctance towards higher education, amidst specific policies designed to aid their transition. Empirical findings suggest that vocational students may exhibit reservations stemming from self-perceived academic deficiencies, impacting their self-confidence in continuing their education at a HE level. Nevertheless, confidence in market-valued practical skills might motivate HE consideration within a vocational domain. Their practical focus also makes HE seem less immediately applicable in the labour market. Many prioritise integration into the workforce for short-run objectives, seeking breaks, experience and financial earnings. Aiming for earning and practicality, many lean towards the labour market over HE, even considering emigrating to achieve financial stability. The study emphasises the need for Portuguese educational policies to align vocational training with HE, supporting diverse student ambitions and holistic career paths.

Valente, G., Labbé, S., Ciobanu-Gout, V., Marengo, N., Vidaller, V., & Cassagnes, M. (2024). **Les conseils de continuum : vers un collectif situé au service de l'orientation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (73). Consulté à l'adresse <https://journals.openedition.org/edso/29141>

Les conseils de continuum, conçus dans le cadre du projet ACORDA, sont des instances départementales de discussion et de travail dans la proximité. L'ambition portée lors de la conception du projet était de fédérer l'écosystème des acteurs de l'orientation, de permettre leur rapprochement, et d'accompagner ces acteurs afin d'aider les élèves à mieux se projeter dans l'enseignement supérieur et ainsi mieux réussir. Cet article analyse le rôle des conseils de continuum à partir des données recueillies lors de deux conseils tenus dans le même département. Les résultats montrent qu'ils sont un cadre privilégié pour promouvoir l'engagement collectif de différents acteurs et actrices, l'interconnaissance conative et le partage de représentations sur l'orientation.

Politique de l'éducation et système éducatif

Akiki, J. (2024). **Expérience scolaire des élèves déficients moteurs en milieu inclusif.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 153-169. <https://doi.org/10.3917/nresi.100.0153>

Ampah-Mensah, A. K., Bosu, R. S., Amakyi, M., & Agbevanu, W. K. (2024). **Preparing and implementing education policy initiatives in Ghana: the role of district and community-based education structures.** *Cogent Education*, 11(1), 2385791. <https://doi.org/10.1080/2331186X.2024.2385791>

This paper reports on a study that explored the roles of district and community-based education structures (DCES) in preparing, implementing, and communicating education policy initiatives at the district and school levels. A descriptive multiple-case survey design involving three purposefully selected districts was employed. The study used a multi-stage sampling technique involving simple random and purposive sampling to select 257 DCES members from 27 schools in 9 circuits within the districts. Quantitative and qualitative data were collected and analysed in response to three research questions. The results revealed that DCES members implemented several

policy initiatives at the local level, including school feeding, capitation grants, free uniforms and furniture. The study also found that DCES members played critical roles in supporting the design and execution of education policy initiatives and employing various avenues to communicate these policy initiatives to the larger community. However, DCES members seemed to only focus on traditional means of preparing, implementing, and communicating policy initiatives. The study therefore recommends that DCES members should be empowered to employ innovative ways to support the preparation, implementation, and communication of education policy initiatives.

Araneda, S., Fremer, J., & Foster, D. (2024). **Commentary: Past, Present, and Future of Educational Measurement.** *Educational Measurement: Issues and Practice*, 43(3), 49-51. <https://doi.org/10.1111/emip.12632>

Auld, E., & Elfert, M. (2024). **The waning legitimacy of international organisations and their promissory visions.** *Comparative Education*, 60(3), 377-400. <https://doi.org/10.1080/03050068.2024.2371271>

We argue that the legitimacy of international organisations (IOs) as self-proclaimed representatives of humankind, which was unfounded from the outset, is waning. To substantiate that claim, we undertake a critical inquiry into the legitimacy of the promissory visions pursued by IOs in the field of education across three historical periods. The first traces the rationalistic educational planning and idealistic 'one world' projects of the post-World War II period. The second examines the era of globalisation, when the discourse that legitimised the educational visions of IOs shifted towards the promises of the 'global knowledge economy'. The third discusses the contemporary trend towards emergency governance and crisis narratives. While the narratives of progress shifted, a pattern that has emerged is the move towards globalism and uniformity. Drawing on insights from philosophy and historical studies of world-empire, we argue that the world-making experiments conducted by IOs were destined to be unsuccessful.

Baek, C., & Nordin, A. (2024). **Understanding implicit reference societies in education policy.** *Journal of Education Policy*, 39(5), 736-754. <https://doi.org/10.1080/02680939.2023.2282456>

This study examines the reference societies of Norway and Sweden embedded in their education policy documents. We examined 4,260 bibliographic references in 19 white papers and green papers prepared for the 2016/2020 renewal of the Knowledge Promotion Reform in Norway and the 2015/2018 Knowledge Achievement Reform in Sweden. In addition, we interviewed 10 policy experts who participated in the preparation of the analyzed policy documents. The results show that the reference societies overall reflect the existing knowledge production and dissemination mechanisms in education policy; however, they significantly differed between Norway and Sweden regarding whether and to what extent they reference knowledge produced in other Nordic countries. Specifically, while Norway drew extensively on knowledge from its neighbors, particularly Sweden, Sweden seldom referenced knowledge produced in other Nordic countries. Policy actors identified similarity, relevance, accessibility, reform contexts, and institutional arrangements as reasons for (not) referencing neighbors. This study calls for further consideration of the political, social, and cultural embeddedness of the 'socio-logic' to understand implicit reference societies.

Bonnéry, S. (2024). **Favoriser l'école privée : 20 ans de politiques économiques.** *La Pensée*, 419(3), 89-102. <https://doi.org/10.3917/lp.419.0089>

Borde, P. S., Arora, R., & Kakoty, S. (2024). **Leadership in higher educational institutions post 2020: Probing effect of pandemic and ICT.** *European Journal of Education*, 59(3), e12680. <https://doi.org/10.1111/ejed.12680>

Leadership engrosses multiple actors and unique contexts that unfold along different timescales. The purpose of this study is to review the literature on authentic leadership, principal leadership, and distributed leadership and examine the current trends due to the pandemic and the growth of information and communication technology in higher educational institutions (HEI). This qualitative study adopted a literature review and in-depth interviews of 10 educational faculty, 10 students, and 9 non-HEI organisational leaders in India, predominantly based on a semi-structured script. Our study used the approaches of purposive sampling and inductive analysis. Employing social cognitive theory, our study reports on participants' perceptions of existing leaders and discusses organisational behavioural attributes that need focus for leadership development. The hybrid multi-layered model of leadership styles is suggested as a practical approach in India. This study contributes to the educational leadership development literature by highlighting the expectations of students and non-HEI organisational leaders on the fundamental role of educational leaders and behavioural necessities.

Bouvet, N. (2024). **Ces campus des métiers et des qualifications qui renouvellent la formation professionnelle.** *Céreq Bref*, (457), 1-4. Consulté à l'adresse <https://www.cereq.fr/campus-metiers-qualifications-qui-renouvellent-formation-professionnelle>

L'action «Territoires d'innovation pédagogique», lancée en 2018 et financée par le troisième programme d'investissement d'avenir (PIA 3), a doté une trentaine de campus des métiers et des qualifications de ressources conséquentes pour développer leur action de modernisation de la formation professionnelle à l'échelle des territoires. Une évaluation de cette action, réalisée par le Céreq, permet de faire le point sur ces expérimentations et sur la capacité des campus à ouvrir de nouvelles perspectives dans le domaine.

Bromley, P., Nachtigal, T., & Kijima, R. (2024). **Data as the new panacea: trends in global education reforms, 1970–2018.** *Comparative Education*, 60(3), 401-422. <https://doi.org/10.1080/03050068.2024.2336371>

This paper investigates changes in the promissory visions articulated in education reforms around the world. We use structural topic modeling to inductively analyze the content of 9,268 reforms from 215 countries and territories during the period 1970–2018 using the World Education Reform Database. Our findings reveal a decline in traditional management-focused reforms and a rise in reforms related to data and information. We also find an expanding commitment to educational access and inclusion, but reforms framed explicitly in 'rights' language diminish. We argue that the rise of data-centric reforms and the retreat from rights-based approaches may both reflect and contribute to a broader erosion of the liberal world order.

Brooks, J. S., & Brooks, M. C. (2024). **Hot Leadership, Cool Leadership: How Education Policies are Implemented (and Ignored) in Schools.** *Educational Policy*, 08959048241268309. <https://doi.org/10.1177/08959048241268309>

The article advances an emergent framework for conceptualizing the relationship between principal leadership and education policy implementation. Based on a qualitative study of school principals and policy implementation in Region X of the Philippines, findings suggested that the way in which policies were interpreted and implemented at the school level was influenced by a variety of intrinsic and extrinsic dynamics and these were shaped in situ by individual, school and community inhibitors and facilitators. These motivations and localized contexts were critical to implementation, and compelled principals to ignore, monitor, or implement education policies as a priority.

Café pédagogique. (2024, octobre 3). **Les angles morts du système éducatif et scolaire pour les élèves allophones**. Consulté 3 octobre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/10/03/les-angles-morts-du-systeme-educatif-et-scolaire-pour-les-eleves-allophones/>

« 77 433 sont considérés comme allophones » L'UNICEF France appelle à une meilleure adaptation du système scolaire aux besoins spécifiques des enfants allophones. L'école maternelle est notamment un angle mort

Carras, C., Galligani, S., & Soubrié, T. (2024). **Positionnements et postures des agents de la coopération linguistique et éducative face aux actions de formation, entre universalisation et diversification**. *Recherches en Didactique des Langues et Cultures - Les Cahiers de l'Acedle*, 2(22). <https://doi.org/10.4000/11qac>

Cet article rend compte d'une recherche exploratoire menée auprès d'acteurs chargés de la diffusion et de la promotion de la langue française à l'étranger. Dans le cadre de leur mission de coopération linguistique et éducative, ils mènent des actions qui impliquent de prendre en compte d'un côté, les priorités et les enjeux globaux et de l'autre, les spécificités et les contextes locaux dans lesquels ils interviennent. Basée sur des entretiens semi-directifs menés auprès d'agents de la coopération linguistique et éducative, cette recherche tente de répondre aux questions suivantes : comment ces acteurs adaptent les orientations globales de la politique linguistique et éducative de la France aux contextes et besoins locaux ? Comment donnent-ils sens aux situations, à leurs actions et aux interactions entre universalisation et diversification ? Ces questionnements nous conduisent à porter une attention particulière à la signification et l'interprétation d'expériences individuelles de ces acteurs et de leurs rapports à leur métier et missions.

Chandir, H., & Blackmore, J. (2024). **Situated enactments of global competence in three schools in Victoria**. *Journal of Education Policy*, 39(5), 817-837. <https://doi.org/10.1080/02680939.2023.2299471>

The OECD's PISA is seen as a 'global yardstick' against which countries measure the quality of their education systems. In 2018 PISA included an assessment of global competence. This paper starts with the premise that in using a single global instrument to 'measure' this phenomenon, PISA claims standardisation over contextually rich data that can then inform policy and, arguably, in turn practice. Data for this study is based on tracking 'global competence' through documentary analysis, interviews, and then 'survey encounters' where PISA global competence questionnaire items were discussed by principals and teachers in three schools in Victoria, Australia. The analysis illustrates that schools and teachers variously educate for global competence according to the specific cultural context, policy and curriculum in ways that highlight the inadequacy of

a global metric. With the growing attention to educating for global citizenship and the OECD's development of global measures, this investigation of localised understandings of global competence magnifies the 'situatedness' of knowledge (and therefore assessment practices). Questions are raised about what is ignored in metrics when such a contested concept is operationalised, and points to the lack of validity of this metric because it de-contextualises how global competence is understood by teachers and enacted in curriculum.

Chattopadhyay, C. (2024). **Affordable Private School (APS): A case.** *Management in Education*, 38(4), 189-191. <https://doi.org/10.1177/08920206221098154>

Most private schools in India fall under the category of Affordable Private School (APS). The paper tries to state, that with growing privatization of education, APS is likely to grow further. But the APS sector has certain problems. The problems are mostly associated with staff-management relationship. The paper opines that if these problems are not addressed properly then the sector may face sustainability problems and may not even grow in spite of huge scope. At the end, the paper tries to suggest some remedies that can help the sector to overcome its problems.

Cour des comptes. (2024). **Le réseau Canopé** (p. 134). Consulté à l'adresse Cour des comptes website: <https://www.ccomptes.fr/sites/default/files/2024-10/20241004-S2024-1110-Reseau-Canope.pdf>

Le Réseau Canopé, opérateur du ministère de l'Éducation nationale et de la jeunesse, concentre aujourd'hui sa mission autour de la formation tout au long de la vie des enseignants et de la communauté éducative. S'appuyant sur la force de son réseau territorial, le Réseau Canopé a fortement évolué ces dix dernières années. Ses évolutions doivent être confirmées. La stratégie voulue par la tutelle et par l'opérateur doit s'ancrer dans un nouveau schéma d'organisation et s'affirmer par un modèle économique efficient afin de mener à bien ce rôle de formation continue.

Crespo Cruz, E. J., Immanuel, A., Keller, L. A., Ketan, McIntee, K., Serrano, F. J. M., ... Zenisky, A. L. (2024). **Commentary: What Is Truly Foundational?** *Educational Measurement: Issues and Practice*, 43(3), 52-55. <https://doi.org/10.1111/emip.12633>

The Task Force on Foundational Competencies in Educational Measurement has produced a set of foundational competencies and invited comment on the document. The students and faculty at the University of Massachusetts Amherst provide their comments and critique of the proposed competencies. Both students and faculty agree that there needs to be more specificity regarding the purpose of the document, the nature of the data used to produce the document, and the definition of the relevant terms. Additionally, attention should be paid to the international context, and the role of artificial intelligence and machine learning. The authors acknowledge the contribution of the draft of the foundational competencies and look forward to more conversation regarding this topic.

Dehaene, S., Bressoux, P., Neagoy, M., Pasquinelli, E., Sander, E., & Vie, J.-J. (2024). **Épreuve certifiante de mathématiques en fin de première : quelques propositions du CSEN.** *Note du CSEN*, (12), 1-5. Consulté à l'adresse https://www.reseau-canope.fr/fileadmin/user_upload/Projets/conseil_scientifique_education_nationale/not_es_csen/Note_CSEN_12_corr_web.pdf

Delavergne, C. (2024). **Diffusion et réception des réformes dans les institutions éducatives: le cas du travail collectif dans l'enseignement secondaire** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04732441>

Depuis la fin des années 1980, le travail collectif est devenu un élément clé des directives institutionnelles (Dupriez, 2015) constituant un espace de médiation entre le cadre institutionnel et les contextes d'enseignement locaux. S'il est inscrit dans le projet politique et plébiscité par les enseignants, il est difficilement observable dans leur activité quotidienne. Ce constat constitue le point de départ de cette thèse qui propose d'interroger la manière dont les injonctions adressées aux enseignants à travailler ensemble diffusent au sein la noosphère éducative. À partir d'un modèle hybride, cette thèse mène une analyse croisée des conditions de diffusion des injonctions au travail collectif par les personnels d'encadrement et des conditions de leur réception par les enseignants. Elle fait clairement apparaître des combinaisons de logiques – parmi lesquelles, les convictions quant aux enjeux pédagogiques du travail collectif (logique axiologique), les dispositions liées à l'avancement dans la carrière et à la formation (logique identitaire) ou encore les particularités épistémologiques des savoirs enseignés (logique disciplinaire). Ces combinaisons constituent la trame de la description des conditions de diffusion et de réception des injonctions et permettent de rendre compte de l'engagement différencié des professeurs dans les pratiques collectives. L'analyse permet également de mettre en évidence des modalités spécifiques d'interactions (convergence, divergence, interdépendance) entre les différents acteurs du système scolaire et fait apparaître des configurations spécifiques favorisant ou contraignant le développement des dynamiques collectives.

Demaj, X. (2024). **Expanding Benefits: The Impact of a Universal Free School Meal Policy on Non-Cognitive Skills** (Working Paper N° 2024: 11). Consulté à l'adresse Department of Economics, University of Venice «Ca' Foscari» website: https://econpapers.repec.org/paper/venwpaper/2024_3a11.htm

School-based policies may influence children's non-cognitive development, a strong predictor of future life outcomes. This article investigates the short-run impact of the Universal Infant Free School Meal Policy on children's non-cognitive skills relying on a sample of children aged five from the UK Household Longitudinal Study (UKHLS). To identify the causal effect of the policy, we use a difference-in-difference strategy by exploiting exogenous variations in the timing and location of switching from a means-tested to a universal provision of free school lunches. Our results show that exposure to universal free school lunches improves children's Strengths and Difficulties Questionnaire (SDQ) by 0.21 standard deviation points. The effect seems to be driven by pupils living in medium-income households, for whom the policy change seems more relevant. A potential explanatory mechanism has to do with the reduction in social stigma associated with the transition from means-tested to universally provided school lunches.

Deuchar, A. (2024). **International education policy and/as the limits of humanism: A posthuman critique from the Anthropocene**. *Journal of Education Policy*, 39(5), 755-774. <https://doi.org/10.1080/02680939.2023.2245793>

Critiques of international education policy frequently take issue with how it stabilises neoliberal values at the expense of the progressive aims of education. Yet the humanism underpinning these debates can work to exclude environmental concerns from the remit of educational policy. This article offers a posthuman critique of the Australian Strategy for International Education 2021–2030 that does not take for granted

that international education policy should be humanistic but considers how it comes to be affirmed as such. Through a discourse analysis of the Strategy and supporting materials, this article identifies three manoeuvres that affirm the policy as humanistic. Firstly, neoliberal values and notions of wellbeing are wedded together in a shared understanding that the Strategy must be student centred. Secondly, the Strategy reinscribes divisions between humans and nature by casting land as a passive backdrop for human activities. And thirdly, the Strategy makes a claim to perpetuity by linking the acquisition of human skills with a sustainable and prosperous future. The conclusion contends that international education policy cannot ignore the impacts of human activity on the world and must nurture the vast range of interdependencies that sustain life.

Direction générale des politiques internes de l'Union (Parlement européen), Gaušas, S., Švedkauskienė, A., Leiputė, B., Langham, E., King, T., ... Petkovic, S. (2024). **EU education, youth and sport policy: overview and future perspectives**. Consulté à l'adresse Office des publications de l'Union européenne website: <https://data.europa.eu/doi/10.2861/4365524>

This study provides a comprehensive overview of the situation to date and forward-looking insights in the areas of European Union education and training, youth, and sport policy. It highlights the existing and potential future challenges and opportunities within each policy field and makes recommendations for addressing them.

Dixon-Román, E. (2024). **AI and Psychometrics: Epistemology, Process, and Politics**. *Journal of Educational and Behavioral Statistics*, 49(5), 709-714. <https://doi.org/10.3102/10769986241280623>

If psychometrics has long concerned itself with validity, reliability, and fairness, then what could psychometrics learn from the cybernetic theories of AI? Through engagement with Burstein's (2023) Responsible AI Standards, this paper unpacks some paradigmatic differences between psychometrics and cybernetics, points to how recursivity and contingency are both a challenge and opportunity for psychometrics, and how this matters epistemologically, ethically and politically. Following these epistemological differences, the paper raises ethico-political concerns with the promise of the "human-in-the-loop".

Drost, K., Foschi, A., & Pateraki, I. (2024). **Témoignages eTwinning: instaurer le bien-être à l'école** [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/e1a7220f-7bad-11ef-bbbe-01aa75ed71a1>

Le livre eTwinning de cette année vise à inspirer les enseignants de toute l'Europe à soutenir le bien-être à l'école. Il présente des projets et des activités qui portent sur le bien-être physique, mental et émotionnel des enseignants et des élèves.

ECW : Education Cannot Wait. (2024). **Futures at risk: climate-induced shocks and their toll on education for crisis-affected children**. Consulté à l'adresse https://www.educationcannotwait.org/sites/default/files/2023-10/f_ecw_appeals_background_paper_mech.pdf

L'étude présente des estimations relatives à l'effet des chocs climatiques sur les enfants et adolescents impactés, les déplacements forcés et sur l'éducation dans le monde. Elle met en évidence les effets particulièrement perturbateurs sur les populations

déplacées et les filles, soulignant la nécessité de ressources supplémentaires pour cibler les enfants les plus marginalisés des pays les plus vulnérables. Elle appelle enfin à une action immédiate pour sauvegarder le droit universel à l'éducation pour tous afin que chaque enfant puisse exploiter son potentiel de résilience face à la crise.

Elfert, M., & Ydesen, C. (2024). **Global governance and the promissory visions of education: challenges and agendas.** *Comparative Education*, 60(3), 361-376. <https://doi.org/10.1080/03050068.2024.2371701>

This article – and the special issue it introduces – contributes to the expanding scholarly literature on the global governance of education, with a particular focus on its future-oriented and 'promissory' dimension. Inspired by Beckett's (2020) concept of 'promissory' legitimacy, a key contribution of this special issue is to critically analyse past and contemporary promissory narratives of the major international organisations and other global actors concerning the future of education. We focus on three overarching themes that emerge from the contributions to this special issue: Problems of legitimacy in the global governance of education; a shift towards multistakeholderism, which we explore through the lens of 'the neuro-affective turn'; the use of crisis narratives as an instrument of global governance, and geopolitical shifts and the decline of the liberal world order.

ERRADI, A., ADJERAN, M., & BARBARA, R. (2024). **La mobilisation de l'enseignement supérieur marocain pour le climat demeure un impératif.** In U. d'Abomey-Calavi (Éd.), *Les transitions écologiques en Afrique. Apports des systèmes éducatifs pour une prise de conscience précoce aux enjeux climatiques du monde contemporain* (p. 93-121). Consulté à l'adresse <https://hal.science/hal-04722378>

Výzva ekologické transformace vyžaduje, aby byl národ informován o svých výzvách a byl vyškolen, aby na ně reagoval. Zdá se však, že otázky klimatu jsou ve vysokoškolském vzdělávání stále málo zmiňovány. Maroko dosáhlo v posledních dvou desetiletích důležitého milníku, pokud jde o ekologický přechod (COP 22, větrné farmy, termosolární elektrárny Noor, projekt Xlinks (mezi Marokem a Spojeným královstvím)) a pokud jde o zvyšování povědomí problémů souvisejících s klimatickými problémy. Království pokračuje v projektech přechodu, ať už interně nebo na mezinárodní úrovni, které jsou součástí jeho politických priorit a závazků vůči partnerům a orgánům OSN. Snahy exekutivy v tomto smyslu však nejsou vidět konkrétně ve vzdělávacích programech a nabídkách ve vysokoškolském vzdělávání. Téma ekologických přechodů v Africe, případ Marockého království, je předmětem tohoto textu. Cílem je ukázat, jak lze tuto problematiku vzdělávat a školit studenty a učitele na univerzitě v otázkách a výzvách spojených s klimatem a také s udržitelným rozvojem. Zájmem je také zhodnotit činnost Ministerstva vysokého školství a Energetické transformace a udržitelného rozvoje v této věci před předložením socio-didaktických nápravných opatření na základě případové studie, která by mohla kompenzovat nedostatek školení. nabízí a seznamuje budoucí laureáty s problémy souvisejícími se změnou klimatu v současném světě a uvádí alternativy v této perspektivě.

ETF: European training foundation. (2024). **Torino process system monitoring report: Lebanon (2023).** Consulté à l'adresse <https://www.etf.europa.eu/sites/default/files/2024-08/System%20monitoring%20report%20-%20Lebanon%20EN.pdf>

Ce rapport résume les résultats du suivi des performances du système d'enseignement et de formation professionnels (EFP) au Liban, initié dans le cadre du processus de Turin et achevé en 2023. Au Liban, l'EFP initial est plus accessible mais peine à être attractif en raison des perceptions sociétales selon lesquelles il a moins de valeur que l'enseignement académique. Les élèves accusent un retard de trois à quatre ans par rapport aux normes internationales en lecture, en sciences et en mathématiques. L'enseignement professionnel attire souvent des élèves peu performants qui manquent de compétences essentielles en raison d'un programme d'études obsolète. Les diplômés de l'EFP sont confrontés à des problèmes d'employabilité en raison de l'inadéquation de leurs compétences avec les exigences du marché. L'EFP continu souffre d'un financement et d'un soutien limités.

European Commission. Directorate general for education, youth, CAPLANOVA, A., DUNAJEVA, J., RODRIGUEZ, P., & European Commission. Directorate general for education, youth, sport and culture, DG EAC. (2024). **Digital transformation in blended learning environments: EENEE analytical report**. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/3a2c7879-667e-11ef-a8ba-01aa75ed71a1/language-en>

Ce rapport explore le développement, l'impact et l'efficacité de l'apprentissage mixte au sein des systèmes éducatifs, en se concentrant sur les aspects numériques et non numériques des pratiques et technologies d'enseignement en Europe. Il analyse la manière dont l'apprentissage mixte est intégré dans les politiques éducatives et identifie des stratégies de développement professionnel des enseignants. Les résultats soulignent le potentiel de transformation de l'apprentissage mixte, en particulier pour favoriser un enseignement personnalisé, centré sur l'élève et accessible à tous. En intégrant les méthodes numériques et traditionnelles, les enseignants peuvent stimuler l'engagement des élèves, améliorer les résultats d'apprentissage et cultiver des aptitudes importantes, telles que la pensée critique et les compétences numériques. L'efficacité des modèles et des stratégies d'apprentissage mixte dépend d'une formation appropriée des enseignants et d'un accès équitable aux technologies.

European Commission (EC). (2024). **Higher education institutions, community engagement and just transition**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4002> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/f4d25e84-76ff-11ef-bbbe-01aa75ed71a1>

This report contains a literature review of findings on the relationship between regional actors and higher education institutions in the context of regional development. This involves the examination of a variety of literatures, notably: - The literature on HEIs in regional development. - The literature on HEIs as actors of sustainable and ecological development. - In addition, the literature review is supported by cases of good practices of education and research bodies in the context of local and regional development and transition.

Forget, M.-H., & Vanlint, A. (2023). **Pour une véritable « éducation à » la langue à l'école**. *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 283-292. <https://doi.org/10.26443/mje/rsem.v58i2.10116>

This Note from the Field reflects on the fact that issues and controversies regarding language are excluded from Québec schools. We have laid the foundation for a conception of language teaching that is inspired by the francophone approach named Éducatons à. By doing so, we suggest revisiting the purposes and objectives of education to better help learners develop critical thinking skills, as well as the power to act with and on language. This, we argue, would allow students to contribute to the evolution of our society's written culture. We further propose that teachers adopt interdisciplinary pedagogical approaches, and we encourage them to take on the role of cultural mediators.

Fourré, M. (2024). **Les boursiers sur critères sociaux en 2023-2024**. *Note Flash du SIES*, (24), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-boursiers-sur-criteres-sociaux-en-2023-2024-97464>

Après deux années de baisse, le nombre de boursiers sur critères sociaux a augmenté de 2,1 % pour l'année universitaire 2023-2024, marquée par une réforme.

Galama, T., Munteanu, A., & Thom, K. (2024). **Intergenerational Persistence in the Effects of Compulsory Schooling in the US** (Tinbergen Institute Discussion Paper N° 24-006/V). Consulté à l'adresse Tinbergen Institute website: <https://econpapers.repec.org/paper/tinwpaper/20240006.htm>

Using linked records from the 1880 to 1940 full-count United States decennial censuses, we estimate the effects of parental exposure to compulsory schooling (CS) laws on the human capital outcomes of children, exploiting the staggered roll-out of state CS laws in the late nineteenth and early twentieth centuries. CS reforms not only increased the educational attainment of exposed individuals, but also that of their children. We find that one extra year of maternal (paternal) exposure to CS increased children's educational attainment by 0.015 (0.016) years - larger than the average effects on the parents themselves, and larger than the few existing intergenerational estimates from studies of more recent reforms. We find particularly large effects on black families and first-born sons. Exploring mechanisms, we find suggestive evidence that higher parental exposure to CS affected children's outcomes through higher own human capital, marriage to more educated spouses, and a higher propensity to reside in neighborhoods with greater school resources (teacher-to-student ratios) and with higher average educational attainment.

Gasnier, A., Sorbe, X., Claval, B., Kesler, S., Pajot, B., & Rainaud, V. (2024). **La mise en place des écoles académiques de la formation continue** (p. 58) [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: <https://www.education.gouv.fr/la-mise-en-place-des-ecoles-academiques-de-la-formation-continue-415480>

Deux ans après la création des écoles académiques de la formation continue (EAFC), le rapport examine leur fonctionnement et les effets de leur mise en place en faveur du développement professionnel des enseignants. Différents aspects ont été pris en compte par la mission d'inspection générale : les modalités de gouvernance, le recueil des besoins des enseignants, la professionnalisation des ressources humaines de la formation continue, la capacité à disposer d'une visibilité de l'action conduite par des indicateurs fiables et pertinents, l'articulation entre les pilotages national et académique. La mission formule seize recommandations qui visent à proposer un cadre rigoureux, cohérent et durable afin que la formation continue des enseignants

joue pleinement son rôle de levier au service de la réussite du plus grand nombre d'élèves, conformément aux discours ambitieux dont elle fait régulièrement l'objet.

GAUŠAS, S., ŠVEDKAUSKIENĖ, A., LEIPUTĖ, B., LANGHAM, E., KING, T., LANGE, B., ... al, et. (2024). **Research for CULT Committee - EU education, youth and sport policy - overview and future perspectives.** Consulté à l'adresse [https://www.europarl.europa.eu/RegData/etudes/STUD/2024/752454/IPOL_STU\(2024\)752454_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2024/752454/IPOL_STU(2024)752454_EN.pdf)

Ce document fournit une analyse et une vue d'ensemble des politiques de l'Union européenne (UE) en matière d'éducation, de jeunesse et de sport, ainsi que des perspectives et des recommandations pour la commission CULT du Parlement européen dans ces trois domaines. Concernant la politique de l'UE en matière d'éducation, les auteurs rappellent qu'elle se concentre sur l'éducation formelle (de l'école à l'enseignement supérieur), en mettant l'accent sur la mobilité internationale et les transitions numériques et vertes. Il est notamment recommandé de remédier à la pénurie d'enseignants et de personnel éducatif, de soutenir la durabilité et l'éducation à la citoyenneté et d'intégrer les nouvelles technologies comme l'IA dans l'éducation.

Geneva Global Hub for Education in Emergencies. (2024). **Unlocking Futures – seven key insights on financing for education in emergencies** (p. 14). Consulté à l'adresse Geneva Global Hub for Education in Emergencies website: https://eiehub.org/wp-content/uploads/2024/06/7-Key-Insights_Unlocking-Futures-A-Global-Overview-of-EiE-Financing.pdf

Global School Leaders. (2024). **Evidence Review 2024: A Review of Research on the Role of School Leaders in Improving Student Learning Outcomes** (p. 22). Consulté à l'adresse Global School Leaders website: <https://www.globalschoolleaders.org/evidence-review>
Explore GSL's evidence reviews aimed at deepening the understanding of school leadership in the Global South.

Guadalupe, C. (2024). **The promises and expectations of ILSAs regarding policymaking: lessons from Latin America.** *Comparative Education*, 60(3), 458-477. <https://doi.org/10.1080/03050068.2024.2369477>

Standardised International Large-Scale Assessments (ILSAs) have gained prominence in global and national educational discussions. ILSAs claim to offer valuable insights for improving education systems, but their impact on educational policy varies and has become a contested arena. This article analyses how these assessments fed educational policymaking in six Latin American countries based on a review of policy documents; the article advances three theses on how ILSAs are used by policymakers: First, there is a tokenistic usage of ILSAs; second, ILSAs must be considered more as political devices bolstering national reputation rather than studies in the academic sense; third, ILSAs can serve as leverage tools that can be mobilised for broader political ends. The study shows that the promises, designs and reporting of ILSAs are not necessarily aligned, that participation in ILSAs has become a symbolic gesture, and that ILSAs' data are often cherry-picked to support pre-existing diagnoses and policy agendas.

Gulson, K. N., & Sellar, S. (2024). **Anticipating disruption: artificial intelligence and minor experiments in education policy**. *Journal of Education Policy*, 39(5), 702-717. <https://doi.org/10.1080/02680939.2024.2302474>

The growing use of artificial intelligence in education extends and intensifies technologies of governing, including datafication, performativity and accountability. In this article, we outline how the use of AI and data science has the disruptive potential to create new norms in education policy and governance. We report on an ethnographic investigation into an education department initiative that involved data scientists using machine learning to identify causal links between different school-based and non-school based factors, and educational outcomes. The article proposes that machine learning is being introduced into this education department as a set of minor experiments in education governance. We focus on issues of changing expertise and evidence and differences in method between new data science approaches and established statistical expertise in this education department, in order to highlight minor but important new governance practices. We conclude that the increasing use of AI in education, as part of new cognitive infrastructures, is quietly shifting the ways in which education systems operate.

Hontarenko, I., & Kovalenko, O. (2024). **Améliorer l'enseignement dans le supérieur** (R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (73). Consulté à l'adresse <https://journals.openedition.org/edso/28532>

L'article aborde la question de l'identification des méthodes les plus efficaces pour préparer et donner des cours magistraux à l'université. Même s'il s'agit de l'approche pédagogique la plus ancienne, les cours magistraux restent largement utilisés dans les universités du monde entier. Toutefois, les recherches pédagogiques récentes menées par des universitaires ukrainiens n'ont pas totalement exploré cette question, ce qui empêche l'élaboration de lignes directrices pratiques à l'intention des enseignants désireux d'organiser et de dispenser des cours magistraux efficaces. L'article vise à donner un aperçu des meilleures pratiques, méthodologies et stratégies qui contribuent à l'efficacité des cours magistraux, ce qui permet en fin de compte d'améliorer les résultats dans les établissements d'enseignement supérieur. Les méthodes de recherche suivantes ont été utilisées pour atteindre les objectifs visés par la recherche : sur le plan théorique, l'analyse des ressources scientifiques sur le sujet, celle du matériel pédagogique et des méthodes d'enseignement, la comparaison entre ces différents éléments, et, sur le plan empirique, la généralisation de l'expérience pédagogique recueillie. Les résultats sont les suivants : la priorité de la définition d'objectifs d'apprentissage, d'un déroulement et d'une structure précis, de la réduction du volume du contenu, de l'élaboration de notes de cours, d'une sélection minutieuse d'exemples et de la capacité d'ajustement du conférencier. En outre, les auteurs soulignent l'importance de la compréhension des principales étapes d'un cours magistral, de la reconnaissance des différences permettant de maintenir l'attention des étudiants et de les impliquer dans une démarche d'apprentissage actif. L'article fournit des recommandations pratiques pour les conférenciers. Elles sont accompagnées de remarques de prudence qui consistent notamment à éviter l'utilisation simultanée de nombreux supports d'illustration ainsi que celle d'un excès d'aides visuelles telles que les présentations sous forme de diaporamas. De telles pratiques peuvent entraîner une surcharge cognitive, car ces différentes formes de traitement peuvent interférer entre elles. En conclusion, la présente étude a exploré les défis et les opportunités d'un enseignement magistral efficace dans l'enseignement

supérieur, en s'appuyant sur les conclusions de l'analyse de la littérature britannique et américaine et sur les données empiriques recueillies auprès d'enseignants et d'étudiants ukrainiens. En outre, l'article s'efforce de mener une analyse plus méthodique des techniques efficaces de préparation des cours, en englobant les étapes critiques de la présentation. Enfin, la présente étude cherche à approfondir les nuances permettant de capter l'attention effective des étudiants et de les impliquer par le biais de pratiques liées à l'apprentissage actif.

Idrac, M. (2024). **Vers un désenclavement des camps de réfugiés de Grèce à travers la forme-école.** *Nouveaux cahiers de la recherche en éducation*, 26(1), 144-165. <https://doi.org/10.7202/1113237ar>

Les camps de réfugiés se multiplient aux portes de l'Union européenne depuis l'aggravation des conflits libyens et syriens en 2016. La Grèce et l'Italie subissent une approche dite «hotspots» (zone d'urgence migratoire) permettant l'utilisation d'un droit dérogatoire pour faciliter l'identification des migrants. En parallèle, des difficultés structurelles dans l'éducation formelle encouragent l'émergence de dynamiques éducatives dans les camps. Les données présentées proviennent d'une enquête ethnographique menée durant trois ans, entre 2017 et 2019, dans sept camps de Grèce. Dix-sept observations de classe et 56 entretiens semi-directifs ont été menés avec tous les acteurs de l'éducation et les destinataires des programmes éducatifs. L'objectif de cet article est de modéliser le concept de «forme-école» qui va modifier durablement l'environnement des camps.

Institut Montaigne. (2024). **Mathématiques à l'école : résoudre l'équation.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3999> (p. 132) [Report]. Consulté à l'adresse Institut Montaigne website: <https://www.institutmontaigne.org/ressources/pdfs/publications/mathematiques-lecole-resoudre-lequation.pdf>

L'école mathématique française, longtemps reconnue pour son prestige à l'échelle mondiale – comme en témoignent ses nombreux lauréats de la médaille Fields ou du prix Abel – semble aujourd'hui confrontée à un déclin durable. Les résultats des enquêtes internationales révèlent une baisse significative et continue du niveau en mathématiques. Ce phénomène, observé depuis deux décennies, affecte l'ensemble des élèves sans distinction de niveau, de milieu socio-économique, de genre ou de type d'établissement, public ou privé. Les mauvaises performances des élèves français en mathématiques font désormais l'objet d'un constat partagé et objectivé. La dernière enquête TIMSS révèle que les élèves français de CM1 affichent les scores les plus décevants en mathématiques parmi tous les pays de l'OCDE évalués. Et cette tendance s'accroît : entre les éditions Pisa 2018 et 2022, la France enregistre un déclin encore plus prononcé que la moyenne des pays développés. Le décrochage commence dès le primaire, où les compétences de base comme les opérations élémentaires et les fractions ne sont pas acquises par une majorité d'élèves. Les écarts de performances liés au genre apparaissent dès le CE1, avec un avantage progressif des garçons en mathématiques. De plus, le manque de formation adéquate des enseignants sur la gestion des émotions liées à l'apprentissage et sur la représentation des efforts en mathématiques contribue à une anxiété élevée parmi les élèves français, freinant leurs progrès. Ce constat alarmant a donné lieu à une succession de réformes, sans vision d'ensemble et mal coordonnées, qui n'a pas produit de résultats notables. Quelques raisons d'espérer subsistent néanmoins. Les récentes initiatives, telles que la

priorité donnée à l'école primaire depuis 2012 et le Plan Mathématiques lancé en 2019, pourraient inverser la tendance à moyen terme. Toutefois, une mutation plus profonde, fondée sur une meilleure intégration des enseignements de la recherche et une hausse de la formation continue, semble nécessaire pour restaurer la tradition d'excellence mathématique en France. Sans ce sursaut national, la France compromet sa croissance future et risque de perdre son rang de puissance mondiale tant l'avenir sera marqué par une augmentation des emplois directement liés aux compétences fondées sur les mathématiques. Dès lors, cette note appelle à une action déterminée pour inverser la tendance. Elle identifie les leviers prioritaires à actionner et propose trois axes opérationnels pour permettre à la France de renouer avec l'excellence mathématique dans les années à venir : • définir une ambition décennale fondée sur les enseignements de la recherche et non plus sur la seule prérogative politique; • instaurer un système d'évaluation des compétences dès le plus jeune âge; • renforcer la formation des enseignants en mathématiques et revaloriser la filière pour attirer de nouveaux talents

Johnstone, C. J., Hayes, A., Cohen, E., Niad, H., Laryea-Adjei, G., Letshabo, K., ... Agu, A. (2024). **A Human Rights-Based Evaluation Approach for Inclusive Education.** *American Journal of Evaluation*, 45(3), 435-450.
<https://doi.org/10.1177/10982140231153810>

This article reports on ways in which United Nations human rights treaties can be used as a normative framework for evaluating program outcomes. In this article, we conceptualize a human rights-based approach to program evaluation and locate this approach within the broader evaluation literature. The article describes how a rights-based framework can be used as an aspirational set of indicators for program evaluations to promote activities that align with internationally agreed-upon human rights norms. We then describe a case study of the evaluation through which this method was developed, including its sampling design, methodology, and findings. The United Nations International Children's Fund (UNICEF) inclusive education evaluation described highlighted the need for conceptual clarity around what inclusive education is, and the importance of contextualized innovation toward meeting the educational rights of children with disabilities. Human rights perspectives and evaluation designs can help create such clarity, but should also be used with care.

Jun, L., & Weilin, W. (2024). **A bibliometric analysis of the evolving mechanisms of shadow education research.** *European Journal of Education*, 59(3), e12646.
<https://doi.org/10.1111/ejed.12646>

Shadow education has burgeoned into a global phenomenon, and over the last 30 years, a substantial body of literature has emerged to explore this trend. Drawing on bibliometric data from 377 articles retrieved from the Web of Science (WOS), this study investigates the evolving landscape of shadow education research. It examines historical publication trends through performance analysis, intellectual sources and evolving themes using co-citation analysis, complemented by co-word analysis. Major authors and collaboration dynamics are discerned through co-authorship analysis, contributing to a comprehensive understanding of collaborative networks. Additionally, the study constructs an evolution path for shadow education research published in journals, employing citation analysis supplemented by social network analysis methods. In conclusion, the study not only illuminates the historical trajectory of shadow education as a concept but also poses pertinent questions and offers

recommendations for future research. Our research significantly contributes to the comprehension of how shadow education has evolved from a nascent concept into a global research discourse.

Khawaja, T., Wager, A., Green, D. O., & Lyon, M. (2023). **Creating a virtual equity, diversity, and inclusion community of practice**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 58(2), 270-282.
<https://doi.org/10.26443/mje/rsem.v58i2.10240>

Post-secondary institutions in Canada are trying to bring about policy and culture change to promote equity, diversity, and inclusion (EDI) on their campuses. Uniquely, smaller institutions face barriers due to lack of capacity and personnel. As such, the research presented in this note from the field recommends that forming virtual communities of practice to learn EDI best practices from similar institutions can aid in building capacity and addressing those barriers. However, for EDI communities of practice to be sustainable, the folks leading the community have to be in ongoing, empowered EDI positions rather than being precarious contract employees, as is often the case at smaller Canadian institutions.

Kilroy, A., Camara, A., Migwe-Kagume, C., Tewari, K., Shamba, P., Kogolla, G., ... Read, L. (2024). **Evidence-Informed Policymaking: Education Data-Driven Decision Mapping in Kenya and Senegal – White Paper** (p. 34). Consulté à l'adresse Development Gateway website: https://developmentgateway.org/publication_landing/evidence-informed-policymaking-education-data-driven-decision-mapping-in-kenya-and-senegal/

Development Gateway: An IREX Venture (DG) and our strategic partner IREX, supported by the William & Flora Hewlett Foundation, conducted a study of the education data systems in Kenya and Senegal. In our findings from this study, we underscore the necessity of a harmonized approach to education data management and share insights that provide a valuable roadmap for future reforms and investments in education data systems.

Kim, M. J. (2024). **Scripting solutions for the future: the OECD's advocacy of happiness and well-being**. *Comparative Education*, 60(3), 441-457.
<https://doi.org/10.1080/03050068.2024.2354638>

Over the past decade, the OECD has gradually shifted its governing mechanism from promoting 'best practices' based on comparative data on pupils' cognitive skills to actively advocating for individual and collective well-being as an alternative and ideal future. This article focuses on the OECD's use of 'techno-scientific fictive scripts' as a strategy to promote happiness and well-being as solutions to anticipated crises, despite their conceptual ambiguity and token usage. It analyses how the OECD's recent 'Future of Education' projects have sought to steer its audience towards shared concerns and expectations of the future, while simultaneously asserting its technical expertise in future studies methodologies. It argues that by returning from endorsing data-driven policies to making futuristic claims using future studies methodologies, the OECD endeavours to redefine itself as both a pathfinder and a problem solver, simultaneously blending its human capital imperatives with technological inevitability in its vision of the future.

Kishik, S., & Pors, J. G. (2024). **Planetary concerns as interruptions to aspiration-raising policy discourses: exploring potentialities for alternative modalities of aspiration.** *Journal of Education Policy*, 39(5), 775-796. <https://doi.org/10.1080/02680939.2023.2288332>

A rich literature has argued that so-called aspiration-raising policies tend to individualize structural conditions and thereby reproduce forms of inequality through young people's aspirations. This paper explores how aspiration-raising policy discourses are lived in ways that both accentuate but that might also contest their terms. Drawing on Lauren Berlant, we theorize aspiration as ongoing performances that can be altered and remade in affective scenes of interruption. We put our theorization to work in a longitudinal study that followed a young woman, Marie, throughout her upper secondary education. Whilst Marie's performances of aspiration predominantly chimed with such individualistic policy discourses, she would also describe moments where these performances were seemingly interrupted. These were moments where Marie vividly experienced concerns related to planetary crises. The analysis carefully unpacks these moments, and we argue that they bring Marie into contact with the political stakes in her life and lead her to search for alternative, more sustainable, and collective modalities of aspiration. Hence, supplementing previous studies that have shown how inequality is reproduced through aspirations, the paper contributes with new understandings of how alternative modalities of aspiration may emerge that potentially exceed structural limits.

Le Bec, M. (2024). **Une tentative de mise en œuvre d'un dispositif inclusif dans le second degré.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 139-152. <https://doi.org/10.3917/nresi.100.0139>

Lefébure, A. (2024, octobre 1). **États-Unis: la dette étudiante, menace pour les universités et enjeu politique majeur.** Consulté 3 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/etats-unis-la-dette-etudiante-menace-pour-les-universites-et-enjeu-politique-majeur-239869>

La crise de la dette étudiante se poursuit aux États-Unis, où de plus en plus de jeunes Américains considère que les bénéfices de leurs diplômes n'en justifient pas le prix.

Luzy, C., & Messi, E. (2024). **La dépense de recherche et développement expérimental en 2022.** *Note Flash du SIES*, (2024-23), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/la-dépense-de-recherche-et-developpement-experimental-en-2022-97454>

L'effort de recherche s'élève à 2,22 % en 2022 comme en 2021.

Maccario, D. (2024). **Apprendre à enseigner. Un défi pour l'enseignement et la recherche.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 93-105. <https://doi.org/10.3917/nresi.100.0093>

Manford, C., Rajasingam, S., Allen, P. M., & Beukes, E. (2024). **The barriers to and facilitators of academic and social success for deafblind children and young people: A scoping review.** *British Journal of Special Education*, 51(3), 332-346. <https://doi.org/10.1111/1467-8578.12537>

Deafblind children and young people often perform poorly in education and social settings. The extent of this attainment gap is unknown. Following the Joanna Briggs protocol, a scoping review was conducted with the aim of establishing the barriers to

and facilitators of academic and social success for this cohort. A database search was conducted seeking peer-reviewed studies relating to deafblind children and young people, in academic and social settings, from any country, published in English, between 1989 and 2022. The review included 38 articles with a range of methodological approaches. The main barriers to success were limited opportunities and options to communicate, a lack of awareness of deafblindness within schools and the wider community, and limited opportunities and adaptations to the curriculum, resources and the environment. The facilitators included improving access to communication and resources, increased awareness, and collaboration between families and professionals. Additional research is needed in this field, particularly to investigate the impact of modern technology to aid access and communication for deafblind children and young people.

Merle, P. (2024). **Embourgeoisement des collèges privés et résultats PISA**. *La Pensée*, 419(3), 103-117. <https://doi.org/10.3917/lp.419.0103>

Mochizuki, Y., & Vickers, E. (2024). **UNESCO, the geopolitics of AI, and China's engagement with the futures of education**. *Comparative Education*, 60(3), 478-497. <https://doi.org/10.1080/03050068.2024.2335125>

UNESCO's relatively high prestige across East Asia has spurred intensifying efforts by governments to use its imprimatur to legitimate official narratives of the past and visions of the future. This article focuses on China's use of UNESCO as an arena for competitive national 'branding' in the education field, especially relating to STEM and AI. We analyse the Chinese state's engagement with UNESCO's education work in the context of shifts in budgetary and political influence within the organisation, and of a growing 'securitisation' of education within China itself. We show how Chinese engagement with UNESCO's educational agenda reflects both domestic political considerations and the 'major country diplomacy' of Xi Jinping, as manifested in the 'Belt and Road Initiative' and intensifying strategic competition with the USA. We conclude by discussing the implications of rising Chinese influence within the organisation for UNESCO's capacity for articulating a coherent and consistently humanistic vision for education.

Nail, E. (2024). **Factors in successful programme completion for postsecondary students with disabilities: A systematic review of the literature**. *British Journal of Special Education*, 51(3), 347-357. <https://doi.org/10.1111/1467-8578.12539>

Enrolment of postsecondary students with disabilities continues to increase, yet completion rates of postsecondary students with disabilities are much lower than those of their non-disabled peers. The purpose of this systematic review is to examine the perceptions of postsecondary students with disabilities, solely within the USA, regarding factors they believe are influential in completing their postsecondary programme. Specifically, the study will focus on student-related factors as identified within the literature. A total of 19 studies were identified after meeting the inclusionary criteria for review. The results of the review identified the student's kindergarten (K) to grade 12 (K-12) transition services, the student's knowledge of their disability and related postsecondary disability services, the student's ability to self-advocate, the student's self-determination and the student's support system as student-related factors that influence their ability to successfully complete a postsecondary programme. According to the literature, these student-related factors are heavily impacted by the social

interactions of their past and present instructors, peers, support systems, legislators and chosen postsecondary institution. Therefore, Critical Disability Theory was chosen as the lens for analysis to examine how students with disabilities, a marginalised group, continue to face obstacles within postsecondary environments. Postsecondary students with disabilities are more apt to be successful in completing their programme if the identified student factors are present. It is important for K-12 support systems, family support systems and postsecondary institution support systems to recognise that the identified factors are important for successful programme completion by students with disabilities. Implications for future research, policy and practice are discussed.

Nshimirimana, R., & Mikulovic, J. (2024). **Représentations sociales des enseignants sur la scolarisation des enfants en situation de handicap au Burundi.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 23-37. <https://doi.org/10.3917/nresi.100.0023>

Parrish, A. (2024). **Policy tug of war: EBacc, progress 8 and modern foreign languages in England.** *Journal of Education Policy*, 39(5), 718-735. <https://doi.org/10.1080/02680939.2024.2328625>

Modern Foreign Languages (MFL) as a secondary school subject is affected by two policies, namely the English Baccalaureate (EBacc) and Progress 8, which contribute to the measurement of performance in exams at age 16 (GCSEs). In this paper, I discuss the concept of performance measurement in schools and the purpose it purportedly serves, before outlining these two policies and considering how they contribute to the culture of performance measurement and a non-neutral discourse around 'standards'. I argue that the two policies act in tension in a game of tug of war with one another in such a way that the net positive effect on the subject of MFL is zero, but that the negative effect on students is substantial. I suggest that the policies act to impose middle-class notions of what it means to be educated on students, with a substantial negative effect on students from low socio-economic status backgrounds both in terms of their interest in the subject and their perceptions of their own value within the education system.

Ployé, A., & Gevrey, V. (2024). **Élucider l'imaginaire professionnel des acteurs d'un collège à propos de l'inclusion scolaire.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 11-21. <https://doi.org/10.3917/nresi.100.0011>

PME : Partenariat mondial pour l'éducation. (2024a). **A travers le prisme de l'éducation.** Consulté à l'adresse <https://www.globalpartnership.org/fr/node/document/download?file=document/file/2024-07-a-travers-prisme-education.pdf>

Dans les pays à faible revenu, des centaines de millions de filles et de garçons n'ont pas encore acquis les compétences de base en lecture à l'âge de 10 ans, et près d'un quart de milliard d'enfants ne sont pas scolarisés. L'éducation, puissant vecteur de changement, est le meilleur moyen d'accéder à un avenir prospère. Le niveau et la pertinence des compétences acquises ont des répercussions sur l'emploi, le salaire et le bien-être individuel ainsi que sur la stabilité économique et la capacité de résilience des sociétés. Une année scolaire supplémentaire accroît les revenus des pays de 10 %. La publication offre un aperçu de la vie des enfants et des enseignants ayant bénéficié de programmes soutenus par le PME et du savoir-faire acquis par le Partenariat depuis

2002. Le PME entend assurer une éducation de qualité aux enfants des pays à faible revenu et aide ses 90 pays partenaires.

PME: Partenariat mondial pour l'éducation. (2024b). **Évaluation thématique et au niveau des pays: étude de cas de la République démocratique du Congo (2024): potentiel de transformation de la réforme prioritaire, position du pays pour mettre en œuvre cette réforme et appui du GPE au processus de réforme jusqu'au pacte de partenariat.** Consulté à l'adresse <https://www.globalpartnership.org/fr/node/document/download?file=document/file/2024-09-evaluation-thematique-niveau-pays-etude-cas-republique-democratique-congo.pdf>

Ce rapport fait partie de l'Évaluation thématique et au niveau des pays de l'appui du GPE à ses partenaires dans le cadre de son Plan stratégique 2021-2025 (GPE 2025). Le modèle opérationnel vise à aider les gouvernements à transformer leurs systèmes éducatifs. L'évaluation explore le potentiel de transformation de la République démocratique du Congo (RDC), l'un des 8 pays étudiés, à travers l'examen du processus d'élaboration du pacte de partenariat, sa réforme prioritaire - doter le système éducatif d'enseignants compétents, motivés et disponibles - et le potentiel de mise en œuvre. L'étude basée sur des données probantes présente en annexe la carte des parties prenantes et la liste des documents examinés.

Poucet, B. (2024, octobre 9). **Enseignement privé : près de 18 % des élèves français et une grande diversité d'établissements.** Consulté 10 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/enseignement-prive-pres-de-18-des-eleves-francais-et-une-grande-diversite-detablissements-237821>

De quel type d'écoles parle-t-on lorsque l'on parle d'enseignement privé en France ? Quelles sont les différences entre les écoles privées sous contrat et les écoles hors contrat ? Éclairages.

Pouliou, A. (2024). **Exploring the emergence of microcredentials in vocational education and training (VET).** Consulté à l'adresse https://www.cedefop.europa.eu/files/6221_en.pdf

Ce document de travail interroge l'émergence des micro-certifications dans l'enseignement et la formation professionnels. Il soutient que considérer les micro-certifications comme un nouvel outil pour réorienter l'enseignement supérieur ou académique néglige le potentiel de l'enseignement professionnel et son objectif de doter les apprenants de compétences d'employabilité, en phase avec les demandes croissantes du marché du travail. L'auteure met en lumière les résultats d'apprentissage des titulaires, visualisés dans quatre scénarios qui représentent différents types de micro-certifications qui pourraient être utilisés. Enfin, le document fournit des recommandations pour les politiques et les pratiques visant des parties prenantes spécifiques.

Robertson, C. (2024). **Education policy development in England: Effective 'mainstreaming' of SEND provision.** *British Journal of Special Education*, 51(3), 395-396. <https://doi.org/10.1111/1467-8578.12547>

Robertson, S. L., & Beech, J. (2024). **'Promises promises': international organisations, promissory legitimacy and the re-negotiation of education futures.** *Comparative Education*, 60(3), 423-440. <https://doi.org/10.1080/03050068.2023.2287938>

Promising lines of scholarship have emerged on how International Organisations (IO's) deploy anticipatory techniques aimed at colonising the future as a means of governing in the absence of sovereignty. It follows that securing hegemony over a vision of the future is important strategic work for IOs, and a source of legitimacy derived from authority beyond procedure and performance. This is called promissory legitimacy. Yet what happens when this promised future arrives and is problematic? How does an IO creatively strategise this shortfall? In this paper, we identify five strategies deployed by the OECD in its Future of Education and Skills 2030 programme aimed to re-negotiate a failed present and anticipate a new future. We also reflect on the ideational underpinnings of the OECD's new futures programme, and argue it is being mobilised to, on the one hand, get beyond the limitations of data governance, and on the other to help selectively shape a new cognitariat subjectivity engaged with immaterial labour in emerging post-industrial capitalism.

Saari, A., & Decuyper, M. (2024). **Governing by prototype and proto-practice: topological configurations of future classroom labs.** *Journal of Education Policy*, 39(5), 683-701. <https://doi.org/10.1080/02680939.2024.2304567>

The study of topological policy cultures highlights a tendency in policy spaces to undo the effects of topographical and cultural distances and differences. In contemporary education policy trends, such traits are present in the attempts to reimagine classroom spaces. A case in point is Future Classroom Lab (FCL), a physical classroom concept developed and spread across Europe, which promotes the use of digital technologies and divides the classroom into different functional 'zones'. We analyse FCL as a prototype that incites open exploration in the use and design of classrooms. We argue that prototypes are sometimes equally morphing into proto-practices, which are practised forms of prototypes that are in constant flux, enabling new and different functions, meanings and emotions to emerge. Prototypes and proto-practices secure the continuous transformation of policy spaces through relatively open variation, differentiation and exploration. As such, they are emblematic of contemporary topological policy cultures.

SABARWAL, S., MARIN, S. V., SPIVACK, M., & AMBASZ, D. (082024). **Choosing our future: education for climate action.** Consulté à l'adresse <https://openknowledge.worldbank.org/server/api/core/bitstreams/9d1c318a-bcd3-49fa-b1c6-cc03e18d4670/content>

La fermeture des écoles en raison de conditions climatiques extrêmes a affecté 400 millions d'élèves dans le monde depuis 2022. Le rapport examine les effets néfastes du changement climatique sur l'éducation dans les pays à revenu faible et intermédiaire et propose des solutions. Il explore le rôle essentiel de l'éducation à tous les niveaux, y compris l'enseignement supérieur, dans la lutte contre les changements climatiques. Il met en avant la nécessité d'adapter les programmes scolaires pour inclure l'éducation climatique, tout en préservant les apprentissages fondamentaux. L'enseignement supérieur est particulièrement mis en avant pour préparer les jeunes aux futurs emplois verts, soulignant que les compétences écologiques ne se limitent pas aux domaines STEM ou aux diplômes avancés. Le rapport appelle à développer des compétences vertes transversales, pertinentes dans tous les secteurs, y compris les services

alimentaires et les industries créatives, pour accompagner la transition vers une économie durable.

Sakaue, K., Wokadala, J., & Ogawa, K. (2024). **Updates on private returns to education in Uganda: evidence from universal primary education policy.** *Education Economics*, 32(5), 632-648. <https://doi.org/10.1080/09645292.2024.2345708>

This study updates private returns to education in Uganda using consumption measures as an outcome variable, focusing on obtaining estimates using instrumental variables based on the introduction of the universal primary education policy. Unlike common findings from developed countries, the evidence from this study for a low-income country suggests that returns to education are smaller for liquidity-constrained individuals than for average individuals. The finding also suggests that smaller returns are observed for self-employed farmers than self-employed workers in non-agricultural sectors. The trend, showing smaller returns for liquidity-constrained individuals, is particularly obvious among self-employed farmers.

Schechter, C., Da'as, R., & Qadach, M. (2024). **Crisis leadership: Leading schools in a global pandemic.** *Management in Education*, 38(4), 164-171. <https://doi.org/10.1177/08920206221084050>

The global Covid-19 outbreak has disrupted schooling worldwide. Remote and limited face-to-face school management during the pandemic brought to bear the numerous challenges facing schools and principals throughout the crisis, which, in turn, gave rise to changes in their leadership practices and roles. The professional literature needs conceptual and empirical frameworks concerning the challenges facing principals, their role perceptions, and their behaviors when coping with a health crisis such as the coronavirus pandemic. This paper draws on extant literature about school leadership during diverse crisis situations to advise principals facing the current pandemic. Eight guidelines for pandemic leadership are discussed, as well as practical and research implications.

Seek Development. (2024). **Rewiring Education: the climate-education nexus** (p. 60). Consulté à l'adresse RewirEd summit website: <https://rewiredsummit.org/wp-content/uploads/2024/09/rewiring-education-the-climate-education-nexus-v2.pdf>

« Rewiring Education: The Climate-Education Nexus » Report is the result of two years of consultations with stakeholders across the education and climate spaces, a synthesis of existing knowledge on the climate-education nexus, and the collection of insights from the bold, rich and engaging dialogue at the RewirEd Summit 2023 during COP28 UAE. The report is a call to action to all stakeholders from policymakers to practitioners, international communities and local ones, experts and students, parents and children, as well as the elderly and youth, to sow the seeds of change wherever they may to leverage the climate-education nexus to the fullest. The report offers five clear win-win solutions that show how education and climate action can work together and mutually benefit both people and planet. In addition, the report provides actionable recommendations in three critical areas: policy, financing, as well as research evidence.

Stacey, E., & Dewey, J. (2024). **Perspectives of young people with SEND on a supported internship programme in the UK.** *British Journal of Special Education*, 51(3), 274-283. <https://doi.org/10.1111/1467-8578.12526>

Individuals with special educational needs and disabilities (SEND) are currently underrepresented in employment, and supported internships have been promoted to increase the likelihood of young people with SEND gaining paid employment. The SEND Code of Practice and the Preparing for Adulthood agenda emphasise the need to improve future outcomes for young people with SEND. This study explored young people's views on a supported internship programme and perceived facilitators or barriers to preparing for adulthood. A qualitative approach was adopted, analysing semi-structured interviews with eight young people with SEND on one supported internship programme. The findings indicated that the young people positively evaluated the supported internship, appreciating the availability of opportunities and the support provided while on the programme. Perceived barriers included adults not understanding or meeting their needs, perceptions of still being treated like children and the lack of availability of certain opportunities. Findings are discussed with relevance to existing research, and implications for practice and future research are also outlined.

Tapia, E. (2024). **Understanding school segregation through micro-changes: evidence from upper secondary education in Stockholm.** *Journal of Education Policy*, 39(5), 797-816. <https://doi.org/10.1080/02680939.2023.2288340>

Previous studies investigating how the school choice paradigm shapes school segregation have found that students' ethnic school preferences drive school segregation by leading students to rank and change current schools following ethnic homophily orientations. This study investigates an intermediate moment in which these preferences contribute to the exacerbation of school segregation: students changing schools after being allocated to following admission rules but before the start of the academic year. We refer to these changes as micro-changes. Using Swedish register data on 9th-grade students applying to upper secondary education in Stockholm schools, this study evaluates how micro-changes affect school segregation. Our findings reveal that micro-changes are not neutral and increase school segregation levels because (1) students tend to reject of schools with a low share of in-group members and low representation of 9th-grade classmates, and (2) micro-changers move into schools with a high share of in-group members and 9th-grade classmates. Furthermore, our simulation model shows that micro-changes impact on school segregation have a cumulative effect.

Tournier, B., Rooke, naby, Gacougnolle, L., & Childress, D. (2024). **Secondary teacher management: requirements, allocation, and utilization** (p. 151). Consulté à l'adresse UNESCO IIEP website: <https://unesdoc.unesco.org/ark:/48223/pf0000391435>

UNESCO. (2024a). **Cadre de compétences pour la planification et la gestion de l'éducation** (p. 22). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000389048_fre

UNESCO. (2024b). **World Education Statistics** (p. 515). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000391221>

UNESCO. IIEP : Institut international de planification de l'éducation. (2023). **Conceptual framework for education in emergencies data.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000388203/PDF/388203eng.pdf.multi>

Ce cadre conceptuel vise à développer une compréhension commune et globale de ce que constituent les données sur l'éducation en situation d'urgence et des concepts et processus qui sous-tendent et guident le travail sur les données relatives à l'éducation en situation d'urgence dans divers contextes, notamment les situations d'urgence aiguë, les crises prolongées et les déplacements. Le cadre présente également un certain nombre de priorités stratégiques pour améliorer l'écosystème des données et garantir une approche holistique et intégrée des données qui peut aider les pays à gérer les crises et à renforcer leur résilience.

Vašenda, J., & Čadil, J. (2024). **Impact of specific features of national quality assurance and higher education systems in the overall quality of higher education—A comparative analysis.** *European Journal of Education*, 59(3), e12669. <https://doi.org/10.1111/ejed.12669>

Our study uses a qualitative comparative analysis method in order to assess the impact of national accreditation schemes and also other relevant features of the higher education systems of 20 OECD countries on quality of the higher education sector measured by world rankings of national higher education systems. The analysis shows that higher education systems with accreditation system focused mainly on inputs, lacking involvement of professionals in the accreditation process, having a single body granting accreditation for the respective type of institution or degree, not having English as an official language, and not allowing public universities to charge tuition fees do worse in the higher education system rankings.

Yang, J., Sun, Y., Lin, R., & Zhu, H. (2024). **Strategic framework and global trends of national smart education policies.** *Humanities and Social Sciences Communications*, 11(1), 1-13. <https://doi.org/10.1057/s41599-024-03668-0>

Integrating intelligent technology to promote smart education, had become a focus of education policies in many countries. However, there was little literature on strategies and trends of smart education policies at the national level. This study investigated the framework for developing national smart education strategies and trends of national policy making on smart education. Based on the Delphi technique method, a National Smart Education Framework was developed, consisting of four essential leveraging points: (1) forward-thinking governance and policy initiatives, (2) digital learning environments conducive to smart education, (3) transformative teaching and learning enabled through technology, and (4) overarching considerations. Additionally, a textual analysis method was employed to analyze 24 smart education policies from 24 countries or organizations, to uncover the strategies and policy trends of smart education in accordance with the proposed smart education framework. Promoting high-quality, inclusive, and accessible education, increasing Internet connectivity and access to digital tools, enhancing digital skills, ensuring information security and privacy, implementing new digital pedagogies, providing real-time feedback, emphasizing critical thinking, problem-solving, and creativity, etc. were the main trends for smart education policy making. The findings of this study provide valuable insights for policymakers and educators in shaping smart education policies and practices worldwide to promote sustainable development.

Yliniva, K., Bryan, A., & Brunila, K. (2024). **'The future we want'? – the ideal twenty-first century learner and education's neuro-affective turn.** *Comparative Education*, 60(3), 498-518. <https://doi.org/10.1080/03050068.2024.2363096>

We examine the ideal twenty-first century learner as discursively produced in recent future-oriented documents published by the OECD and UNESCO. Drawing inspiration from Bacchi's question 'What is the problem represented to be?', we identify a constellation of interrelated discourses that together craft an image of a post-political, resilient, empathic, bio-perfected, transhuman learner. This learner is conditioned to endure, adapt and adjust to ongoing socio-political conditions and crises, rather than to contest, resist, or alter them. We argue that this portrayal is reflective of a deepening ideological alignment between the OECD and UNESCO – organisations that have traditionally held divergent views on the purpose and value of education. We conclude by advocating for the reinvigoration of subjectivities that prioritise political agency, defined as the capacity to act upon and transform the existing social order and power structures.

Pratiques enseignantes

Alakoski, R., Laine, A., & Hannula, M. S. (2024). **Teaching mathematics in innovative learning environments—The entangled tensions between the learning environment and pedagogy.** *European Journal of Education*, 59(3), e12661. <https://doi.org/10.1111/ejed.12661>

New school buildings are often designed for flexible innovative learning environments (ILEs) to support learning future skills better than before. However, little is known about the relationship between environment and pedagogy. This article examines the relationship between the environment and pedagogy from the perspective of primary school teachers in the context of teaching mathematics. We interviewed 26 teachers from 10 Finnish ILEs and did a thematic analysis. The relationship between the environment and pedagogy forms a complex network of entangled tensions between teacher's inner space, community's social space and physical space. When the tensions between these spaces were resolved in a positive way, ILEs enabled pedagogy that diversified mathematics education, improved student cohesion and teachers' well-being at work. However, the ILEs' transformation process often appears to be left unfinished, leading to unsuccessful resolution of tensions. Further, our findings highlight the importance of four-dimensional environmental competence in exploiting the affordances enabled by ILE.

Bawazir, R., & Jones, P. (2024). **The impact of using Social Stories with the creative arts for individuals on the autism spectrum: Professionals' perspectives.** *British Journal of Special Education*, 51(3), 259-273. <https://doi.org/10.1111/1467-8578.12518>

This study examined professionals' perspectives regarding the impact of using Social Stories with the creative arts for individuals on the autism spectrum. These perspectives were investigated using a theoretical framework which integrates Bandura's social learning theory and Gardner's multiple intelligences theory. A mixed-methods sequential design was used, starting with a questionnaire, followed by the use of a series of qualitative methods. The findings revealed that including the creative arts is seen as an active component that supports the use of Social Stories. A variety of views, attitudes and suggestions were expressed, along with some concerns and challenges that were raised in relation to the impact of using Social Stories in conjunction with the creative arts.

Benrherbal, A., & Rioux, M. (2023). **Comment qualifier les interactions entre un enseignant et ses élèves à propos des fractions et des proportions dans le contexte du calcul du rendement énergétique?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 111-134. <https://doi.org/10.26443/mje/rsem.v58i2.10052>

This research focuses on the didactic interactions between a teacher and their students about fractions and proportions in the context of calculating energy performance in a science and technology classroom at the Secondary IV level. The analysis of interactions is done according to the didactic incidents that most often emerge from the students' errors. The analysis also identifies the assistance provided to pupils according to the types of proximity as well as certain effects of the didactic contract. Our results indicate that the mobilization and use of fractions and proportions in the context of calculating the energy efficiency of a machine is not self-evident for students and influences didactic interactions when teaching and learning this concept.

Bernard, R. C. (2024). **Autorégulation, co-régulation et régulation partagée des apprentissages en cours de langue à l'oral : les processus de régulation favorisés par l'évaluation formative par les pairs** (Phdthesis, Université de Bretagne occidentale - Brest). Consulté à l'adresse <https://theses.hal.science/tel-04726605>

Dans l'enseignement supérieur en France, les étudiants suivent des cours de langue anglaise par obligation et non par choix, souvent dans des dispositifs de formation numérique les incitant à travailler en autonomie. Du point de vue de la recherche en psychologie de l'éducation, ces dispositifs impliqueraient que les étudiants soient capables de se prendre en charge de façon autoréglée. Or, l'évaluation formative par les pairs favoriserait les apprentissages autoréglés, mais les effets de ces dispositifs restent à ce jour peu explorés pour des tâches orales en cours de langue. Cette thèse mobilise une approche socioconstructiviste de l'apprentissage autoréglé, en s'intéressant plus précisément à la dimension sociale (essentielle en cours de langue) de la régulation. Suite à une revue de la littérature systématique, les questions de recherche nous ont conduit vers trois études examinant les relations entre l'évaluation par les pairs et les processus d'autorégulation individuels et collectifs. Une première étude qualitative explore les processus de régulation individuels et collectifs lors d'un dispositif de formation alliant l'évaluation par les pairs et le feedback vidéo. Ensuite, une étude observationnelle mobilisant des méthodes mixtes a examiné les effets de l'évaluation par les pairs et de l'autoévaluation sur le déploiement des trois modes de régulation de l'apprentissage (autorégulation, co-régulation et régulation partagée) dans un contexte d'enseignement en distanciel. La dernière étude a mobilisé une méthode quasi-expérimentale pour comparer l'effet de différentes modalités d'évaluation par les pairs (prescription vs. co-conception de critères) sur les régulations individuelles et collectives et sur l'auto efficacité. Les résultats de ces trois études sont discutés pour mettre en avant les dimensions contextualisée et sociales de l'autorégulation. Finalement, des préconisations pédagogiques pour la formation en langue dans l'enseignement supérieur sont proposées.

Birost-Gautron, K. (2024). **Les dispositifs d'appui à l'inclusion scolaire : travail en équipe et éthique professionnelle inclusive de l'enseignant.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 79-91. <https://doi.org/10.3917/nresi.100.0079>

Bousson, J., & Arneton, M. (2024). **La réalité virtuelle au collège, quelles pratiques inclusives? Retours d'expérience d'un enseignant ordinaire.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 227-237. <https://doi.org/10.3917/nresi.100.0227>

Brookhart, S. M. (2024). **Commentary: Where Does Classroom Assessment Fit in Educational Measurement?** *Educational Measurement: Issues and Practice*, 43(3), 18-22. <https://doi.org/10.1111/emip.12626>

This article is a commentary on the Foundational Competencies in Educational Measurement (Ackerman et al., 2024, hereafter the FCs) through the lens of classroom assessment. I focus on the place of classroom assessment in the FCs and in NCME and educational measurement more broadly.

Button, B. (2023). **This is my story: An early career professor's experience using a feedforward teaching method.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 58(2), 293-298. <https://doi.org/10.26443/mje/rsem.v58i2.10167>

This Note from the Field is a reflection on the author's first attempt at using a combined feedforward and agile teaching approach. Typically, professors receive student feedback at the end of a term through course evaluations. These evaluations can be powerful professional development tools, but the students who gave the feedback rarely benefit from their suggestions. Using a feedforward and agile approach may help professors integrate feedback during the semester and potentially increase student performance and/or engagement

Cheng, Z., Zhu, C., & Dinh, N. B. K. (2024). **Perceived changes in transformational leadership: The role of motivation and perceived skills in educational leadership training under an EU-China cooperation project.** *European Journal of Education*, 59(3), e12636. <https://doi.org/10.1111/ejed.12636>

This study aims to examine the relationship among motivation for joining an educational leadership training programme (MOT), perceived skills (PS), and perceived changes in transformational leadership (PCTFL) in educational leadership training. The study drew on survey data from 761 participants who were associated with a leadership development programme under an EU-China cooperation project. The conceptual model was tested by structural equation modelling (SEM) by the Mplus programme. MOT and PCTFL were measured, respectively, by second-order factor structure assessments due to their multi-dimensional nature. The findings of the study suggest that motivation positively influences perceived changes in transformational leadership, and this relationship is positively mediated by perceived skills as learning gains in educational leadership training. The study provides novel empirical evidence on motivation that leads to transformational leadership changes in leadership training programmes. Policymakers and other key stakeholders can use these findings to gain a deeper understanding of the success of projects and encourage academic members to participate in leadership training programmes to improve transformational leadership.

Collet, I., Magni, G., & Pont, E. (2024). **Former les enseignants à la prise en compte des rapports sociaux dans l'espace du genre: la Toile de l'égalité comme outil d'analyse et d'intervention.** *Raisons éducatives*, 28(1), 153-179. <https://doi.org/10.3917/raised.028.0153>

Connac, S. (2024). **Coopération et différenciation: Entre dynamiques collectives et besoins des élèves.** Consulté à l'adresse <https://www.chroniquesociale.com/nouveautes/1421-cooperation-et-differenciation.html>

Les pratiques de coopération entre élèves sont très présentes dans les salles de classe, sous forme de dispositifs variés : le travail en groupe, l'aide et le tutorat, les conseils d'élèves, le travail en équipe, les ateliers, les marchés de connaissances... Elles se montrent utiles pour apprendre à coopérer comme pour aider des élèves à apprendre avec, par et pour d'autres. Mais que valent-elles en matière de prise en compte de la diversité des élèves ? Ce travail tente d'avancer la compréhension des liens possibles entre coopération et différenciation pédagogique. Est-ce qu'en proposant à des élèves de coopérer leurs besoins individuels sont mieux pris en compte ? Est-ce qu'ils parviennent tous à progresser ? Est-ce que l'hétérogénéité devient une richesse pour apprendre et pour enseigner ? Cet ouvrage présente les conclusions d'une recherche collaborative menée par un collectif d'une cinquantaine d'enseignantes et d'enseignants du primaire et du secondaire du territoire du lyonnais, qui a travaillé sur ce projet pendant quatre années. Il en ressort qu'il ne suffit pas de faire coopérer les élèves pour que chacun progresse. En revanche, plusieurs conditions d'organisations ont pu être esquissées. Elles sont exemplifiées par différents fonctionnements directement observés dans les classes. Cet ouvrage propose donc autant de repères précis pour articuler coopération à différenciation que de descriptions pédagogiques concrètes et accessibles au plus grand nombre.

Daguet, H. (2022). **Tutorat organisé contre tutorat par les pairs, qu'en est-il à l'heure des réseaux sociaux ?** Adjectif : analyses et recherches sur les TICE. Consulté à l'adresse <https://hal.science/hal-03919130>

Cet article présente les résultats d'une enquête quantitative effectuée entre 2020 et 2022 auprès de 224 étudiants de sciences de l'éducation à distance. De façon générale elle questionne le concept d'accompagnement qu'il soit mis en place de façon formelle par les acteurs du dispositif de formation à distance ou qu'il soit mis en place de façon informelle, entre pairs par les étudiants eux-mêmes. Quels sont alors les réseaux utilisés par ces étudiants et au niveau des apprentissages quels sont les usages qu'ils en font ? Ces usages sont-ils de nature à supplanter le dispositif formel mis en place dans le cadre de ce diplôme à distance ?

Delévaux, O. (2024). **Parcours scolaire et biographique de futurs enseignants et d'enseignants novices de l'enseignement primaire issus de la migration : Impacts sur l'accès au métier et sa pratique** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse <https://theses.hal.science/tel-04703656>

Les travaux s'intéressant aux enseignant·e·s issu·e·s de la migration sont encore peu nombreux. Ceux qui traitent de la scolarité des élèves issu·e·s de la migration procèdent fréquemment d'une approche par les facteurs de risque et mettent en évidence des mécanismes contribuant à la perpétuation d'inégalités scolaires. Nous avons souhaité pour notre part privilégier une entrée par les facteurs de protection et les mécanismes de résilience qui peuvent s'avérer efficaces pour favoriser la réussite éducative et scolaire des élèves issu·e·s de la migration au point de les amener à s'engager dans une carrière d'enseignant·e·s. Cette recherche s'appuie sur 42 entretiens réalisés auprès de 36 futurs enseignant·e·s et enseignant·e·s novices de l'enseignement primaire issu·e·s de la migration. Son originalité réside en un double

regard porté sur la scolarité des élèves issu·e·s de la migration. Le premier est rétrospectif et propose un retour réflexif de ces enseignant·e·s sur leur propre trajectoire de formation, les obstacles rencontrés et les facteurs qui leur ont permis, en dépit de la présence d'obstacles, d'accomplir un parcours de formation certes sinueux, mais néanmoins marqué par la réussite. Le second se centre sur la scolarité des élèves issu·e·s de la migration qu'ils·elles sont amené·e·s à rencontrer dans le cadre de leurs stages et de leurs premières expériences d'enseignement et vise à identifier des sources de malentendus et des formes de discrimination. Enfin, la recherche aborde également l'incidence de l'appartenance à la migration sur l'accès au métier, la perception de la confiance accordée par différentes parties prenantes du système éducatif et la question de la légitimité perçue pour intervenir auprès des usagers de l'école, issus ou non de la migration. Les résultats montrent la persistance dans le temps de préjugés, stéréotypes et discriminations susceptibles de contribuer à développer des formes d'inégalité touchant les élèves issu·e·s de la migration. Ils mettent en évidence une grande sensibilité interculturelle des enseignant·e·s issu·e·s de la migration et montrent également que certains facteurs de protection s'avèrent efficaces et qu'ils peuvent faire l'objet de propositions concrètes. Certaines d'entre elles s'adressent directement aux élèves et aux enseignant·e·s. La plupart cependant sont orientées vers les parents et accordent une importance particulière à la clarté de la communication entre école et familles. Concernant l'accès au métier, l'analyse des données fait ressortir que certains préjugés et réticences concernant les compétences des élèves issu·e·s de la migration sont également présents au moment d'engager des enseignants issu·e·s de la migration. Par ailleurs la légitimité professionnelle évoquée par ces enseignant·e·s est liée à l'obtention de leur diplôme et nous notons qu'ils·elles résistent à l'idée de faire l'objet d'une assignation sociale limitant leur activité auprès des élèves issu·e·s de la migration. Paradoxalement cependant, les enseignant·e·s interrogé·e·s manifestent également certaines craintes à l'idée d'une insertion professionnelle dans un contexte caractérisé par une forte majorité de population non issue de la migration.

Dorukbaşı, E., & Cansoy, R. (2024). **Examining the mediating role of teacher professional learning between perceived instructional leadership and teacher instructional practices.** *European Journal of Education*, 59(3), e12672. <https://doi.org/10.1111/ejed.12672>

Instructional leadership has begun to be examined as an essential factor in school development research. It has received considerable attention, especially in developing countries, in recent years. This study examined the relationship between school principals' instructional leadership and teacher instructional practices and the mediating role of teacher professional learning. A cross-sectional survey design was adopted in the study, and the participants were 385 elementary and middle school teachers working in a city in western Türkiye. The data were analysed through structural equation modelling. Findings demonstrated that instructional leadership significantly predicted teacher instructional practices and teacher professional learning. Findings also highlighted teacher professional learning as a significant mediator between instructional leadership and teacher instructional practices. This study confirmed that instructional leadership can strengthen teacher instructional practice and professional learning in a centralized education system.

Dündar, E. (2024). 'Like an imprisoned robin': Similes by English language teachers on teaching in and beyond the times of COVID-19. *European Journal of Education*, 59(3), e12664. <https://doi.org/10.1111/ejed.12664>

This qualitative study captured the reflections of 53 English language teachers from 40 different contexts including Bangladesh, Colombia, France, India, Scotland, Taiwan, Türkiye and the United Kingdom on teaching English during the times of COVID-19 and its post-effects on their practices. Data were collected through an online form consisting of three stems and the participants were asked to create similes about teaching English before, during and after the pandemic. By conducting thematic analysis, images created for each phase were categorized under occupational well-being, digital transformation, transactional distance, gap of communication and social isolation. Teachers pointed out work overload, lack of administrative support, instructions' not making sense, decreasing level of participation, dropouts, loss of student-teacher interaction and isolation as the drawbacks of the process along with the possibility of digital transformation ahead of their profession.

Economou, A., Kyza, E. A., Georgiou, Y., Kapsalis, G., Gallagher, S., Galvin, C., ... Ruiz Garcia, A. (2024). **Using self-reflection to support teacher professional learning and development of their digital competence: a multi case study using SELFIEforTEACHERS.** Consulté à l'adresse Office des publications de l'Union européenne website: <https://data.europa.eu/doi/10.2760/5240021>

This report presents a multi-case qualitative research study on how to support teacher professional learning and development of their digital competence, through a self-reflection process using SELFIEforTEACHERS (SfT). The study investigated how SfT can be used in different settings and what factors, enablers and barriers affect its effective implementation. Moreover, it investigated how self-reflection using SfT can support teachers' agency and efficacy for their professional development in using digital technologies in teaching and learning. The report presents the theoretical assumptions that guided the research and discusses the main pertinent findings across the cases, based on the evidence amassed for the individual case studies. Findings are reported from 13 individual case studies conducted in six European Union Member States and are based on thematic analyses using an explanatory case study approach. Main findings indicate that SfT embedded in professional development activities can support teachers in developing digital competence, while at the same time collected aggregated data can support professional development planning. The report concludes with recommendations for teachers, school leaders, teacher trainers and educators, and policymakers.

Eysenck, A. H., Sewell, S., Wakeford, S., Richards, S., Taylor, J., & Moseley, R. L. (2024). **Practice-focused reflections on adaptive behaviour assessment in autism specialist education.** *British Journal of Special Education*, 51(3), 284-295. <https://doi.org/10.1111/1467-8578.12521>

Adaptive behaviour is crucial for well-being and independence. The Adaptive Behaviour Assessment System (ABAS-3) is often used to plan individualised support in specialist educational settings, drawing on both teacher and parent informants. In practice, however, little is known about the extent of variation between informants. We examined informant discrepancies in a naturally occurring dataset of 28 ABAS-3 assessments (21 male, seven female), performed by teachers and by parents post-admission at an autism specialist school. We found that in real-life practice, teachers

rated the adaptive functioning capabilities of their students significantly more highly than parents across all ABAS-3 domains, a discrepancy significantly greater than validation studies with this instrument, and interestingly, non-uniform across domains. The magnitude of this discrepancy was largest in the Conceptual domain, where differences between informants were greater in older children. The skill area most affected was 'self-direction', which includes aspects of executive function. Existing guidance for adaptive functioning assessment in specialist education is extremely limited; while considering potential sources of informant discrepancy, our findings corroborate the need for further guidance on the use and scope of tools like the ABAS-3 in educational settings. While such discrepancies may confound population-level data, individually, these skills may be indicative of greater need to support generalisation across contexts, and may indicate the particular skill areas that are most amenable to intervention.

Fonseca, H., Manão, A. A., Lemos, L., Cunha, M., & Carreiras, D. (2024). **The Portuguese version of the societal attitudes towards autism (SATA) scale: Psychometric properties, confirmatory factor analysis and reliability.** *British Journal of Special Education*, 51(3), 369-381. <https://doi.org/10.1111/1467-8578.12544>

People with autism spectrum disorders (ASD) face discriminatory behaviours based on their condition, a consequence of prevailing negative attitudes in society. The main goal of this study was to adapt and validate the Societal Attitudes Towards Autism scale (SATA) for the Portuguese population. Additionally, we intended to examine possible factors that may influence current attitudes towards ASD. Participants were 377 adults from the general Portuguese population, with an average age of 38.55 years. The sample was collected online using self-reported questionnaires. Starting from the original factorial structure, four SATA models were tested. The final model showed adequate fit. This unifactorial model comprised 12 items, with two correlated error pairs. The internal consistency of the total scale was acceptable ($\alpha = 0.79$), and the convergent validity was confirmed by significant correlations between the SATA and compassion, and empathy. Findings suggested temporal stability was adequate. Women aged 31 to 45 years, with more knowledge of and contact with ASD, and with an autistic family member, showed more positive attitudes towards ASD. The SATA seems to be a valid and reliable scale to measure the attitudes of the Portuguese population towards ASD.

Gillespie, R., & Amador, J. M. (2024). **Video Annotations Contribute to Coach and Teacher Conversations during Coaching Cycles.** *The Elementary School Journal*, 125(1), 106-131. <https://doi.org/10.1086/731241>

We examined the characteristics of video annotations frequently discussed during debriefing conversations as part of video-assisted coaching cycles. We also analyzed how mathematics coaches used written annotations to inject ideas into debriefing conversations when supporting teachers to reflect on important classroom events. Coaches and teachers asynchronously created the annotations based on what they noticed while watching video of an implemented lesson. Findings revealed annotations that were coach-created, focused on the teacher, contained content about goals and discourse, or contained connections were most frequently taken up during the debriefing conversation. In addition, we identified four unique ways coaches used annotation references to inject new ideas into the conversations. We present a rationale for continued research on the relationship between noticing artifacts from a

lesson (i.e., video annotations) and subsequent reflective conversation between a coach and teacher.

Ion, G., Kowalczyk-Walędziak, M., & Brown, C. (2024). **Unlocking the potential of research-informed practice: Insights into benefits, challenges, and significance among teachers in Catalonia, Poland, and England.** *European Journal of Education, 59*(3), e12639. <https://doi.org/10.1111/ejed.12639>

This survey-based study delves into the intricate interplay of research utilisation in the pedagogical approaches of a sample of 534 teachers across Catalonia (Spain), Poland, and England. Applying Baudrillard's Theory of Consumption lenses, we present novel insights into the multifaceted aspects of research use, including its benefits, costs, and significance within the teaching profession. Our findings underscore the interdependencies among the perceived benefits, costs, and significance of research utilisation, bolstered by factor analysis. Specifically, our results indicate that teachers regard research as a means to enhance their understanding of educational theories, providing valuable insights to inform their teaching practices. Moreover, research empowers teachers to challenge entrenched conceptions and adopt innovative pedagogical strategies. In addition, the significance of research use is associated with its alignment with school priorities and integration into the decision-making processes. Furthermore, teachers identified various obstacles to research use, including issues of research literacy, support mechanisms, and the accessibility of research resources. The study sheds additional insight into the dynamics of research utilisation among teachers operating within diverse national contexts. It underscores the intricate relationships between individual and organisational factors that shape and influence teaching practices.

Johnson, A., Barker, E., & Cespedes, M. V. (2024). **Reframing Research and Assessment Practices: Advancing an Antiracist and Anti-Ableist Research Agenda.** *Educational Measurement: Issues and Practice, 43*(3), 95-105. <https://doi.org/10.1111/emip.12601>

Educators and researchers strive to build policies and practices on data and evidence, especially on academic achievement scores. When assessment scores are inaccurate for specific student populations or when scores are inappropriately used, even data-driven decisions will be misinformed. To maximize the impact of the research-practice-policy collaborative, every stage of the assessment and research process needs to be critically interrogated. In this paper, we highlight the need to reframe assessment and research for multilingual learners, students with disabilities, and multilingual students with disabilities. We outline a framework that integrates three critical perspectives (QuantCrit, DisCrit, and critical multiculturalism) and discuss how this framework can be applied to assessment creation and research.

Johnson, F., & Erasmus, C. J. (2024). **Equipping educators for learning support: A systematic review.** *British Journal of Special Education, 51*(3), 296-316. <https://doi.org/10.1111/1467-8578.12522>

The study conducts a systematic review of relevant literature focusing on equipping educators to provide learning support in education. Electronic databases were searched for articles published from January 2012 to December 2022. This review incorporated nine articles that met the inclusion criteria, which indicates the paucity of international literature on equipping educators through learning support. Four levels of review – namely, identification, screening abstracts, eligibility and inclusion – were

employed utilising the extracted findings. Extracted data underwent a descriptive meta-synthesis incorporating qualitative description of the findings extracted from the included articles. A narrative analysis was conducted on the emerging themes derived from the findings of the included articles. The findings showed a variety of challenges faced by educators in providing learning support within the educational field, particularly in terms of resources, professional development and training programmes, collaboration and communication. This review contributes to the existing body of literature through its focus on equipping educators through learning support.

Kozanitis, A., Farand, P., & Thibault, F. (2023). **Étude des outils pour mesurer la relation pédagogique en vue d'une utilisation en contexte postsecondaire.** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 158-177. <https://doi.org/10.26443/mje/rsem.v58i2.9981>

The majority of studies on the student-teacher relationship (TSR) have been conducted mainly with primary and secondary students. Studies of post-secondary students are much less numerous, despite the importance of the impact the TSR can have on them. The goal is to explore the scientific literature that focuses specifically on the measurement of the TSR in order to identify the relevant assessment tools for the post-secondary context. The results show that the majority of researchers use self-reported questionnaires to measure the concept of TSR. However, there is no consensus on how to operationalize this concept. For some authors, TSR is a multidimensional construct, while others suggest the possibility of a two-dimensional or even a one-dimensional construct.

Kukulska-Hulme, A., WISE, A. F., COUGHLAN, T., BILSWAS, G., BOSSU, C., BURRIS, S. K., ... al, et. (2024). **Innovating pedagogy 2024: Open University innovation report 12.** Consulté à l'adresse <https://iet.open.ac.uk/files/innovating-pedagogy-2024.pdf>

Ce rapport est le douzième d'une série sur les innovations dans l'enseignement, l'apprentissage et l'évaluation. Il analyse dix innovations déjà existantes et prometteuses, et qui ont le potentiel d'exercer une influence profonde sur l'éducation : 1. les " « mondes spéculatifs » ; 2. l'éducation à la paix ; 3. l'éducation à l'action climatique ; 4. l'apprentissage par le dialogue avec des IA génératives ; 5. l'utilisation éthique de l'IA ; 6. l'intégration de l'IA générative dans l'écriture multimodale ; 7. l'utilisation de « manuels intelligents » exploitant l'IA afin d'améliorer les expériences d'apprentissage en intégrant des fonctionnalités interactives ; 8. l'utilisation pour l'évaluation de la réalité étendue, notamment de la réalité augmentée et de la réalité virtuelle ; 9. l'immersion linguistique et culturelle, une approche basée sur des jeux numériques et des jeux de rôle ; 10. l'apprentissage incarné, grâce aux technologies de réalité étendue.

Lagacé-Leblanc, J., Rousseau, N., & Massé, L. (2023). **Comment les enseignants du post secondaire peuvent favoriser la réussite scolaire des étudiants ayant un TDAH ?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 178-201. <https://doi.org/10.26443/mje/rsem.v58i2.10037>

This study aims to document the perceptions of students with ADHD and counselors from offices of disability services regarding teaching practices that promote the academic success of these students. In depth individual interviews were conducted with 29 students with ADHD from Quebec general and vocational colleges and universities and their counselors (n = 9). Participants reported a variety of actions taken

by teachers that promote the success of students with ADHD. These actions related to visual support, support for comprehension, support for assessment, support for time management, support for the organization of information, teaching strategies, and the relationship with teachers. The results highlight the role of teachers in the success of students with ADHD.

Le Briquer, Y., Legrain, P., & Lafont, L. (2024). **Apprendre à coopérer en EPS, une visée inclusive au service de l'égalité filles - garçons.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 121-137. <https://doi.org/10.3917/nresi.100.0121>

Leroux, M., Cuellar, N. A., Vivegnis, I., & Gélinas-Proulx, A. (2023). **Improving student teaching to better integrate theory and practice.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 58(2), 34-62. <https://doi.org/10.26443/mje/rsem.v58i2.9961>

This article focuses on the relationship between coursework and field experience, theory and practice. Guided by Korthagen et al.'s (2006) fundamental principles for teacher education, an alternative student teaching structure was tested at the Université du Québec en Outaouais (Canada) in the Fall 2016 term. An online survey was conducted to elicit feedback on how this structure helped enhance the link between theory and practice, according to student teachers, mentor teachers, and teacher educators. Results show the structure offered student teachers the opportunity to reinvest learning in both theory and practice and to discuss the tensions between the two, which represented a significant moment in the program's development.

Liao, X., & Bolt, D. M. (2024). **Guesses and Slips as Proficiency-Related Phenomena and Impacts on Parameter Invariance.** *Educational Measurement: Issues and Practice*, 43(3), 76-84. <https://doi.org/10.1111/emip.12605>

Traditional approaches to the modeling of multiple-choice item response data (e.g., 3PL, 4PL models) emphasize slips and guesses as random events. In this paper, an item response model is presented that characterizes both disjunctively interacting guessing and conjunctively interacting slipping processes as proficiency-related phenomena. We show how evidence for this perspective is seen in the systematic form of invariance violations for item slip and guess parameters under four-parameter IRT models when compared across populations of different mean proficiency levels. Specifically, higher proficiency populations tend to show higher guess and lower slip probabilities than lower proficiency populations. The results undermine the use of traditional models for IRT applications that require invariance and would suggest greater attention to alternatives.

Liebfreund, M. D., & Wrenn, M. J. (2024). **Comprehension Growth in a Virtual Reading Clinic: A Case Study of Teachers Supporting Below-Level Readers in Grades 3–5.** *The Elementary School Journal*, 125(1), 1-27. <https://doi.org/10.1086/731095>

This case study investigates how teachers supported below-level readers who made reading comprehension gains in a virtual reading clinic during the COVID-19 pandemic. Data sources included case reports, lesson plans with reflections, and recorded instructional sessions for 10 participants—5 teachers and 5 students. All student participants were in third through fifth grade and attended a 10-week virtual reading clinic. Data sources were analyzed using open coding to identify themes. Findings indicate that teachers provided strategy instruction with an emphasis on creating a

virtual environment that responded to the whole learner, selecting authentic text that motivated readers, and supporting reader success through developing their metacognition. Teachers were capable of transitioning high-quality reading comprehension instruction into the virtual setting with a supportive context. Implications for future research and practice are explored.

Luke, N., Chin, C., Kulmiye, H., & Keith, A. (2024). **Meaningful gazes: Conditioned reinforcement for following gaze as a prerequisite for joint attention.** *British Journal of Special Education*, 51(3), 358-368. <https://doi.org/10.1111/1467-8578.12543>

Joint attention is an important developmental skill. This series of studies investigated the teaching of component joint attention skills to 10 children with autism ranging in age from three to five years. The goal was to teach gaze shifting within a joint attention interaction. An additional goal was to expand some participants' community of reinforcers to include social reinforcers. Each study employed a single-case research design using design variations for one dependent variable: gaze shifting. All 10 children improved their ability to shift their gaze to a therapist. Four participants demonstrated acquisition of social reinforcers.

Ma, Q., Lee, H. T. H., Gao, X. (Andy), & Chai, C. (2024). **Learning by design: Enhancing online collaboration in developing pre-service TESOL teachers' TPACK for teaching with corpus technology.** *British Journal of Educational Technology*, 55(6), 2639-2667. <https://doi.org/10.1111/bjet.13458>

In this study, we integrated corpus technology in pre-service TESOL (Teaching English to Speakers of Other Languages) teachers' technological pedagogical content knowledge (TPACK) development in corpus technology, termed corpus-based language pedagogy (CBLP), and highlighted the collaborative effort for knowledge building among participants for TPACK development. The study examined the role of online collaboration in facilitating how pre-service TESOL teachers developed their CBLP (TPACK in corpus technology) using a learning-by-design approach, enacted it in co-designing lessons, revised their lessons and reflected on their collective knowledge building processes. Using a case study approach involving 33 participants, the study focused on both intra- and inter-group interactions to understand the pre-service teachers' learning dynamics/changes and unpack the interaction mechanism involved in online collaborative learning. To these ends, we collected data including CBLP group lesson designs, intra-group data (interviews) and inter-group peer critical comments and analysed them based on the two stages (comprehension and transformation) of Shulman's pedagogical reasoning. The results suggest that engaging in online collaboration, facilitated by the learning-by-design approach, is instrumental in enabling pre-service teachers to learn corpus technology and expand their repertoire of teaching strategies. Our findings imply that both intra- and inter-group collaboration modes are important to help pre-service TESOL teachers holistically develop TPACK for language teaching. Similar implications may be applied to other subject-specific TPACK training. Practitioner notes

What is already known about this topic Teacher preparation programmes play a crucial role in developing pre-service teachers' technological, pedagogical, and content knowledge (TPACK) TPACK integration into pedagogical practice and subject-specific professional development opportunities are important for effective teaching, but there is a lack of research on subject-specific TPACK development (eg, TPACK in language teaching) Online collaborative learning can support TPACK development, but most studies focused on intra-group interactions

with little attention to inter-group interactions What this paper adds Introduces a new corpus-based language pedagogy (CBLP) for TESOL teachers to help them develop TPACK in language teaching Presents an innovative two-step training framework for developing TESOL teachers' TPACK in corpus technology Examines the role of online collaboration in developing pre-service TESOL teachers' TPACK for teaching with corpus technology through learning by design Provides in-depth qualitative data analysed both qualitatively and quantitatively to investigate the specific roles that intra-group and inter-group interactions play in shaping pre-service TESOL teachers' CBLP development Develops an analytical framework comprising nine categories (under the comprehension and transformation stages of Shulman's pedagogical reasoning model) to code pre-service TESOL teachers' TPACK development in corpus technology Finds that intra-group interactions facilitate both comprehension and transformation stages, while inter-group interactions predominantly facilitate the transformation stage of CBLP Implications for practice Emphasises hands-on corpus-searching skills and guidance on browsing corpora when designing CBLP lessons Encourages both within-group and between-group interactions in online collaborative learning to foster TPACK development for using corpus technology in teaching language subjects Considers incorporating similar approaches for developing other subject-specific TPACK for other teaching subjects

Mai, D. T. T., & Brundrett, M. (2024). **The importance of developing teachers as researchers in the new general education curriculum of Vietnam.** *Management in Education*, 38(4), 172-179. <https://doi.org/10.1177/08920206221093001>

This paper focuses on the movement known as 'teachers as researchers', which has become an international phenomenon, and posits that it may be compatible with the policy of the 'New General Education Curriculum' of Vietnam. In order to examine teachers' perceptions of their ability to undertake such research the methodology employed was qualitative in nature and consisted of two phases including a survey questionnaire with open ended questions administered to respondents in 100 high schools and secondary schools in 35 locations in cities and provinces in Vietnam, followed by in-depth interviews with four practitioners. It analyses the context, examines the challenges, and recommends strategies in order to develop teachers as researchers in the Vietnamese context. The main findings include that teachers currently lack interest in carrying out research because initial teacher training does not equip them sufficiently, they thus do not have confidence that they possess the relevant skills, and they perceive that there are limitations in support and leadership in schools, especially in relation to incentives to carry out research. The paper recommends that policy makers and school leaders take the necessary measures as soon as possible in order to encourage teachers to undertake research on practice since this would enhance the quality of teaching and students' learning outcomes and contribute to the effective implementation of the new general education curriculum.

McDonnell, M., & Reid, E. (2023). **Swerve & Shift: The lived experience of Canadian faculty teaching through a pandemic.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 58(2), 11-33. <https://doi.org/10.26443/mje/rsem.v58i2.10109>

During the COVID-19 pandemic, which began to affect Canadian universities and colleges in March 2020, educators were asked to make a sudden transition, or swerve, to teaching remotely. Subsequently, these same teachers made the shift to teaching

remotely longer term, through the fall and winter of 2020-21; the pandemic continued to affect higher education into 2022. Through interactive interviews, the authors have woven together the individual experiences of teachers in higher education across Canada, and found that these teachers faced unprecedented challenges, as well as unimagined silver linings. Based on Porges' (1995) model of polyvagal theory, the authors suggest that digital communities of practice (Donaldson 2020) provided a much-needed site of social engagement to mitigate trauma in these unprecedented times.

Mesa, M. P., Hall, C., Zucker, T., Dahl-Leonard, K., Oh, Y., & Denton, C. (2024). **Unpacking Implementation: Fidelity and Barriers to Implementation of a Kindergarten Reading Intervention by Teachers.** *The Elementary School Journal*, 125(1), 77-105. <https://doi.org/10.1086/731257>

Young students at risk for reading difficulties are likely to have long-term reading difficulties if they are not provided with evidence-based, supplemental instruction. This pilot study evaluated the feasibility of a Tier 2 reading intervention (Reading RULES! Kindergarten; RRK) and its promise to improve outcomes for kindergarten students (n = 92) at risk of reading difficulties. Participating teachers (n = 21) were randomly assigned to deliver RRK or business-as-usual instruction. Although the results suggest null treatment effects, the intervention appears to have promising effects on students' word-reading skills when implemented with sufficient dosage. However, most teachers in the study struggled to implement the intervention with sufficient dosage and adherence, citing systems-level barriers to implementation such as insufficient time. The results suggest teachers may need more systems-level support to ensure the intensity of instruction required to improve the early reading skills of students at risk for reading difficulties.

Middlebrook, K., Hamilton, L. S., & Walker, M. E. (2024). **Commentary: How Research and Testing Companies can Support Early-Career Measurement Professionals.** *Educational Measurement: Issues and Practice*, 43(3), 45-48. <https://doi.org/10.1111/emip.12631>

Moinard, P. (2024). **Des professeurs de lettres confrontés à l'arrivée des IA génératives. Un « tournant » sans visibilité.** *Le français aujourd'hui*, 226(3), 13-26. <https://doi.org/10.3917/lfa.226.0013>

Norum, R., Lee, J.-E., Ottmar, E., & Harrison, L. (2024). **Student profiles based on in-game performance and help-seeking behaviours in an online mathematics game.** *British Journal of Educational Technology*, 55(6), 2697-2718. <https://doi.org/10.1111/bjet.13463>

Well-designed online educational games can improve students' math knowledge, skills and engagement; however, more research is needed to understand how to formatively assess components of students' mathematical understanding and learning as students solve problems in online educational games. In this study, we examined how 7th-grade students' (N = 760) in-game performance (ie, strategy efficiency, mathematical validity of the first action, mathematical errors) and help-seeking behaviours (ie, hint requests) correlated with their algebraic knowledge in an online mathematics game. The k-means cluster analysis identified four groups of students based on their in-game metrics, and some variabilities in their in-game performance were found. Although hint requests were available, only a few students showed a high percentage of hint requests during their gameplay. The regression analysis revealed that students' in-game performance and help-seeking behavioural patterns explained

a significant amount of variance in students' algebraic knowledge above and beyond their prior knowledge. Our results suggest that how students interact with the online learning game is related to their later math performance, and qualitative aspects of student behaviours captured using log data provide meaningful information to students' algebraic understanding. Practitioner notes What is already known about this topic Well-designed online educational games can improve students' math knowledge, skills, and engagement. Several studies found that some in-game metrics, such as in-game progress or correctness of tasks, are positively associated with learning outcomes. However, many studies used simple metrics like the correctness of each task or the number of problems completed to measure students' performance in the game. Few studies measured more in the moment or qualitative aspects of student in-game performance, for example, how efficiently students solved problems in the game. What this paper adds In-game metrics measuring more in the moment and qualitative aspects of students' problem-solving explained a significant amount of variance in students' algebraic knowledge above and beyond students' prior knowledge. Students' strategy efficiency and strategic planning were positively associated with students' math problem-solving performance. Although hints were available for almost all problems, only a few students exhibited a high level of help-seeking behaviours, and the students with the lowest in-game performance who needed help the most showed low help-seeking behaviours. Implications for practice and/or policy Classifying students into profiles could provide ways to identify students with different levels of problem-solving skills and help teachers provide more personalized instruction. Teachers could use this information as a formative assessment to identify the core areas of intervention needed, particularly for students struggling with math concepts taught in the game. Instructional strategies that make hints more appealing or engaging to students might be needed.

Nshimirimana, R., & Mikulovic, J. (2024). **Représentations sociales des enseignants sur la scolarisation des enfants en situation de handicap au Burundi.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 23-37. <https://doi.org/10.3917/nresi.100.0023>

Özçelik, A. E., & Elverici, S. E. (2024). **Dyslexia awareness among English language teachers in Türkiye.** *European Journal of Education*, 59(3), e12647. <https://doi.org/10.1111/ejed.12647>

It is estimated that 10% of the world's population are dyslexic, and the ratio of dyslexia may be up to 20% in some countries. Considering this rate and the challenges that many dyslexic learners face when learning a foreign language in the classroom, it is crucial for language teachers to be aware of such challenges. Through an online questionnaire, this study seeks to understand whether English language teachers in Türkiye are well prepared to meet the particular educational needs of dyslexic language learners by implementing effective inclusive teaching methods. Descriptive statistics were used to analyse the data. Findings indicate that many English language teachers are not prepared enough to teach students with dyslexia. To overcome the difficulties experienced, teacher education programmes may be enhanced with additional activities and strategies to prepare novice teachers, while the teachers in the field are supported with more in-service teacher training education such as seminars, webinars and workshops given by experts to increase their awareness of the needs of dyslexic language learners.

Philippe, T. (2024). **Construction d'une communauté d'apprentissage pour favoriser l'acculturation professionnelle et la lecture de l'apprentissage des élèves par les enseignants d'EPS.** *Ejournal de la recherche sur l'intervention en éducation physique et sport*, (55), <https://journals.openedition.org/ejrieps/613>. Consulté à l'adresse <https://journals.openedition.org/ejrieps/9588>

Cette recherche vise à mieux comprendre ce qui se joue dans la lecture de l'activité d'apprentissage des élèves par les enseignants et notamment comment évolue chez eux le couple lecture/action didactique. L'objectif ici est de voir ce qui fait que cette association entre lecture et intervention chez les enseignants devient de plus en plus précise, automatique ou alors donne lieu à la construction de postures ou de lignes de conduite renégociées plus durablement dans la pratique enseignante et les interactions didactiques. Dans les résultats, nous cherchons à identifier des conditions favorables pour faire progresser la lecture d'activité d'apprentissage des élèves en reprenant les idées de liminalité et notamment de « mise à nu » communautaire, voire d'inversion des rôles. Celles-ci apparaissent dans le déroulement de cette activité de formation où les différents stagiaires questionnent les rôles, les renversent avec des démarches empathiques et réflexives ou de discussion et de controverses qui font qu'ils se mettent à la place des autres et se laissent questionner par les autres

Ravez, C. (2024). **Enseigner, oui mais à deux ?** *Édubref*, (22), 1-4. <https://doi.org/10.58079/12f85>

Si dans la majorité des cas le face-à-face pédagogique associe une personne enseignante et un groupe dans un même espace pour une durée donnée, l'exercice du métier enseignant ne peut plus être résumé à cet état de fait. L'Édubref n° 22 « Enseigner, oui mais à deux ? » s'intéresse ainsi aux configurations particulières de l'activité enseignante en classe ... Continuer la lecture de « Enseigner, oui mais à deux ? »

Rinck, F., Moysan, A., & Mazziotti, S. (2024). **Corrections de copies : les annotations des enseignants aident-elles les élèves à mieux écrire ?** *Le français aujourd'hui*, 226(3), 125-150. <https://doi.org/10.3917/lfa.226.0125>

Rupp, A. A. (2024). **Commentary: Modernizing Educational Assessment Training for Changing Job Markets.** *Educational Measurement: Issues and Practice*, 43(3), 33-38. <https://doi.org/10.1111/emip.12629>

Saclarides, E. S., & Munson, J. (2024). **The Constant Work of Access: How Coaches Use Strategies to Respond to the Micropolitical Forces That Shape Their Classroom Access.** *The Elementary School Journal*, 125(1), 28-51. <https://doi.org/10.1086/731078>

Coaches develop and use a complex system of strategies to gain access to teachers' classrooms for coaching. In the process, coaches confront micropolitical forces within the school organization that shape access, either enhancing or impeding coaches' chances of being viewed as a trusted and valued partner in teacher learning. In this qualitative interview study with 28 content-focused coaches in one school district, we used a micropolitical lens to better understand how coaches coordinate micropolitical forces and strategies to gain access to teachers' classrooms, finding that force-strategy coupling was a prevalent coaching practice. We found that coaches most frequently reported using strategies to respond to 2 micropolitical forces: (1) teacher openness to coaching and (2) structures of time and workload. Coaches responded to these forces

differently depending on whether the force functioned to support or inhibit access. This research expands on the micropolitical work of coaching and coach agency.

Sun, F., Tian, P., Sun, D., Fan, Y., & Yang, Y. (2024). **Pre-service teachers' inclination to integrate AI into STEM education: Analysis of influencing factors.** *British Journal of Educational Technology*, 55(6), 2574-2596. <https://doi.org/10.1111/bjet.13469>

In the ever-evolving AI-driven education, integrating AI technologies into teaching practices has become increasingly imperative for aspiring STEM educators. Yet, there remains a dearth of studies exploring pre-service STEM teachers' readiness to incorporate AI into their teaching practices. This study examined the factors influencing teachers' willingness to integrate AI (WIAI), especially from the perspective of pre-service STEM teachers' attitudes towards the application of AI in teaching. In the study, a comprehensive survey was conducted among 239 pre-service STEM teachers, examining the influences and interconnectedness of Technological Pedagogical Content Knowledge (TPACK), Perceived Usefulness (PU), Perceived Ease of Use (PE), and Self-Efficacy (SE) on WIAI. Structural Equation Modeling (SEM) was employed for data analysis. The findings illuminated direct influences of TPACK, PU, PE, and SE on WIAI. TPACK was found to directly affect PE, PU, and SE, while PE and PU also directly influenced SE. Further analysis revealed significant mediating roles of PE, PU, and SE in the relationship between TPACK and WIAI, highlighting the presence of a chain mediation effect. In light of these insights, the study offers several recommendations on promoting pre-service STEM teachers' willingness to integrate AI into their teaching practices. Practitioner notes What is already known about this topic? The potential of AI technologies to enrich learning experiences and improve outcomes in STEM education has been recognized. Pre-service teachers' willingness to integrate AI into teaching practice is crucial for shaping the future learning environment. The TAM and TPACK frameworks are used to analyse teacher factors in technology-supported learning environments. Few studies have been conducted for examining factors of pre-service teachers' willingness to integrate AI into teaching practices in the context of STEM education. What this paper adds? A survey was designed and developed for exploring pre-service STEM teachers' WIAI and its relationships with factors including TPACK, PE, PU, and SE. TPACK, SE, PU, and PE have direct impact on pre-service STEM teachers' WIAI. SE, PU, and PE have been identified as mediating variables in the relationship between TPACK and WIAI. Two sequential mediation effects, TPACK → PE → SE → WIAI and TPACK → PU → SE → WIAI, among pre-service STEM teachers were further identified. Implications of this study for practice and/or policy Pre-service STEM teachers are encouraged to explore and utilize AI technology to enhance their confidence and self-efficacy in integrating AI into teaching practices. Showcasing successful cases and practical experiences is essential for fostering awareness of AI integration in STEM education. It is recommended to introduce AI education courses in teacher training programs. Offering internship and practicum opportunities related to AI technologies can enhance their practical skills in integrating AI into education.

van der Linden, W. J., Niu, L., & Choi, S. W. (2024). **A Two-Level Adaptive Test Battery.** *Journal of Educational and Behavioral Statistics*, 49(5), 730-752. <https://doi.org/10.3102/10769986231209447>

A test battery with two different levels of adaptation is presented: a within-subtest level for the selection of the items in the subtests and a between-subtest level to move from one subtest to the next. The battery runs on a two-level model consisting of a regular

response model for each of the subtests extended with a second level for the joint distribution of their abilities. The presentation of the model is followed by an optimized MCMC algorithm to update the posterior distribution of each of its ability parameters, select the items to Bayesian optimality, and adaptively move from one subtest to the next. Thanks to extremely rapid convergence of the Markov chain and simple posterior calculations, the algorithm can be used in real-world applications without any noticeable latency. Finally, an empirical study with a battery of short diagnostic subtests is shown to yield score accuracies close to traditional one-level adaptive testing with subtests of double lengths.

Van Orman, D. S. J., Jackson, J. A., Vo, T. T., & Taylor, D. D. (2024). **Commentary: Perspectives of Early Career Professionals on Enhancing Cultural Responsiveness in Educational Measurement.** *Educational Measurement: Issues and Practice*, 43(3), 27-32. <https://doi.org/10.1111/emip.12628>

The "Foundational Competencies in Educational Measurement" framework aims to shape the field's future. However, the absence of emerging scholars and graduate students in the task force highlights a gap in representing those most familiar with current educational landscape. As early career scholars, we offer perspectives to enhance this framework by focusing on making educational measurement more inclusive, collaborative, and culturally responsive. Drawing on our diverse backgrounds and experiences, we propose expanding the framework to empower measurement professionals, diversify measurement practices, and integrate ethical considerations. We also advocate for a new visual representation of the framework as a budding plant, symbolizing the organic and evolving nature of foundational skills in educational measurement. This commentary aims to refine the foundational competencies to better prepare future professionals for meaningful, equitable educational contributions.

van Brederode, M. (2024). **Les enseignant-es innovateurs/trices: rester loyal-e à l'institution face à son affaiblissement? Analyse d'un processus d'involution.** *Raisons éducatives*, 28(1), 203-221. <https://doi.org/10.3917/raised.028.0203>

Viberg, O., Mutimukwe, C., Hrastinski, S., Cerratto-Pargman, T., & Lilliesköld, J. (2024). **Exploring teachers' (future) digital assessment practices in higher education: Instrument and model development.** *British Journal of Educational Technology*, 55(6), 2597-2616. <https://doi.org/10.1111/bjet.13462>

Digital technologies are increasingly used in assessment. On the one hand, this use offers opportunities for teachers to practice assessment more effectively, and on the other hand, it brings challenges to the design of pedagogically sound and responsible digital assessment. There is a lack of validated instruments and models that explain, assess and support teachers' critical pedagogical practice of digital assessment. This explorative work first develops and validates a survey instrument to examine teachers' digital assessment practices. Secondly, we build a model to investigate to what extent teachers' pedagogical digital assessment knowledge is a foundation for the future of digital assessment (ie, authentic, accessible, automated, continuous and responsible). A total of 219 university teachers at a large European university participated in the survey study. Factor exploratory analysis and structural equation modelling were used to validate the reliability and validity of items and internal causal relations of factors. The results show the survey is a valid and reliable instrument for assessing teachers' digital assessment practice in higher education. Teachers' pedagogical knowledge

and pedagogical content knowledge of digital assessment is critical, while teachers' technological pedagogical knowledge seems to have a more limited impact on the future of digital assessment. Practitioner notes What is already known about this topic Digital technologies are increasingly used in assessment in higher education. Teachers are the key stakeholders in the assessment for learning. There is a limited transformative nature of digital assessment practices. What this paper adds A validated instrument to assess teachers' pedagogical practice of digital assessment in higher education. Teachers' pedagogical and pedagogical content knowledge of digital assessment is critical to the future of digital assessment. Teachers' technological pedagogical knowledge of digital assessment has a more limited impact on the future of digital assessment. Implications for practice and policy Teachers need to be supported in developing pedagogical digital assessment practices in higher education. Based on this study's outcomes, educators, institutions and policymakers can inform the design and implementation of effective and responsible digital assessment practices. The design and implementation of responsible digital assessments will enhance the quality of higher education in the digital age.

Wang, D., Bian, C., & Chen, G. (2024). **Using explainable AI to unravel classroom dialogue analysis: Effects of explanations on teachers' trust, technology acceptance and cognitive load.** *British Journal of Educational Technology*, 55(6), 2530-2556. <https://doi.org/10.1111/bjet.13466>

Deep neural networks are increasingly employed to model classroom dialogue and provide teachers with prompt and valuable feedback on their teaching practices. However, these deep learning models often have intricate structures with numerous unknown parameters, functioning as black boxes. The lack of clear explanations regarding their classroom dialogue analysis likely leads teachers to distrust and underutilize these AI-powered models. To tackle this issue, we leveraged explainable AI to unravel classroom dialogue analysis and conducted an experiment to evaluate the effects of explanations. Fifty-nine pre-service teachers were recruited and randomly assigned to either a treatment (n = 30) or control (n = 29) group. Initially, both groups learned to analyse classroom dialogue using AI-powered models without explanations. Subsequently, the treatment group received both AI analysis and explanations, while the control group continued to receive only AI predictions. The results demonstrated that teachers in the treatment group exhibited significantly higher levels of trust in and technology acceptance of AI-powered models for classroom dialogue analysis compared to those in the control group. Notably, there were no significant differences in cognitive load between the two groups. Furthermore, teachers in the treatment group expressed high satisfaction with the explanations. During interviews, they also elucidated how the explanations changed their perceptions of model features and attitudes towards the models. This study is among the pioneering works to propose and validate the use of explainable AI to address interpretability challenges within deep learning-based models in the context of classroom dialogue analysis. Practitioner notes What is already known about this topic Classroom dialogue is recognized as a crucial element in the teaching and learning process. Researchers have increasingly utilized AI techniques, particularly deep learning methods, to analyse classroom dialogue. Deep learning-based models, characterized by their intricate structures, often function as black boxes, lacking the ability to provide transparent explanations regarding their analysis. This limitation can result in teachers harbouring distrust and underutilizing these models. What this paper adds This paper highlights the importance

of incorporating explainable AI approaches to tackle the interpretability issues associated with deep learning-based models utilized for classroom dialogue analysis. Through an experimental study, this paper demonstrates that providing model explanations enhances teachers' trust in and technology acceptance of AI-powered classroom dialogue models, without increasing their cognitive load. Teachers express satisfaction with the model explanations provided by explainable AI. Implications for practice and/or policy The integration of explainable AI can effectively address the challenge of interpretability in complex AI-powered models used for analysing classroom dialogue. Intelligent teaching systems designed for classroom dialogue can benefit from advanced AI models and explainable AI approaches, which offer users both automated analysis and clear explanations. By enabling users to understand the underlying rationale behind the analysis, the explanations can contribute to fostering trust and acceptance of the AI models among users.

Watt, J., Krepski, H., & Heringer, R. (2023). **Middle school teachers' perspectives of how service learning projects contribute to student well-being.** *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 58(2), 225-247. <https://doi.org/10.26443/mje/rsem.v58i2.10048>

The purpose of this study was to explore how teacher practitioners in a Canadian middle school perceive students' experiences of well-being in student-led service learning projects (SLPs). Through semistructured interviews, we explored five school practitioners' accounts of how SLPs contributed to student relating and functioning in a well-being context. The themes identified demonstrate how well-being can be deliberately integrated within curricular aspects of schooling, and how student well-being can be enhanced as well as enriched when practitioners include well-being as an aim. We conclude that although students may encounter discomfort in the planning and implementation of SLPs, they provide authentic opportunities to develop student voice and autonomy, which can make education more meaningful to them.

Wheeler, J. M., Cohen, A. S., & Wang, S. (2024). **A Comparison of Latent Semantic Analysis and Latent Dirichlet Allocation in Educational Measurement.** *Journal of Educational and Behavioral Statistics*, 49(5), 848-874. <https://doi.org/10.3102/10769986231209446>

Topic models are mathematical and statistical models used to analyze textual data. The objective of topic models is to gain information about the latent semantic space of a set of related textual data. The semantic space of a set of textual data contains the relationship between documents and words and how they are used. Topic models are becoming more common in educational measurement research as a method for analyzing students' responses to constructed-response items. Two popular topic models are latent semantic analysis (LSA) and latent Dirichlet allocation (LDA). LSA uses linear algebra techniques, whereas LDA uses an assumed statistical model and generative process. In educational measurement, LSA is often used in algorithmic scoring of essays due to its high reliability and agreement with human raters. LDA is often used as a supplemental analysis to gain additional information about students, such as their thinking and reasoning. This article reviews and compares the LSA and LDA topic models. This article also introduces a methodology for comparing the semantic spaces obtained by the two models and uses a simulation study to investigate their similarities.

Wine, M., & Hoffman, A. M. (2024). **Commentary: What Is the Breadth of “Educational Measurement?”** *Educational Measurement: Issues and Practice*, 43(3), 23-26. <https://doi.org/10.1111/emip.12627>

The work of educational measurement is a highly collaborative endeavor that brings together professionals from many disciplines. While the introduction of the “Foundational Competencies in Educational Measurement” acknowledges this, the explanation of the framework itself falls short in acknowledging the competencies and skills of those from disciplines other than psychometrics, such as content development professionals (CDPs). Therefore, it is unable to sufficiently address the nature of validation work or other work not led by psychometricians. It also underexplores the vital competencies that underlie effective collaboration. As a result, it defines the competencies of psychometric work instead of the larger field of educational measurement.

Yin, H., & Guo, Y. (2024). **A person-centered analysis of Hong Kong kindergarten teachers' emotion regulation: Profiles, characteristics and relations.** *European Journal of Education*, 59(3), e12687. <https://doi.org/10.1111/ejed.12687>

With a sample of 470 kindergarten teachers in Hong Kong, this study first examined these teachers' emotion regulation strategies assessed by a newly adapted scale, the Kindergarten Teacher Emotion Regulation Scale. Then, the study adopted a person-centred approach and conducted the latent profile analysis, identifying different profiles of teachers' use of the emotion regulation strategies. It also examined the relationships between these profiles and teachers' self-efficacy and two contextual antecedents, instructional leadership and trust in colleagues in kindergartens. The study validated a three-dimensional measurement of kindergarten teachers' emotion regulation in Hong Kong, namely cognition-focused regulation, (negative) emotion-focused regulation, and behaviour-focused regulation. Moreover, it identified four profiles of kindergarten teachers' emotion regulation strategy use with distinctive characteristics, and revealed some significant relationships between teachers' emotion regulation and self-efficacy as well as school contexts. The findings highlight the role of beneficial school climate in eliciting teachers' effective emotion regulation and thereby enhancing their self-efficacy.

Zadok, A., Benoliel, P., & Schechter, C. (2024). **School middle leaders' transformational leadership and organizational resilience: The moderating role of academic emphasis.** *European Journal of Education*, 59(3), e12657. <https://doi.org/10.1111/ejed.12657>

This study examines how teachers' perceptions of academic emphasis moderate the relationship between their middle leaders' transformational leadership and organizational resilience subdimensions (principal organizational resilience and faculty organizational resilience). Academic emphasis in schools prioritizes academic excellence in teaching and is crucial in evaluating school effectiveness. The study used a two-source survey design with self-report data from 609 participants in 103 secondary schools in Israel. The results indicate that academic emphasis moderates the relationship between transformational leadership's sub-dimensions (idealized influence, inspirational motivation, individualized consideration and intellectual stimulation) and principal organizational resilience but not faculty organizational resilience. The findings suggest that middle leaders can create a positive academic emphasis to optimize their transformational leadership's effects on organizational resilience. Theoretical and practical implications are discussed.

Zeng, J., Sun, D., Looi, C.-K., & Fan, A. C. W. (2024). **Exploring the impact of gamification on students' academic performance: A comprehensive meta-analysis of studies from the year 2008 to 2023.** *British Journal of Educational Technology*, 55(6), 2478-2502. <https://doi.org/10.1111/bjet.13471>

Gamification, characterized by the integration of game design elements into non-game environments, has gained popularity in classrooms due to its potential for increased engagement and enjoyment compared to traditional lecture-based teaching methods. While students generally exhibit positive attitudes towards gamification, its impact on academic achievement remains a subject of debate. This study employed a meta-analysis approach to examine the overall influence of gamification on students' academic performance. The sample comprised 22 experimental studies conducted between 2008 and 2023, comparing the effects of gamified and non-gamified classes. Utilizing a random effects model, the results revealed a moderately positive effect of gamification on student academic performance (Hedges's $g = 0.782$, $p < 0.05$). The paper further discussed the outcomes of various moderator analyses, providing valuable insights into the selection and utilization of game design elements, as well as considerations specific to different educational stages.

Practitioner notes What is already known about this topic Most research has consistently demonstrated that gamification has a positive impact on students' achievement. The current state of review research is not sufficiently comprehensive. There is a lack of meta-analyses exploring the diverse impacts of gamification. What this paper adds The effect of factors such as geographical regions, education levels, learning environments, subjects and game elements on gamification was examined. The study revealed a significant and positive impact of gamification on students' achievement across various factors, including geographical regions, education levels, learning environments, subjects and game elements. Implications for practice and/or policy Gamification represents a prudent choice for teachers seeking to enhance students' achievement. Teachers are suggested to adopt and employ appropriate game elements in their instructional approaches. Future research could focus on investigating the impact of feedback as a game element in teaching and learning.

Zhan, Y., Sun, D., Kong, H. M., & Zeng, Y. (2024). **Primary school teachers' classroom-based e-assessment practices: Insights from the theory of planned behaviour.** *British Journal of Educational Technology*, 55(6), 2740-2759. <https://doi.org/10.1111/bjet.13478>

There is a global trend in the increased adoption of e-assessment in school classrooms to enhance learning. Teachers, as classroom-based assessment designers and implementers, play a vital role in such assessment change. However, little is known about school teachers' classroom-based e-assessment practices and the underlying reasons. To address this research gap, this study identified the factors influencing Hong Kong primary school teachers' e-assessment practices underpinned by the theory of planned behaviour (TPB). A large-scale survey was issued to 878 teachers via Qualtrics. Structural equation modelling (SEM) analysis shows that primary school teachers' intentions of using e-assessment and perceived behavioural control of it were the two strongest factors predicting their e-assessment practices in a general way. Specifically, teachers' intentions outweighed perceived behavioural control in determining their use of alternative e-assessment tasks and e-feedback, but this reversed for e-tests/exercises. The impact of perceived behavioural control was consistent across the three types of e-

assessment practices. Furthermore, teachers' attitudes significantly influenced their intentions to use alternative e-assessment tasks, while subject norms primarily predicted their intentions to use e-feedback. The findings have implications for primary schools to take countermeasures to facilitate the successful implementation of e-assessment at the classroom level. Practitioner notes What is already known about this topic E-assessment has the potential to influence learning. E-assessment has often been used in a controlled environment with a relatively small sample size. The past 3 years have seen a surge in discussions and research around using e-assessment in classroom settings, mostly in higher education. What this paper adds Primary school teachers used more e-tests or exercises than alternative e-assessment tasks and e-feedback in their daily teaching. Teachers' intentions outweighed perceived behavioural control in determining their use of alternative e-assessment tasks and e-feedback, but this reversed for e-tests/exercises. Teachers' attitudes significantly influenced their intentions to use alternative e-assessment tasks, while subject norms primarily predicted their intentions to use e-feedback. Implications for practice and/or policy Teachers' intentions of using alternative e-assessment and e-feedback should be increased to enhance their usage in the classroom. Teachers' e-assessment literacy should be developed to enable them to integrate e-assessment into their daily instruction.

Relation formation-emploi

Batistich, M. K., Bond, T., Linde, S., & Mumford, K. (2024). **Statistical Discrimination and Optimal Mismatch in College Major Selection** (IZA Discussion Paper N° 17237). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17237.htm>

We develop a model of college major selection in an environment where firms and students have incomplete information about the student's aptitude. Students must choose from a continuum of majors which differ in their human capital production function and can act as a signal to the market. Whether black students choose more or less difficult majors than similar white students, and whether they receive a higher or lower return to major difficulty, depends on the extent to which employers statistically discriminate. We find strong evidence that statistical discrimination influences major choice using administrative data from several large universities and two nationally representative surveys.

Bettinger, E., & Fidjeland, A. (2024). **College rankings, labor market outcomes, and alumni satisfaction.** *Education Economics*, 32(5), 703-720. <https://doi.org/10.1080/09645292.2024.2354848>

State and federal governments invest millions of dollars in providing accurate and relevant information on expected outcomes to students pursuing higher education, but whether such information targets what students value about college is unclear. We use new survey data to identify the extent to which conventional indicators for college quality and returns correlate with collegegoers' satisfaction with their education. We find that alumni are on average very satisfied with their education, even among those with poor labor market outcomes. Our results suggest the consumptive value of higher education is much higher than economic models of college choices typically assume.

Dicks, A., Künn-Nelen, A., Levels, M., & Montizaan, R. (2024). **Automation risks of vocational training programs and early careers in the Netherlands**. *Acta Sociologica*, 67(4), 507-528. <https://doi.org/10.1177/00016993241250277>

In this article, we study the role of automation risks in the school-to-work transition (STWT) of secondary vocational education (VET) graduates in the Netherlands. We use a combination of administrative and survey data, enriched with estimates of automation risks. Using sequence analysis, we find four ideal-type school-to-work trajectories representing the first 10 years in the labor market: employment, further education, further VET, and NEET. Multinomial regressions show that automation risk is not consistently associated with the type of school-to-work trajectory. We also investigate the relation between automation risk and starting wages and wage growth. We find that automation risk is negatively associated with starting wages, but not with wage growth.

Frohnweiler, S., Adongo, C. A., Beber, B., Lakemann, T., Priebe, J., & Lay, J. (2024). **Effects of skills training on employment and livelihood outcomes: A randomized controlled trial with young women in Ghana** (Ruhr Economic Paper N° 1095). Consulté à l'adresse RWI - Leibniz-Institut für Wirtschaftsforschung, Ruhr-University Bochum, TU Dortmund University, University of Duisburg-Essen website: <https://econpapers.repec.org/paper/zbwrwirep/302181.htm>

We use a randomized controlled trial to examine the short- and mid-term impacts of a best-practice training program on (non-)employment outcomes in Ghana. Overall the program did not affect core labor market outcomes at the extensive (employment) and intensive (hours of work, income) margin, but it (i) induced occupational sorting, with treated individuals more likely to work in their field of specialization, (ii) partially improved job quality (written contracts, medical benefits), and (iii) led to better outcomes on a variety of non-labor market indicators (mental health, delayed marriages, access to finance). We also explore policy stakeholders' expectations and perceptions of program success. We find that stakeholders (i) have overly optimistic prior beliefs about the program's impact on core outcomes and (ii) do not update their beliefs as we would expect from Bayes' rule when presented with information about the program's circumscribed effectiveness. We speculate that this result suggests an obstacle for adaptive programming in development cooperation and could help explain the persistence of some suboptimal labor market interventions.

Pinna, G., & Pitzalis, M. (2024). **Field effects and work-based learning: The case of school-work alternance in Italy**. *European Journal of Education*, 59(3), e12666. <https://doi.org/10.1111/ejed.12666>

This essay analyses the implementation of a work-based learning policy in upper secondary schools in Italy. The policy aims to improve student orientation and enhance their soft skills. Based on two ethnographic research studies in Italy, this essay utilises Pierre Bourdieu's theoretical framework, particularly the 'field' concept, to examine how this policy has been implemented in different tracks of the Italian school system in a peripheral region. The policy has challenged the autonomy of the scholastic field, primarily advocated by teachers and students in the dominant pole, represented by the classical and scientific lyceums. The policy has been translated into a series of projects in museums, libraries and third-sector associations in this field segment. These initiatives reinforce students' citizenship values while highlighting their detachment from manual work. In the dominated pole of the field, represented by vocational schools

primarily located in the suburbs of large cities and rural areas, the policy has been well received as it aligns with the expectations of teachers and students. However, due to the prevalence of small family companies, planning truly formative work-based learning experiences becomes challenging. Consequently, this leads to an early, albeit tense, socialisation of students within the hierarchical order of small companies.

Segard, G. H., & Malot, M. (2024, octobre 2). **Five reasons why French business schools should value international students.** Consulté 7 octobre 2024, à l'adresse The Conversation website: <http://theconversation.com/five-reasons-why-french-business-schools-should-value-international-students-240158>

What if companies were less reluctant to recruit international students graduating from French business schools? There's no shortage of arguments, as a recent study shows.

Thapa, A., & Izawa, M. (2024). **Returns to education in Nepal: an analysis of educational attainment, employability and social mobility.** *Education Economics*, 32(5), 649-664. <https://doi.org/10.1080/09645292.2024.2351882>

This study examines the impact of educational attainment on employment and earnings in Nepal. Using the Nepal Labour Force Survey 2017–2018 cycle, we employ an extended earnings function derived from the foundational Mincer equation to estimate returns to education. The results underscore the overall positive impact of education (1.76, 3.73, 7.68 and 11.00% increase in earnings by primary, secondary, bachelor's and master's degrees, respectively), which is lower than the average observed in other low- and middle- income countries, except in higher education. The results also indicate persisting disparities for females and disadvantaged groups. The study emphasizes the need for strategic interventions, improved educational infrastructure and inclusive policies to foster equitable opportunities.

Réussite scolaire

Ao, N., & Zhang, M. (2024). **Unravelling the relationship between English reading habits and individual, family and school factors: A Chinese perspective.** *European Journal of Education*, 59(3), e12668. <https://doi.org/10.1111/ejed.12668>

In English teaching, developing students' reading habits has been emphasized for its critical role in promoting overall core competencies. However, in practice, many teachers and parents are not informed of the effective approaches to developing good English reading habits, hindering the overall development of students' core competencies. In light of this, an empirical study was carried out to explore the developmental features of students' English reading habits and individual, family and school factors that affect its development. A questionnaire was adopted to collect quantitative data. A total of 2,130 primary and secondary school students from China participated in the study. The results indicated that their English reading habits varied with age and gender. In terms of age, secondary school students, especially middle school students, performed better than primary school students. In terms of gender, females performed better in reading frequency, reading time and ways of reading, while males had a larger reading volume. Reading habits were found to be impacted by individual, school and family factors. Among them, age had the strongest influence on the development of English reading habits. These findings shed light on effective ways to develop English reading habits, especially in foreign-language-learning contexts.

Bertoni, M., & Parkam, S. (2024). **When Do Ordinal Ability Rank Effects Emerge? Evidence from the Timing of School Closures** (IZA Discussion Paper N° 17222). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17222.htm>

We leverage the timing of pandemic-induced school closures to learn about the emergence of ordinal rank effects in education. Using administrative data from Italian middle schools for four cohorts of students, our study reveals that disrupting peer interactions during the first year of middle school - when students are still unfamiliar with one another - substantially diminishes the impact of ordinal rank on test scores. Instead, later interruptions to peer interactions do not significantly affect the strength of these interpersonal comparisons.

Cao, F., Li, H., Chen, X., You, Y., & Xue, Y. (2024). **Who matters and why? The contributions of different sources of social support to doctoral students' academic engagement.** *European Journal of Education*, 59(3), e12649. <https://doi.org/10.1111/ejed.12649>

Social support is a crucial factor in the academic engagement of doctoral students, which is vital to their overall success. While past studies have mostly focused on the support from doctoral supervisors, support from other significant groups, including institutions, peers and families, has been largely neglected, and even no study has investigated their contributions to doctoral students' development. Drawing from the job demands-resources model, this study investigated the contributions of different sources (institutions, supervisors, peers and families) of social support to doctoral students' academic engagement. It further examined the mediating role of grit within these relationships. A sample of 472 doctoral students across various disciplines from 10 universities in mainland China responded to an online survey. Results showed that institutional support and supervisory support positively predicted doctoral students' academic engagement, while peer support and family support did not significantly predict academic engagement. Furthermore, grit was found to mediate the relationship between support from institutions and supervisors and academic engagement. Practical implications for higher education institutions, doctoral supervisors and programs are discussed.

Fanjat, J., & Roditi, E. (2024). **TIMSS CM1 2019 : faiblesse des résultats français, faiblesse de la familiarité des élèves avec les items.** *Grand N, Revue de mathématiques, de sciences et technologie pour les maîtres de l'enseignement primaire*, 113, 49-73. Consulté à l'adresse <https://irem.univ-grenoble-alpes.fr/revues/grand-n/consultation/numero-113-grand-n/3-timss-cm1-2019-faiblesse-des-resultats-francais-faiblesse-de-la-familiarite-des-eleves-avec-les-items-1491856.kjsp>

En 2019, les élèves scolarisés en CM1 en France ont obtenu de très faibles scores à l'enquête TIMSS, évaluation internationale des acquis des élèves menée par l'International Association for Evaluation of Educational Achievement (IEA). Différentes études, mobilisant différentes approches, ont été menées sur ces résultats sans conduire à des explications suffisantes. Nous proposons ici, par une analyse didactique a priori de questions évaluatives, de comparer l'évaluation de l'IEA et ce qui est proposé par les manuels scolaires les plus diffusés sur le territoire national. Notre étude, portant sur l'intégralité des exercices proposés dans les rubriques « évaluation » de ces manuels, conduit à mesurer la familiarité des élèves avec les items du questionnaire

TIMSS. L'introduction de cette notion de familiarité révèle des écarts importants entre les items TIMSS et les questions évaluatives des manuels scolaires; elle permet également une amélioration significative de la qualité du modèle statistique expliquant les scores des élèves scolarisés en France en se basant uniquement sur les caractéristiques intrinsèques des items.

Garcés-Delgado, Y., Fernández-Esteban, M. I., Álvarez-Pérez, P. R., & Conde-Vélez, S. (2024). **The process of adaptation to higher education studies and its relation to academic dropout.** *European Journal of Education*, 59(3), e12650. <https://doi.org/10.1111/ejed.12650>

The academic dropout of higher education students represents one of the most significant challenges that university institutions have to face today. This research analysed the university academic trajectory of students who dropped out of university for good. The aim of this paper is to examine in depth the factors that influence the idea of the construction of academic dropout and its relationship with the difficulties of adaptation to the university training system. A qualitative study was carried out in which the interview technique was applied to $n = 34$ dropout students belonging to three Spanish autonomous communities. The results made it possible to identify and examine students' difficulties in adapting to university studies in greater depth. The interviews revealed contextual and emotional details that contributed to dropout, such as personal and professional challenges and a lack of emotional support. The findings lead to the need to approach the issue from a holistic viewpoint in order to address the different reasons behind university dropouts. This broad view of the academic trajectories of university students who drop out is a benchmark for strategies to improve student retention and success in higher education.

Hamlin, D., Peltier, C., & Reeder, S. (2024). **The effects of a university-led high impact tutoring model on low-achieving high school students: A three-year randomized controlled trial** (EdArXiv N° kqdfp). Consulté à l'adresse Center for Open Science website: <https://econpapers.repec.org/paper/osfedarxi/kqdfp.htm>

Rigorous evaluations have consistently demonstrated that high impact tutoring is one of the most effective ways to accelerate student learning. However, few studies compare the effects of high impact tutoring to alternative interventions, and even less scholarship tests for differences within tutoring models based on tutoring group size. The purpose of this study is to examine the effects of a university-led high impact tutoring model on ninth-grade mathematics achievement at seven high schools. A randomized controlled trial design was used for three separate cohorts of ninth-grade students. In the pooled sample, students ($n = 524$) in the treatment group participated in high impact tutoring (i.e., student-tutor groups of 2:1 or 3:1) three times a week for an entire academic year. In the control group, students ($n = 438$) attended a remediation mathematics course. The treatment group showed a difference of approximately a half-year of additional learning (0.14 SD) compared to the control group although both groups achieved academic growth that considerably exceeded expected growth trajectories for ninth-grade students. Results also showed that 2:1 student-tutor groups did not outperform 3:1 student-tutor groups, suggesting that 3:1 student-tutor ratios can be used to expand high impact tutoring with no detrimental effects on academic performance. Considering the well-documented logistical and financial barriers to high impact tutoring, our work indicates that remedial courses may also be a cost-effective alternative in cases when resources for high impact tutoring are limited.

Hontarenko, I., & Kovalenko, O. (2024). **Améliorer l'enseignement dans le supérieur** (R. Étienne, Trad.). *Éducation et socialisation. Les Cahiers du CERFEE*, (73). Consulté à l'adresse <https://journals.openedition.org/edso/28532>

L'article aborde la question de l'identification des méthodes les plus efficaces pour préparer et donner des cours magistraux à l'université. Même s'il s'agit de l'approche pédagogique la plus ancienne, les cours magistraux restent largement utilisés dans les universités du monde entier. Toutefois, les recherches pédagogiques récentes menées par des universitaires ukrainiens n'ont pas totalement exploré cette question, ce qui empêche l'élaboration de lignes directrices pratiques à l'intention des enseignants désireux d'organiser et de dispenser des cours magistraux efficaces. L'article vise à donner un aperçu des meilleures pratiques, méthodologies et stratégies qui contribuent à l'efficacité des cours magistraux, ce qui permet en fin de compte d'améliorer les résultats dans les établissements d'enseignement supérieur. Les méthodes de recherche suivantes ont été utilisées pour atteindre les objectifs visés par la recherche : sur le plan théorique, l'analyse des ressources scientifiques sur le sujet, celle du matériel pédagogique et des méthodes d'enseignement, la comparaison entre ces différents éléments, et, sur le plan empirique, la généralisation de l'expérience pédagogique recueillie. Les résultats sont les suivants : la priorité de la définition d'objectifs d'apprentissage, d'un déroulement et d'une structure précis, de la réduction du volume du contenu, de l'élaboration de notes de cours, d'une sélection minutieuse d'exemples et de la capacité d'ajustement du conférencier. En outre, les auteurs soulignent l'importance de la compréhension des principales étapes d'un cours magistral, de la reconnaissance des différences permettant de maintenir l'attention des étudiants et de les impliquer dans une démarche d'apprentissage actif. L'article fournit des recommandations pratiques pour les conférenciers. Elles sont accompagnées de remarques de prudence qui consistent notamment à éviter l'utilisation simultanée de nombreux supports d'illustration ainsi que celle d'un excès d'aides visuelles telles que les présentations sous forme de diaporamas. De telles pratiques peuvent entraîner une surcharge cognitive, car ces différentes formes de traitement peuvent interférer entre elles. En conclusion, la présente étude a exploré les défis et les opportunités d'un enseignement magistral efficace dans l'enseignement supérieur, en s'appuyant sur les conclusions de l'analyse de la littérature britannique et américaine et sur les données empiriques recueillies auprès d'enseignants et d'étudiants ukrainiens. En outre, l'article s'efforce de mener une analyse plus méthodique des techniques efficaces de préparation des cours, en englobant les étapes critiques de la présentation. Enfin, la présente étude cherche à approfondir les nuances permettant de capter l'attention effective des étudiants et de les impliquer par le biais de pratiques liées à l'apprentissage actif.

Hwang, J., Hwang, J. (Lexi), Rodrigues, J., & Han, M.-K. (2024). **A Cross-Lagged Analysis of the Relationship between Math Achievement and Behavioral Outcomes of At-Risk Students**. *The Elementary School Journal*, 125(1), 151-176. <https://doi.org/10.1086/731240>

The present study used the Early Childhood Longitudinal Study, Kindergarten Class of 2011 (ECLS-K:2011) to examine the bidirectionality and co-occurrence between math achievement and behavioral outcomes of upper elementary school students. We analyzed the cross-lagged relations across four groups of students who had different initiating statuses in math achievement and behaviors. We found a negative feedback cycle initiated by early learning difficulties in math, where math achievement

significantly predicted behavioral outcomes, which subsequently predicted math achievement in later grades in all risk groups. The opposite direction of the path was not considered significant (i.e., behavioral difficulties did not initiate a negative feedback cycle). We also found that behaviors in grade 4 mediated the relationship between math achievement in grades 3 and 5. Findings indicate that cross effects of early math achievement may lead to positive outcomes in both math achievement and behaviors in later grades. The implications and limitations are discussed.

Jamil, F. M., Stephan, A. T., & Bennett, A. E. (2024). **Exploring Longitudinal Associations between Teacher Expectancy Effects and Reading Achievement among a US Nationally Representative Sample of K–8 Students.** *The Elementary School Journal*, 125(1), 52-76. <https://doi.org/10.1086/731256>

Teachers' expectations of student capabilities can meaningfully affect future achievement. However, the consistency of teachers' expectations over time and their differential impact by student gender and ethnicity have not been thoroughly investigated in the context of students' reading achievement. The current study investigates the longitudinal influence of teacher expectancy effects on student achievement through a novel measurement approach that considers classroom context while drawing on cognitive assessments and teacher ratings collected through the large, nationally representative Early Childhood Longitudinal Study–Kindergarten data set (N = 8,503 students). Results of the autoregressive cross-lagged models with five time points between kindergarten and eighth grade indicate teachers' expectations of students' reading achievement are not significantly associated from one time point to the next, though their effects increase over time. Significant differences in longitudinal expectancy effects based on student gender and ethnicity were not found. Implications for teaching practice based on these results are discussed.

Lagacé-Leblanc, J., Rousseau, N., & Massé, L. (2023). **Comment les enseignants du post secondaire peuvent favoriser la réussite scolaire des étudiants ayant un TDAH ?** *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, 178-201. <https://doi.org/10.26443/mje/rsem.v58i2.10037>

This study aims to document the perceptions of students with ADHD and counselors from offices of disability services regarding teaching practices that promote the academic success of these students. In depth individual interviews were conducted with 29 students with ADHD from Quebec general and vocational colleges and universities and their counselors (n = 9). Participants reported a variety of actions taken by teachers that promote the success of students with ADHD. These actions related to visual support, support for comprehension, support for assessment, support for time management, support for the organization of information, teaching strategies, and the relationship with teachers. The results highlight the role of teachers in the success of students with ADHD.

Leng, D., Bezirhan, U., Khorramdel, L., Fishbein, B., & Davier, M. von. (2024). **Examining Gender Differences in TIMSS 2019 Using a Multiple-Group Hierarchical Speed-Accuracy-Revisits Model.** *Educational Measurement: Issues and Practice*, 43(3), 64-75. <https://doi.org/10.1111/emip.12606>

This study capitalizes on response and process data from the computer-based TIMSS 2019 Problem Solving and Inquiry tasks to investigate gender differences in test-taking behaviors and their association with mathematics achievement at the eighth grade.

Specifically, a recently proposed hierarchical speed-accuracy-revisits (SAR) model was adapted to multiple country-by-gender groups to examine the extent to which mathematics ability, response speed, revisit propensity, and the relationship among them differ between boys and girls. Results across 10 countries showed that boys responded to items faster on average than girls, and there was greater variation in boys' response speed across students. A mixture distribution of revisit propensity was found for all country-by-gender groups. Both genders had moderate to strong negative correlations between mathematics ability and response speed, supporting the speed-accuracy tradeoff pattern reported in the literature. Results are discussed in the context of low-stakes assessments and in relation to the utility of the multiple-group SAR model.

Manford, C., Rajasingam, S., Allen, P. M., & Beukes, E. (2024). **The barriers to and facilitators of academic and social success for deafblind children and young people: A scoping review.** *British Journal of Special Education*, 51(3), 332-346. <https://doi.org/10.1111/1467-8578.12537>

Deafblind children and young people often perform poorly in education and social settings. The extent of this attainment gap is unknown. Following the Joanna Briggs protocol, a scoping review was conducted with the aim of establishing the barriers to and facilitators of academic and social success for this cohort. A database search was conducted seeking peer-reviewed studies relating to deafblind children and young people, in academic and social settings, from any country, published in English, between 1989 and 2022. The review included 38 articles with a range of methodological approaches. The main barriers to success were limited opportunities and options to communicate, a lack of awareness of deafblindness within schools and the wider community, and limited opportunities and adaptations to the curriculum, resources and the environment. The facilitators included improving access to communication and resources, increased awareness, and collaboration between families and professionals. Additional research is needed in this field, particularly to investigate the impact of modern technology to aid access and communication for deafblind children and young people.

Nail, E. (2024). **Factors in successful programme completion for postsecondary students with disabilities: A systematic review of the literature.** *British Journal of Special Education*, 51(3), 347-357. <https://doi.org/10.1111/1467-8578.12539>

Enrolment of postsecondary students with disabilities continues to increase, yet completion rates of postsecondary students with disabilities are much lower than those of their non-disabled peers. The purpose of this systematic review is to examine the perceptions of postsecondary students with disabilities, solely within the USA, regarding factors they believe are influential in completing their postsecondary programme. Specifically, the study will focus on student-related factors as identified within the literature. A total of 19 studies were identified after meeting the inclusionary criteria for review. The results of the review identified the student's kindergarten (K) to grade 12 (K-12) transition services, the student's knowledge of their disability and related postsecondary disability services, the student's ability to self-advocate, the student's self-determination and the student's support system as student-related factors that influence their ability to successfully complete a postsecondary programme. According to the literature, these student-related factors are heavily impacted by the social interactions of their past and present instructors, peers, support systems, legislators and chosen postsecondary institution. Therefore, Critical Disability Theory was chosen as the

lens for analysis to examine how students with disabilities, a marginalised group, continue to face obstacles within postsecondary environments. Postsecondary students with disabilities are more apt to be successful in completing their programme if the identified student factors are present. It is important for K-12 support systems, family support systems and postsecondary institution support systems to recognise that the identified factors are important for successful programme completion by students with disabilities. Implications for future research, policy and practice are discussed.

Valeurs

Birot-Gautron, K. (2024). **Les dispositifs d'appui à l'inclusion scolaire : travail en équipe et éthique professionnelle inclusive de l'enseignant.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 79-91. <https://doi.org/10.3917/nresi.100.0079>

Brissaud, J., & Rezzi, N. (2024). **Un dispositif artistique interdisciplinaire au service du respect d'autrui.** *Nouveaux cahiers de la recherche en éducation*, 26(1), 58-76. <https://doi.org/10.7202/1113233ar>

Cet article interroge le rôle singulier des arts plastiques dans les apprentissages fondamentaux, en particulier « respecter autrui » présenté par le ministère de l'Éducation nationale française comme un savoir à acquérir par tous les élèves durant leur parcours scolaire (Ministère de l'Éducation nationale, de la Jeunesse et des Sports [MENJS], 2020). L'étude présentée ici s'appuie sur l'implantation d'un dispositif ayant pour but d'établir, à partir d'une situation d'apprentissage menée dans une école française auprès d'élèves âgés de 6 à 8 ans, une corrélation entre les arts plastiques, le tinkering (Bianchi et Chippindall, 2018, p. 4) et le développement du « respect d'autrui » (Marpeau, 2013; Plante, 2013). L'hypothèse développée est que l'éducation artistique s'appuyant sur le tinkering à l'école élémentaire pourrait développer l'empathie qui permettrait de s'ouvrir et de s'intégrer au monde en respectant l'Autre.

ECW : Education Cannot Wait. (2024). **Futures at risk: climate-induced shocks and their toll on education for crisis-affected children.** Consulté à l'adresse https://www.educationcannotwait.org/sites/default/files/2023-10/f_ecw_appeals_background_paper_mech.pdf

L'étude présente des estimations relatives à l'effet des chocs climatiques sur les enfants et adolescents impactés, les déplacements forcés et sur l'éducation dans le monde. Elle met en évidence les effets particulièrement perturbateurs sur les populations déplacées et les filles, soulignant la nécessité de ressources supplémentaires pour cibler les enfants les plus marginalisés des pays les plus vulnérables. Elle appelle enfin à une action immédiate pour sauvegarder le droit universel à l'éducation pour tous afin que chaque enfant puisse exploiter son potentiel de résilience face à la crise.

ERRADI, A., ADJERAN, M., & BARBARA, R. (2024). **La mobilisation de l'enseignement supérieur marocain pour le climat demeure un impératif.** In U. d'Abomey-Calavi (Éd.), *Les transitions écologiques en Afrique. Apports des systèmes éducatifs pour une prise de conscience précoce aux enjeux climatiques du monde contemporain* (p. 93-121). Consulté à l'adresse <https://hal.science/hal-04722378>

Výzva ekologické transformace vyžaduje, aby byl národ informován o svých výzvách a byl vyškolen, aby na ně reagoval. Zdá se však, že otázky klimatu jsou ve vysokoškolském vzdělávání stále málo zmiňovány. Maroko dosáhlo v posledních dvou desetiletích

d'importantého milníku, pokud jde o ekologický přechod (COP 22, větrné farmy, termosolární elektrárny Noor, projekt Xlinks (mezi Marokem a Spojeným královstvím)) a pokud jde o zvyšování povědomí problémů souvisejících s klimatickými problémy. Království pokračuje v projektech přechodu, ať už interně nebo na mezinárodní úrovni, které jsou součástí jeho politických priorit a závazků vůči partnerům a orgánům OSN. Snahy exekutivy v tomto smyslu však nejsou vidět konkrétně ve vzdělávacích programech a nabídkách ve vysokoškolském vzdělávání. Téma ekologických přechodů v Africe, případ Marockého království, je předmětem tohoto textu. Cílem je ukázat, jak lze tuto problematiku vzdělávat a školit studenty a učitele na univerzitě v otázkách a výzvách spojených s klimatem a také s udržitelným rozvojem. Zájmem je také zhodnotit činnost Ministerstva vysokého školství a Energetické transformace a udržitelného rozvoje v této věci před předložením socio-didaktických nápravných opatření na základě případové studie, která by mohla kompenzovat nedostatek školení. nabízí a seznamuje budoucí laureáty s problémy souvisejícími se změnou klimatu v současném světě a uvádí alternativy v této perspektivě.

Fouquet-Chauprade, B., Charmillot, S., & Felouzis, G. (2024). **Devenir un.e citoyen.ne à l'École. La socialisation politique des collégien.nes et lycéen.nes en France : involution ou dévolution ?** *Raisons éducatives*, 28(1), 43-73. <https://doi.org/10.3917/raised.028.0043>

Garric, J., & Lorcerie, F. (2024). **Les personnels scolaires et la pluralité ethnoreligieuse: Confrontations.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/les-personnels-scolaires-et-la-pluralite-ethnoreligieuse/76703>

Voir l'École non pas comme une entité, mais comme un espace social où interagissent des individus socialement situés – personnels et élèves – porteurs de représentations variées qui infléchissent leurs façons de faire : c'est le parti-pris adopté dans ce livre. Spécifiquement, on s'intéresse aux façons de faire des personnels scolaires vis-à-vis d'individus – élèves, parents, collègues aussi parfois – auxquels est assignée une différence ethnoreligieuse, ou encore à leurs façons d'enseigner des objets d'apprentissage qui impliquent de traiter, implicitement ou directement, de la différence ethnoreligieuse. C'est le cas de principes enseignés en éducation civique tels que la neutralité, la laïcité, ou d'autres questions «sensibles». Les chapitres concernent la vie scolaire, le collectif enseignant, la didactique, la pédagogie, ainsi que le paradigme états-unien de la «théorie critique de la race». Autant dire, beaucoup de ce qui constitue concrètement l'École avec un grand É.

Kheroufi-Andriot, O., Khamzina, K., Rossi, S., Cilia, F., Brasselet, C., Legrain, C., ... Desombre, C. (2024). **Vers une éthique en formation interprofessionnelle pour transcender les différences de métier entre enseignants et professionnels du médico-social.** *La nouvelle revue - Éducation et société inclusives*, 100(3), 65-77. <https://doi.org/10.3917/nresi.100.0065>

Lorcerie, F., & Nyambek-Mebenga, F. (Éd.). (2024). **Racismes et école.** *Les Cahiers pédagogiques*, (595). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-595-racismes-et-ecole/>

L'école n'est pas un sanctuaire, et le racisme, les racismes, ne l'épargnent pas. L'institution est-elle raciste ? Et dans la classe comment se manifestent les racismes ? Comment enseigner contre les racismes et l'antisémitisme, comment y former les

enseignants ? Ce dossier explore différentes manifestations du racisme à l'école, et propose des références théoriques pour contribuer à mieux lutter contre elles.

Mateer, T. J. (2024). **A call for intergenerational solidarity in climate change education: Outlining a strategy to manage climate anxiety and facilitate action.** *European Journal of Education*, 59(3), e12659. <https://doi.org/10.1111/ejed.12659>

As youth psychological distress grows regarding climate change, educators are in an important position to provide support. In working with youth, educators are tasked with balancing the psychological distress associated with climate change knowledge against the ability to educate for positive outcomes such as hope, agency, and action. This theoretical essay pulls from philosophical and social psychological literature to make the case that educators have an intergenerational obligation to educate youth on climate change and that solidarity between educators and students represents a fruitful path forward. Solidarity in climate change education may help youth better manage their climate anxiety and channel this emotion into action. Solidarity expands upon current climate change teaching efforts by advocating for meaningful dialogue between students and educators, grounding action in the unique social-ecological systems within which the learning process is occurring, and fostering realistic hope and agency within students.

Seek Development. (2024). **Rewiring Education: the climate-education nexus** (p. 60). Consulté à l'adresse RewirEd summit website: <https://rewiredsummit.org/wp-content/uploads/2024/09/rewiring-education-the-climate-education-nexus-v2.pdf>

« Rewiring Education: The Climate-Education Nexus » Report is the result of two years of consultations with stakeholders across the education and climate spaces, a synthesis of existing knowledge on the climate-education nexus, and the collection of insights from the bold, rich and engaging dialogue at the RewirEd Summit 2023 during COP28 UAE. The report is a call to action to all stakeholders from policymakers to practitioners, international communities and local ones, experts and students, parents and children, as well as the elderly and youth, to sow the seeds of change wherever they may to leverage the climate-education nexus to the fullest. The report offers five clear win-win solutions that show how education and climate action can work together and mutually benefit both people and planet. In addition, the report provides actionable recommendations in three critical areas: policy, financing, as well as research evidence.

Tadlaoui-Brahmi, A., & Roelens, C. (2024). **Éduquer à la citoyenneté numérique à l'école : entre révolutions sociales et technologiques, dévolution aux élèves et risque d'involution ?** *Raisons éducatives*, 28(1), 181-202. <https://doi.org/10.3917/raised.028.0181>