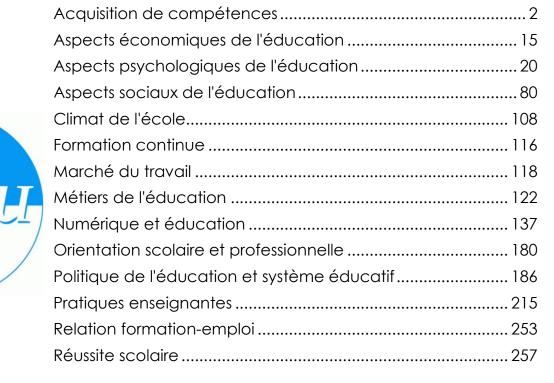# Veille de l'IREDU

Sommaire :

Accédez au groupe Zotéro qui recense toutes les références citées depuis la veille n°121

Acquisition de compétences

Al-Asfour, A., Crocco, O., & Shield, S. W. (2024). **Leading tribal colleges and universities: Perspectives on the skills and experiences needed to lead indigenous higher education**. *Higher Education Quarterly*, *78*(4), e12535. https://doi.org/10.1111/hequ.12535
The purpose of this study is to investigate the essential experiences and skills required for successful and effective leadership at Tribal Colleges and Universities (TCUs) in the United States. Utilizing Weick's seven properties of sensemaking as a framework, this study examines how participants developed their sensemaking abilities regarding their presidencies at TCUs. To conduct this research, a phenomenological qualitative research method was utilized, analysing 11 interviews with TCU presidents. The themes identified in this study included developing a vision plan that the Tribal community supports; learning to communicate with diverse stakeholders; understanding Tribal and non-Tribal politics for fundraising and accreditations; and eliciting mentors from Tribal leaders and other TCU presidents. These findings have vital implications for individuals interested in pursuing leadership positions at TCUs, as they highlight emic perspectives on the skills and experiences necessary for success in these roles.

AlGhamdi, R. (2024). **Exploring the impact of ChatGPT-generated feedback on technical writing skills of computing students: A blinded study**. *Education and Information Technologies*, *29*(14), 18901-18926. https://doi.org/10.1007/s10639-024-12594-2
This research investigates the impact of ChatGPT-generated feedback on the writing skills of first-year computing students at a Saudi University. Employing a qualitative research design, the study involved 111 male students, blinded to the switch from human to ChatGPT-generated feedback, ensuring unbiased reflections on their expériences. Over six weeks, students' reactions to feedback were meticulously analyzed, revealing nuanced emotional, psychological, and educational impacts. The findings, organized into four distinct themes - Emotional and Psychological Responses, Perceived Quality and Usefulness, Progress and Development, and Feedback Content and Delivery - offer rich insights into the multifaceted experiences of students. While some students responded to the feedback provided during weeks 4 and 5 (ChatGPT-generated feedback), perceiving it as a catalyst for learning and self-improvement, others expressed concerns about its consistency and personalization. The study highlights the potential of ChatGPT in education, while also illuminating the need for a balanced, adaptive, and personalized approach to feedback that aligns with diverse learning styles, emotional responses, and educational needs.

Ben Alaya, I., Frenette, É., & Gaudreau, N. (2024). **Processus d'élaboration et de validation d'un questionnaire francophone sur les compétences socioémotionnelles des enseignants**. *Canadian Journal of Education / Revue canadienne de l'éducation*, *47*(2), 375-410. https://doi.org/10.53967/cje-rce.5947
Cet article s'inscrit dans les recherches portant sur le bien-être des enseignants au Québec, plus spécifiquement, à brosser un portrait de leurs compétences socioémotionnelles (CSÉ) que les recherches ont jusqu'ici peu explorées. Face à l'absence de questionnaire en français (Yoder, 2014) pour évaluer les CSÉ, il a été proposé d'en élaborer un selon le processus en sept étapes de Frenette et al. (2019) qui maximise l'obtention de preuves de validité. Un échantillon de 401 enseignants a permis d'accumuler diverses preuves de validité soutenant l'utilisation de ce questionnaire. Les analyses effectuées ont montré que le modèle conceptuel à deux facteurs

(intrapersonnel et interpersonnel) s'ajuste bien aux données. Selon la perception des enseignants québécois, les résultats pointent trois constats : 1) les CSÉ sont occasionnellement utilisées en classe ; 2) le volet interpersonnel est plus présent dans leurs interventions que le volet intrapersonnel ; et 3) les jeunes enseignants présentent des moyennes plus faibles pour le volet intrapersonnel comparativement à leurs collègues plus âgés. De futures recherches devront être réalisées pour appuyer ces constats et justifier l'importance d'introduire les CSÉ dans la formation des enseignants au Québec.

Charles, S. (2024). **Transfert de tests spatiaux pour adultes à de jeunes adolescents**. *e-JIREF*, *10*(1), 29-57. https://doi.org/10.48782/e-jiref-10-1-29
Notre intérêt s'étant porté sur la mesure des habiletés spatiales de jeunes collégiens, notre recherche vise à proposer des techniques d'analyse qui permettent d'évaluer la pertinence des tests spatiaux auprès de publics spécifiques. Pour évaluer les habiletés spatiales de jeunes adolescents, il s'agit en premier lieu de régler le problème de l'identification d'outils de mesure qui leur sont appropriés, et à défaut, des conditions auxquelles on peut utiliser des tests conçus pour d'autres publics. Pour ce faire, nous nous appuyons sur une revue de littérature orientée vers la validation des tests psychométriques en général, et celle des tests spatiaux en particulier, pour concevoir des outils et procédés d'analyse des tests spatiaux et de leurs qualités métrologiques. Ces derniers sont testés sur deux échantillons de collégiens français pour investiguer l'adéquation de quatre tests spatiaux auprès de ces publics. Nos résultats indiquent que les techniques d'analyse que nous avons développées permettent une étude heuristique de l'adéquation de tests psychométriques pour un public spécifique.

Claro, S., & Loeb, S. (2024). **Students With Growth Mindset Learn More in School: Evidence From California's CORE School Districts**. *Educational Researcher*, *53*(7), 389-402. https://doi.org/10.3102/0013189X241242393
Previous research provides evidence that developing a growth mindset—believing that one's capabilities can improve—promotes academic achievement. Although this phenomenon has undergone prior study in a representative sample of ninth graders in the United States, it has not been studied in representative samples of other grade levels or with standardized assessment measures of achievement rather than more subjective grades. Using a rich longitudinal data set of more than 200,000 students in Grades 4 through 7 in California who we followed for a year until they were in Grades 5 through 8, this article describes growth mindset gaps across student groups and confirms, at a large scale, the predictive power of growth mindset for achievement gains. We estimate that a student with growth mindset who is in the same school and grade level and has the same background and achievement characteristics as a student with a fixed mindset learns 0.066 SD more annually in English language arts, approximately 18% of the average annual growth or 33 days of learning if we assume learning growth as uniform across the 180 days of the academic year. For mathematics, the corresponding estimates are 0.039 SD, approximately 17% of average annual growth or 31 days of learning.

Cuny, G., & Bell, L. (2024). **« Quand on n'a que l'amour ». Le caring dans l'enseignement professionnel ou comment convertir des dispositions sociales en titre scolaire : le cas des élèves scolarisées en baccalauréat professionnel ASSP**. *Revue française de pédagogie. Recherches en éducation*, (222), 51-68. https://doi.org/10.4000/12euv
Le baccalauréat professionnel ASSP (Accompagnement, soin, services à la personne) forme depuis 2011 de jeunes femmes d'origine populaire aux métiers du care. Bien que

l'orientation dans la voie professionnelle soit fréquemment vécue sur le mode de la relégation par les élèves, la filière ASSP semble en partie échapper à cette règle : les élèves scolarisées dans cette filière ont toutes choisi en tant que premier vœu cette spécialité. Ce qui apparaît comme un « choix » est à relier à la socialisation de ces jeunes femmes : en effet, les élèves en entretien déclarent massivement s'être dirigées dans cette filière parce qu'elles avaient l'habitude de s'occuper des autres dans leur famille. Ces dispositions liées à leur genre et à la division sexuelle du travail domestique vont ainsi trouver une suite « logique » dans la division sexuée des filières de l'enseignement professionnel. Si les élèves peuvent se servir de cette proximité pour établir un rapport vocationnel à l'orientation, nous nous demanderons si elles peuvent convertir ce capital culturel incorporé en un capital culturel institutionnalisé à travers l'obtention d'un titre scolaire. Nous verrons que les acteurs (proviseurs, CPE et professeurs) sont pris en étau entre, d'une part, la volonté de valoriser ce capital culturel – pour revaloriser les élèves – et, d'autre part, celle de le mettre à distance car il serait susceptible d'entraver la professionnalisation des élèves.

Deming, D., & Silliman, M. I. (2024). **Skills and Human Capital in the Labor Market** (NBER Working Paper N° 32908). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32908.htm
This paper synthesizes the economics literature on skills and human capital, with a particular focus on higher-order capacities like social and decision-making skills. We review the empirical evidence on returns to human capital from both a micro and macro perspective, as well as the evidence on returns to human capital investment over the life-cycle. We highlight two key limitations of human capital theory as currently implemented. First, prior work mostly assumes that human capital is one-dimensional and can be measured by education or test scores alone. Second, human capital is typically modeled as augmenting the marginal product of labor with workers being treated as factors of production, just like physical capital. We argue for a new approach that treats workers as agents who decide how to allocate their labor over job tasks. Traditional cognitive skills make workers more productive in any task, while higher-order skills govern workers' choices of which tasks to perform and whether to work alone or in a team. We illustrate the value of this approach with stylized models that incorporate teamwork and decision-making skills and generate predictions about how returns to skills vary across contexts.

Depoilly, S. (2024). **Les contours d'une culture technique dans des formations féminines en lycée professionnel. Ce que transmettre et apprendre veut dire en baccalauréat professionnel Soins et services aux personnes**. *Revue française de pédagogie. Recherches en éducation*, (222), 69-81. https://doi.org/10.4000/12euw
Cet article se fonde sur une enquête ethnographique conduite dans des classes de baccalauréat professionnel Soins et services aux personnes et aux territoires (SAPAT). Ce bac pro vise l'apprentissage de pratiques professionnelles traditionnellement associées au « féminin » (soins d'hygiène, cuisine, entretien) et est de fait considéré comme de faible valeur technique. L'article propose de soumettre ce constat à la discussion en s'intéressant aux savoirs techniques, technologiques, professionnels tels qu'ils sont transmis et appropriés par les enseignantes et les élèves. Nous montrons que le bac pro SAPAT vise la transmission d'une culture technique dont nous déterminons certaines des composantes : le passage des savoirs profanes aux savoirs techniques, l'usage des

techniques du corps et des machines, l'apprentissage des savoirs de la relation, l'élaboration d'un ethos professionnel dans la confrontation au travail.

Faure, J., Foucher, A.-L., & Blanchard Rodrigues, C. (2024). **Favoriser le développement des compétences techno-sémio-pédagogiques des futur·es enseignant·es de langues étrangères à travers la pratique réflexive : quelles tâches pour quels objets de réflexion ?** *IMPEC - Interactions multimodales par écran. Créativité, innovation, éthique*. Présenté à Aix-en-Provence, France. Consulté à l'adresse https://hal.science/hal-04739799
Cette étude vise à appréhender les liens entre pratique réflexive et développement des compétences techno-sémio-pédagogiques d'enseignant·es de Français Langue Étrangère (FLE) en formation. À l'Université Clermont Auvergne (UCA), les étudiant·es de Master en 1ère et 2ème année sont amené·es à expérimenter l'enseignement du FLE en visioconférence face à des apprenant·es issu·es d'universités partenaires dans d'autres pays. Sont articulées à ces expériences différents types de tâches les encourageant à porter un regard réflexif sur leurs compétences et stratégies mobilisées lors des séances en visioconférence. Certaines compétences et stratégies semblant nécessiter une formation formelle (Cappellini, 2023), nous nous demandons sur lesquels de leurs agirs enseignants se penchent les étudiant·es lorsqu'iels sont amené·es à mettre en discours leurs réflexions. Nous interrogeons ainsi d'une part le guidage réflexif proposé aux étudiant·es, en nous demandant si les tâches et consignes impulsent des réflexions focalisées sur telle ou telle « régulation pédagogique » (Guichon & Drissi, 2008) ou stratégie multimodale à développer en vue d'enseigner en visioconférence. Il apparait que les étudiant·es se penchent en effet sur des régulations pédagogiques précises lorsque celles-ci sont focalisées par certaines tâches, tandis que des consignes plus ouvertes en termes d'objets de réflexion semblent laisser place une plus grande variété de compétences évoquées. Nous observons par ailleurs que certain·es étudiant·es établissent assez peu de liens entre la mobilisation de régulations pédagogiques et l'usage stratégies multimodales, vis-à-vis desquelles une conscientisation est pourtant visée par les dispositifs.

Gaspich, T., & Han, I. (2024). **Immersive media and its influences on design thinking**. *Education and Information Technologies*, *29*(14), 18379-18402. https://doi.org/10.1007/s10639-024-12552-y
Design thinking and virtual reality continue to infiltrate the K-12 landscape, with incredible promise for fostering deeper engagement with content. Design thinking in particular embodies maker education's beliefs in learning through building, but with the added caveat of solving real-world problems with the consideration of others' perspectives. For leveraging the benefits of design thinking, understanding the perspective of the other person can be crucial. In this phenomenological study, thirteen high school students participated in a Design Thinking class which used two different media— one immersive virtual reality video, and one non-immersive traditional documentary— as a means to kickstart the design thinking process. Results showed that the traditional documentary allowed students to brainstorm problems to solve, while a more immersive media evoked stronger feelings in students and prompted more action; both media appear to help gain perspective. This research provides implications on how media immersion influences problem solving with design thinking.

Gruber, M., & Crispeels, T. (2024). **Unravelling the process of idea generation and assessment during the PhD trajectory: A case study approach**. *Higher Education Quarterly*, *78*(4), e12523. https://doi.org/10.1111/hequ.12523
The three missions of universities are education, research, and knowledge/technology transfer. At the micro-level of the research and knowledge/technology transfer mission, we position researchers, as individuals who decided to pursue a scientific career in academia, with the PhD as the starting point. While existing literature acknowledges the supervisor's significance during this process from dependency to autonomy, this paper advocates for a closer examination of external factors such as the network, supervisor's experience, and work environment in idea generation. Ideas in this context encompass both curiosity-driven and entrepreneurial concepts, often evolving from one to the other. Our research builds upon the theory of opportunity identification, drawing parallels between ideas and opportunities. The research asserts that PhD students primarily rely on their networks for idea generation due to limited prior knowledge and experience. Our findings underscore the dynamic interplay between PhD students, supervisors, and networks in the process of idea generation, advancing a comprehensive framework encapsulating the multifaceted influences on the trajectory from idea generation to execution in the context of PhD education. The framework is based on empirical evidence from a qualitative case study comprising 16 PhD students in a European H2020 project in the field of Photonics, illuminating the intricate relationship between supervisors' orientations (entrepreneurial or curiosity-driven) and the types of ideas generated by PhD students. Practical implications highlight the need for tailored support and resources to foster independent research capabilities among PhD students, considering individual variations in supervisory support and networking opportunities.

Haşlaman, T., Mumcu, F. K., & Uslu, N. A. (2024). **Fostering computational thinking through digital storytelling: a distinctive approach to promoting computational thinking skills of pre-service teachers**. *Education and Information Technologies*, 29(14), 18121-18147. https://doi.org/10.1007/s10639-024-12583-5
The present study illustrates digital storytelling (DS) as an open-ended learning environment, which is one of the ways of preparing pre-service teachers (PST) to practice computational thinking (CT) in their future teaching. An 8-week teacher training program was organized and presented. The study aims to investigate the program's impact on the PST's CT skills, CT-integrated DS design skills, and their perspectives. A study group of fifty-two second-year PSTs took part in the Instructional Technologies course. An embedded mixed-method design was used. The CT scale was used as a pre-test and post-test to examine the development of the PST's CT skills for quantitative data collection. The qualitative data comprise the CT-integrated DS projects developed by the PST during the training and the reflection reports they wrote at the end of the training. The paired samples t-test was used in the analysis of quantitative data. The DS projects were evaluated using the rubrics with the story/storyboard, DS, and CT skills dimensions. Reflection reports were analyzed using thematic analysis. The findings revealed a significant improvement in the PST's CT skills after the training program. The qualitative findings show the PST's perspectives on CT definitions, the perceived benefits of CT and DS, and the use of DS to promote CT. The qualitative findings also present evidence for the CT-integrated DS design skills of the PST. Therefore, the study presents early findings showing that CT components could be integrated with DS and used in teacher education effectively without any pressure to use programming tools. The study also

shows how DS is gradually integrated with the CT components as a suggestion for future studies.

Hong, J.-C., Liu, M.-C., Ho, H.-Y., Tsai, C.-R., & Tai, K.-H. (2024). **The effects of live-streaming presence and extraneous cognitive load on learning performance in P-D/O-Q/D-E-T inquiry**. *Education and Information Technologies*, *29*(14), 18427-18450. https://doi.org/10.1007/s10639-024-12565-7
By using information technology, science learning can be widely disseminated, including, for example, to rural schools. However, the implementation of inquiry-based science learning with action-to-ground science concepts for rural learners needs to be explored. To address this purpose, the present study adopted "live stream" technology with a science inquiry model for rural students to learn four science concepts. Using different science knowledge representations, the predict-do/observe-quiz/discuss-explain-transform (P-D/O-Q/D-E-T) inquiry model was designed to be implemented via live streaming with local teachers' facilitation. Drawing on the cognitive-affective theory of multimedia learning and triadic reciprocal determinism, the present study focused on exploring how the live-streaming presence and external cognitive load can predict participants' flow and learning performance. A total of 45 participants completed the questionnaire, pre-test, and post-test, and structural equation modeling was adopted to test the hypotheses of this study. The results showed that live-streaming presence could positively predict flow, but external cognitive load can negatively predict flow, while flow can positively predict learning performance. This live-streaming method uses inexpensive and affordable educational technology that can be implemented at any rural elementary school to enable rural students to learn science remotely.

Hunter-Mullis, K., Qing, C., & Decker, K. A. (2024). **Evaluation of remote and in-person instruction of a social-emotional learning curriculum in a rural midwestern middle school: A case study**. *Psychology in the Schools*, *61*(11), 4080-4094. https://doi.org/10.1002/pits.23270
Rural adolescents are at a greater risk for substance abuse and other mental health challenges. There is a need for enhanced evidence-based prevention efforts. This case study evaluated both remote and in-person instruction of Second Step®, a social-emotional learning (SEL) curriculum aimed to improve school-based prevention efforts. Second Step® was implemented in a rural Midwestern middle school from Fall 2020 to Spring 2022. Pre- and post-surveys were given to 7th grade (n = 233) and 8th grade (n = 146) students. To evaluate program implementation, t-tests were conducted. Post-survey scores were compared to evaluate remote versus in-person learning. Seventh grade students showed significant improvement of self-efficacy in overcoming obstacles, and this was expanded via in-person instruction. Eighth grade students increased knowledge of identifying and disrupting bullying, and the goal-setting unit showed more success taught via remote instruction. Second Step® shows promise in increasing self-efficacy and knowledge of SEL topics. Exploratory results suggest both in-person and remote implementation should be considered.

Hwang, G.-J., Chuang, W.-H., & Hsia, L.-H. (2024). **Comprehending complex chemistry problems in a structured and enjoyable manner: A concept mapping-based contextual gaming approach**. *Education and Information Technologies*, *29*(14), 18745-18767. https://doi.org/10.1007/s10639-024-12615-0

Many scientific concepts and theorems are often abstract and challenging to relate to real-life problems, making it difficult for students to grasp them. Therefore, some researchers have attempted to enhance students' understanding by employing a contextual learning approach, which allows students to apply scientific knowledge to real situations in their daily lives. The aim is to improve students' learning experiences by moving away from rote memorization. However, if a contextual gaming approach is offered without encouraging deep reflection, students may focus solely on the game itself and overlook the importance of fully understanding the knowledge and contemplating the meaningful relationships between scientific concepts. To address this issue, for this study we developed a Concept Mapping-based Digital Game-Based Learning for Complex Chemistry Problems (short for CM-DGBL-CCP) learning system to assist students in understanding complex chemistry problems. To verify the effects of the proposed approach, the experiment was conducted in a secondary school with two groups. The experimental group with 49 students adopted the CM-DGBL-CCP learning model, while the control group with 56 students utilized the traditional digital game-based learning for complex chemistry problems (T-DGBL-CCP) learning model. The experimental results revealed that there were no significant differences between the two groups of students in terms of learning achievement and cognitive load. However, the experimental group students outperformed the control group in areas such as problem-solving tendency, scientific self-efficacy, scientific learning strategies, and the ability to use deep-level strategies to solve problems.

Janssen, N., & Lazonder, A. W. (2024). **Meta-analysis of Interventions for Monitoring Accuracy in Problem Solving**. *Educational Psychology Review, 36*(3), 96. https://doi.org/10.1007/s10648-024-09936-4
Accurate monitoring of performance in problem-solving tasks is an important prerequisite for students' future academic success. A wide variety of interventions aiming to enhance students' monitoring accuracy have been developed, but their effectiveness is not apparent from the individual studies in which they have been examined. This meta-analysis classified these interventions in terms of how they target students' monitoring and investigated their relative effectiveness to improve monitoring accuracy in problem-solving tasks. Findings across the 35 included studies indicated that all interventions combined have a small positive effect on students' monitoring accuracy ($g = 0.25$). Intervention type moderated the findings. Interventions on the whole task, metacognitive knowledge, and external standards improved monitoring accuracy. On the other hand, interventions targeting the timing of metacognitive judgment negatively impacted monitoring accuracy and significantly differed from all other interventions. Exploratory moderator analyses of study features indicated that secondary school students benefited least from the interventions compared to primary school students and adults, laboratory studies showed larger effects than classroom studies, and interventions were more effective for retrospective confidence judgments than for judgments of learning. For educational practice, interventions targeting the whole task, metacognitive knowledge, and external standards are recommended, while reconsideration and possibly discontinuation of timing interventions is needed.

Lombardi, D., Sinatra, G. M., Bailey, J. M., & Butler, L. P. (2024). **Seeking a Comprehensive Theory About the Development of Scientific Thinking**. *Educational Psychology Review, 36*(3), 72. https://doi.org/10.1007/s10648-024-09911-z

Our technological, information-rich society thrives because of scientific thinking. However, a comprehensive theory of the development of scientific thinking remains elusive. Building on previous theoretical and empirical work in conceptual change, the role of credibility and plausibility in evaluating scientific evidence and claims, science engagement, active learning in STEM education, and the development of empirical thinking, we chart a pathway toward a comprehensive theory of the development of scientific thinking as an example of theory building in action. We detail the structural similarity and progressive transformation of our models and perspectives, highlighting factors for incorporation into a novel theory. This theory will focus on beneficial outcomes of a more collaborative scientific community and increasing scientific literacy through deeper science understanding for all people.

Martín-Antón, L. J., Valdivieso, J. A., García-Alonso, J.-C., Carbonero-Martín, M. A., & Saíz-Manzanares, M.-C. (2024). **Situational evaluation of teachers' social-emotional competence: Spanish version of the test of regulation in and understanding of social situations in teaching (TRUST)**. *Social Psychology of Education*, *27*(5), 2857-2882. https://doi.org/10.1007/s11218-024-09927-x
Evaluating teachers' social-emotional competence is key to studying the effectiveness of education systems. This competence tends to be measured through self-reports, which might lead to a distorted vision. As an alternative, situational judgement tests have emerged. The present work seeks to adapt the Test of Regulation in and Understanding of Social Situations in Teaching (TRUST) to Spanish. The study involved 503 teachers from schools who teach in primary (n = 198, 106 female) or secondary education (n = 305, 201 female). Average age was 45.07 (SD = 9.94), and teachers had an average of 16.77 years' professional experience (SD = 10.17). In addition to responding to the TRUST, those who took part also responded to the ICQ-15, TEIQue-SF, and ERQ questionnaires. Confirmatory factor analysis provided a good fit of the two-factor model (emotional regulation and relationship management): χ^2 (89) = 198.49, p < .001, CFI = 0.93, TLI = 0.92, RMSEA = 0.049, 90% CI [0.040, 0.059], SRMR = 0.042, as well as reliability and convergent validity. Factorial invariance is seen to hold amongst both women and men as well as between teachers who teach at different stages of the education system. The Spanish version of TRUST emerges as a valid and reliable tool for measuring teachers' level of social-emotional competence, both in the Spanish education system at basic levels as well as with Spanish-speaking teachers from various countries, since situations are presented which are common in any type of school.

Martinez-Yarza, N., Solabarrieta-Eizaguirre, J., & Santibáñez-Gruber, R. (2024). **The impact of family involvement on students' social-emotional development: the mediational role of school engagement**. *European Journal of Psychology of Education*, *39*(4), 4297-4327. https://doi.org/10.1007/s10212-024-00862-1
Family involvement has been identified as a mechanism that explains the differences in academic performance and well-being between students from different socioeconomic backgrounds. The implications of family involvement in students' non-academic outcomes have often been overshadowed by a focus on the academic domain. This study focuses on one type of non-academic attributes which is currently most critical to navigate in school and beyond: social-emotional development. In addition to that, the potential mediating role of school engagement in the association between family involvement and students' social-emotional development remains to be explored. This study aimed to investigate whether family involvement was associated with students'

school engagement and social-emotional development and to clarify the underlying mechanism in the relationship. The sample consisted of 170 students from 8 to 17 years old and their parents who live in economically vulnerable situations and experience social exclusion. The analyses were performed using Jamovi statistical software and a GLM Mediation Model module. To address the research objectives, a series of mediation analysis were performed to fit the hypothesized relations among the study variables. The mediational analysis suggested that home-based family involvement could not predict students' social-emotional development, and that the effect of home-based family involvement on students' social-emotional development was fully mediated by school engagement, a variable not included in previous research. The results suggest that families who are actively engaged in their child's education at home positively influence students' level of participation in school, which, in turn, promotes the development of students' social-emotional competences.

Mejeh, M., Sarbach, L., & Hascher, T. (2024). **Effects of adaptive feedback through adigital tool – a mixed-methods study on the course of self-regulated learning**. *Education and Information Technologies*, 29(14), 1-43. https://doi.org/10.1007/s10639-024-12510-8

Memarian, B., & Doleck, T. (2024). **A multidimensional taxonomy for learner-AI interaction**. *Education and Information Technologies*, 29(14), 18361-18378. https://doi.org/10.1007/s10639-024-12546-w
There is a need to conceptualize a multidimensional taxonomy for learner-AI interaction. This conceptual/perspective article shares recent work on AI learner education and further presents new conceptions for a multidimensional taxonomy for learner-AI interaction. A review of the literature is conducted (N = 11). Open coding is used to summarize an overview of work, challenges, and findings reported. The summarized work is then used to conceptualize considerations for a multidimensional taxonomy for learner-AI interaction. The contribution of this work is in identifying unforeseen limitations in characterizing human-AI interaction and presenting new conceptions for a multidimensional taxonomy for learner-AI interaction based on the synthesis of the reviewed literature. This work thus shares current findings and challenges reported by the literature and our conceptions. Four conceptions are introduced, namely the alignment between the learner and AI; diverse metrics for the learner, AI, and learner-AI interaction; feedback direction when summarizing interactions; and what works in human-AI interaction by using prior research. We find there to be challenges with the use of AI by humans. The more interaction time spent between humans and AI may not necessarily lead to enhanced learning and understanding. Humans may exploit and use AI in inappropriate ways such as plagiarism. This eminent threat begs the question to reconsider our evaluation methods in light of AI systems.

Navarro, R., Víllora, B., Rodríguez-Álvarez, J. M., Yubero, S., & Larrañaga, E. (2024). **Unpacking the differences in social impact and social preference among Spanish preschool aggressors, victims, aggressor-victims, and defenders whilst controlling for emotional competences**. *Psychology in the Schools*, 61(11), 4391-4413. https://doi.org/10.1002/pits.23288
Peer status among preschool children has been associated with their roles in aggression-related interactions. This study analyses the differences between aggressors, victims, aggressor-victims and defenders on two measures of peer status (social impact and social preferences) whilst controlling for individual factors. The sample comprised 394

preschool children (184 girls, 210 boys) between the ages of 3–6 years old (M = 4.36, SD = 0.87) and their parents supplying information about socio-demographic variables and children's emotion regulation. Teachers rated emotional competences for each child in their class. Analysis of covariance along with Bonferroni-adjusted post-hoc comparisons were conducted to compare mean scores between the aggression roles for social impact and social preference while controlling for significant individual factors. The results revealed that aggressors and aggressor-victims exhibited higher social impact but lower social preference after controlling for individual factors. In contrast, defenders enjoyed higher social status among their peers, characterized by both higher social preference and social impact. Victims were associated with lower social preference and social impact. Uninvolved children consistently exhibited lower social impact. Results underscore the need for interventions that focus on promoting prosocial behaviors, addressing aggressive tendencies, and enhancing emotional competences to create a more positive and supportive peer environment.

Pederiva, V., Andretta, I., & Brust-Renck, P. G. (2024). **Social skills predict the development of creative strategies in college teachers during the COVID-19 pandemic**. *Psychology in the Schools*, *61*(11), 4361-4374. https://doi.org/10.1002/pits.23284
The development of social skills (SS) and creative potential is of great interest to researchers in educational and organizational contexts. The present study aimed to understand the relationship between SS and the use of creative strategies to solve problems in the work environment of college teachers. The study included 386 faculty members of Brazilian colleges who were teaching during the first year of the COVID-19 pandemic. Participants answered an online survey including the Social Skills Questionnaire and the Strategies to Create at Work Scale. The results showed that the SS were predictors of the development of creative strategies in college teachers, with greater emphasis on the ability to maintain calm in the face of criticism, which significantly predicted all strategies to create at work. The development and search for solutions to problems in a creative way in the work environment can be a result of frequent interactions with students, teachers, managers, other employees of the institution. Such interactions can also help improve repertoire of SS.

Rayou, P. (2024). *L'Autonomie des élèves : Injonctions, pratiques, inégalités*. Consulté à l'adresse https://pul.univ-lyon2.fr/product/show/9782729714376/lautonomie-des-eleves
Aboutissement des travaux de toute une vie de chercheur en sciences de l'éducation, ce livre propose en 160 pages une analyse d'abord philosophique puis très concrète des injonctions à l'autonomie faites par l'école aux élèves de la primaire au lycée. Du début à la fin de notre vie, de la crèche à l'EHPAD, l'autonomie semble aujourd'hui constituer un critère essentiel d'évaluation de nos compétences. Vécue par les Lumières comme un gage de liberté, l'injonction à l'autonomie, dans sa forme actuelle, peut également se lire comme un transfert de responsabilité de la société à l'individu. Un transfert à l'origine de fortes inégalités, notamment pour des élèves en devenir qui ne disposent pas tous des mêmes ressources face aux attentes scolaires. Après une analyse philosophique de la notion d'autonomie, Patrick Rayou s'appuie sur les nombreuses enquêtes de terrain qu'il a réalisées durant sa carrière pour décrypter les arrière-plans qui favorisent ou freinent l'apprentissage de l'autonomie scolaire. Il dénoue ainsi un certain nombre de malentendus liés à cet apprentissage (être autonome, pour un élève, ce n'est pas prendre la place du prof, ce n'est pas nécessairement faire seul ou sans aide, etc.) Pour finir, il rappelle que l'autonomie est un processus à construire, qui suppose l'écoute des

élèves, la mise en place de médiations et de méthodes spécifiques. Car c'est de la transformation des connaissances en compétences à travers l'enseignement des adultes que résulte l'autonomie des plus jeunes.

Rezaei, E., & Beheshti Shirazi, S. S. (2024). **The impact of thinking-aloud peer assessment (TAPA) on the development of high order thinking skills (HOTS) in math e-learning**. *Education and Information Technologies*, *29*(14), 18883-18900. https://doi.org/10.1007/s10639-024-12607-0
Assessment plays a crucial role in the learning process and significantly impacts students' understanding of tasks and their engagement. With the increasing popularity of e-learning, cognitive assessment methods are becoming more prevalent, and they can help develop students' high-order thinking skills (HOTS). Thinking-Aloud Peer Assessment (TAPA) is one such method that enables students to provide feedback on their peers' assignments while articulating their thinking processes. This study aims to investigate the impact of TAPA on HOTS in elementary school students. The four-week TAPA method was used to assess the students' math lessons in e-learning. Pre- and post-tests using the Ricketts Critical Thinking Questionnaire and Cassidy and Long Problem-Solving Questionnaire were conducted to measure the method's effect on the student's HOTS. The questionnaires' reliability was calculated using Cronbach's alpha coefficient, resulting in scores of 0.84 and 0.81, respectively. Data analysis involved an analysis of variance test, revealing a significant difference between the experimental and control groups in all questionnaire components. The results suggest that the TAPA method can positively impact the development of students' HOTS. Overall, the study highlights the potential of TAPA as a valuable tool for fostering HOTS. By addressing its limitations and building upon its strengths, educators can leverage this method to better equip students for their cognitive development in eLearning environments.

Shi, X. (2024). **Improving argumentation by teaching philosophy of science with critical questions in Chinese senior high school**. *International Journal of Science Education*, *46*(16), 1690-1712. https://doi.org/10.1080/09500693.2023.2297752
This study examines the use of critical questions (CQs) as an 'explicit' pedagogical method in the nature of science to teach Chinese high school students topics of philosophy of science (POS). The study results, evaluated through deductive thematic and qualitative comparative analyses using Toulmin's argumentation patterns and a critical integrative argumentation model, revealed that students who participated in the POS course showed significant improvement in understanding and application of argumentation by asking CQs as suggested by instructors. This finding strongly supports the use of CQs for rebuttals in argumentation based on crisp qualitative comparative analysis. The study results have broad implications for how CQs can promote engagement in high school argumentation. The study conclusions highlight the limitations of oral questioning in classroom argumentation. Finally, the study discusses how POS can improve students' classroom argumentation.

Sia, J. K.-M., Hii, I. S. H., Jong, L., & Low, W. W. (2024). **Do emojis really help us to communicate better? Investigating instructor credibility, students' learning motivation, and performance**. *Education and Information Technologies*, *29*(14), 17889-17913. https://doi.org/10.1007/s10639-024-12536-y
Extensive research has been conducted to investigate the role of emojis in interpretation, impression, perceptions, personality and relationship building. However, in the higher

education sector, few studies have examined how emojis influence the learning motivation and performance of students. Using the theories of source credibility and stimulus organism response, a model was created to explain how the emojis used in text-based electronic-mediated communication (TEMC) impact instructor credibility, learning motivation, and learning performance. Data obtained from students (N = 348) indicates that the use of emojis in TEMC affects their perceptions of instructor credibility (expertise, trustworthiness, likability) and learning motivation. Furthermore, perceived instructor credibility was found to mediate the relationship between the use of emojis in TEMC and students' learning motivation. Finally, the study also demonstrates that students' learning motivation significantly enhances their learning performance. The research findings illustrate the importance of emoji use in TEMC between instructors and students in enhancing students' learning motivation and performance at higher education institutions (HEIs). The findings have significance for instructors and HEIs who engage in TEMC with students. This paper also discusses the implications and limitations of the study, along with potential future research.

Sickler, J., Lentzner, M., Goldsmith, L. T., Brase, L., & Kochevar, R. (2024). **Reasoning about data in elementary school: student strategies and strengths when reasoning with multiple variables**. *International Journal of Science Education*, 46(16), 1736-1756. https://doi.org/10.1080/09500693.2023.2298214
The need for data literacy is an increasingly pressing priority in society, but most of the work in data-centred education has focused on developing skills at the middle school, secondary, and post-secondary levels, with little attention on the potential for engaging elementary-aged students in reasoning with and about data. This paper reports findings from a foundational study to explore the natural strengths, skills, and strategies that upper elementary students bring to reasoning about data-centred problems. It was the first phase of a project that aimed to design and test activities to promote data literacy among upper elementary students. Clinical interviews with students in grades 3, 4, and 5 centred on a series of non-mathematical data 'scenarios' designed to elicit students' reasoning about data without requiring them to manipulate or interpret tabular or graphical representations. The findings indicate that young students were able to reason about multivariate problems and were particularly adept at thinking critically about the data sources and evidence in the data. The findings indicate that students bring foundational strengths that can inform the development of curricular interventions, as well as stimulate further research into the early stages of students' development of data literacy.

Valdez, J. P. M., & Mendoza, N. B. (2024). **Digital learning for preschools: Validation of basic ICT competence beliefs of preschool teachers in Hong Kong and the Philippines**. *Education and Information Technologies*, 29(14), 1-15. https://doi.org/10.1007/s10639-024-12591-5
With technology integration efforts expanding to early childhoodeducation globally, assessing preschool teachers' technological competencebeliefs is imperative. However, most existing tools measuring teachers'information and communication technology (ICT) competence beliefs focused on primarythrough secondary grades. This study examined the factorial validity, reliability, and measurement invariance of the Basic ICT Competence Beliefs (BICB) questionnaireamong 209 preschool teachers in Hong Kong and the Philippines. Confirmatory factoranalyses supported the original nine-factor structure over plausible alternativemodels. All factors showed good reliability (a = 0.83 to

0.91)and theoretically meaningful factor intercorrelations. Multigroup CFA resultssupported the measurement invariance of the scale. Specifically, the resultsdemonstrated the configural, metric, scalar, and strict invariance across culturalgroups. Findings provide further validity for the BICB as a psychometrically soundinstrument for assessing preschool teachers' ICT competence beliefs withinand across contexts. The BICB can help identify teacher strengths and needs, guideprofessional development, and evaluate technology integration efforts in earlychildhood education in Asia.

Weng, C., Kassaw, K., Tsai, P.-S., & Lee, T.-J. (2024). **Does scratch animation for sustainable development goals (SDGs) with AI-comics impact on student empathy, self-efficacy, scriptwriting, and animation skills?** *Education and Information Technologies*, *29*(14), 18097-18120. https://doi.org/10.1007/s10639-024-12576-4
This study aimed to make and introduce a curriculum in Taiwan for fifth-grade students, merging Scratch animation with the Sustainable Development Goals (SDGs). The curriculum combined the Scratch Reflective AI digital learning platform with conventional teaching methods to assess its effect on students' empathy, self-efficacy, and scriptwriting and animation skills. A total of 133 fifth-grade students from elementary school were involved in the study. The experimental group (67 students) received the SDGs-themed Scratch animation course with the AI-Enhanced Comics Reflection Diaries, while the control group (66 students) received the traditional SDGs-themed Scratch animation course. The findings revealed a significant improvement in students' self-efficacy levels in the Scratch animation course within the SDGs theme when using the AI digital learning platform with Comic Reflection. However, there was no significant variation in empathy levels among the students. The Comic Reflection AI digital learning platform significantly enhanced students' scriptwriting and animation skills, boosting creativity and self-efficacy in their abilities within the SDGs-themed Scratch animation course. Classroom observations revealed students' enthusiasm for the platform, emphasizing its potential to foster creativity and learning engagement. The study offers insights into the effectiveness of integrating digital learning platforms like Comic Reflection can be beneficial for enhancing students' self-efficacy and scriptwriting skills, highlighting the importance of adequate time for cognitive processing. The study's findings provide valuable guidance for educators and researchers aiming to enhance students' empathy with regard to global sustainability development goals.

Yuksel, T., Bryan, L. A., & Magana, A. J. (2024). **Undergraduate students' models of single- and multi-electron atoms**. *International Journal of Science Education*, *46*(16), 1713-1735. https://doi.org/10.1080/09500693.2023.2297754
Quantum physics forms the basis for exciting new technologies, including quantum computers, quantum encryption, and quantum entanglement. The advancement of science and technology highlights the importance of mastering quantum physics and its applications, not only at the college level but also as early as high school. In this multiple case study, we investigated first- and second-year undergraduate college students' models of single and multi-electron atoms after completing a modern mechanics course, which addressed basic QM topics. The students' models were categorised into four primary categories: the discrete entity (particle) model, hybrid model, quantum-like model, and quantum model, and subcategories for atom structure and electron attribution and motion. Despite being introduced to quantum concepts in high school and first-year undergraduate calculus-based physics classes, many students constructed

incomplete, inaccurate, or incoherent models. Seven of eight students' atomic structure models and six of eight students' electron attribution and motion models were classified as discrete entity and hybrid models. The findings of this study reveal students' conceptual challenges in explaining the structure of single and multiple-electron atoms and shed light on the factors contributing to the persistent difficulties in their understanding of atomic structure in the realm of quantum mechanics.

Zhang, Z., Xu, H., Liu, R., & Zhao, Z. (2024). *Free Education and the Intergenerational Transmission of Cognitive Skills in Rural China* (Working Paper N° 2024-017). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://econpapers.repec.org/paper/hkawpaper/2024-017.htm
This paper estimates the impact of the Free Education Policy, a major education reform implemented in rural China in 2006, as a natural experiment on the intergenerational transmission of cognitive skills. The identification strategy relies on a difference-in-differences approach and exploits the fact that the reform was implemented gradually at different times across different provinces. By utilizing nationally representative data from the China Family Panel Studies, we find that an additional semester of exposure to the Free Education Policy reduces the intergenerational transmission of parent and child cognitive scores by an approximately 1% standard deviation in rural China, indicating a reduction of 3.5% in intergenerational cognitive persistence. The improvement in cognitive mobility across generations might be attributed to enhanced school attainment, the relaxation of budget constraints, and increased social contact for children whose parents are less advantaged in terms of cognitive skills.

Aspects économiques de l'éducation

Azmat, G., & Britton, J. (2024). *Labour Market Returns to Higher Education* [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-04709561.htm
The persistent high wage premium associated with college education, despite increasing participation rates, continues to generate a great deal of academic and policy interest. While it is widely agreed that the financial benefits associated with college completion outweigh the costs, modelling and empirically estimating the returns are complicated. A simple theoretical framework on educational investment illustrates the decision-making processes and key factors, such as expected returns, that guide the choice of an individual to engage in higher education and to achieve an optimal level of educational investment. Broadening the investment model, however, is instrumental to account for potential heterogeneous returns to higher education – the variation in returns by institution, field of study, and students' background characteristics, among others – and to recognise the wider societal benefits of higher education, beyond private returns. The challenges involved in estimating the returns to higher education, and the heterogeneity in returns, are central in the discussion. Interpreting a naïve correlation between education and wages is complicated by the non-random selection of individuals into higher education, such that individuals who are most likely to benefit from higher education are also those most likely to attend. Advancements in data collection, the ability to track individuals from compulsory education to the labour market, and improvements in econometric methodologies have enabled researchers to causally estimate the impact of higher education on earnings and allow for an improved insight into the disparities in returns to higher education. Recognising the links between students'

characteristics (or backgrounds) and associated constraints helps to understand differences in higher education choices. Similarly, identifying differences in labour market returns associated with attending certain colleges or in pursuing particular academic disciplines are as important in shedding light on the complex nature of human capital disparities and the signalling effect of higher education. As the costs of higher education provision constitute an increasingly large share of government spending all over the world, the high returns to college raise questions associated with who should pay for attending college, and the role of the state. Internalizing the social returns to education and their broader implications on the growth and the persistence of inequality complicates this discussion. Higher education funding is one potential policy instruments to influence college attendance and returns. It is not, however, the only one. Better information on returns to education, or access policies that target members of certain social groups, might be other potential tools to overcome constraints.

Bacher-Hicks, A., Billings, S. B., & Deming, D. J. (2024). **The School-to-Prison Pipeline: Long-Run Impacts of School Suspensions on Adult Crime**. *American Economic Journal: Economic Policy*, *16*(4), 165-193. https://doi.org/10.1257/pol.20230052
Schools must balance student behavior management with the potential negatives of strict discipline. These policies can deter misbehavior but may stigmatize students and expose them to the criminal justice system early. We assess the impact of attending a strict discipline school on achievement, educational attainment, and adult criminal activity. Using data from a boundary change and principal switches, we find that higher suspension rates have significant negative long-term effects. Students at such schools are 15–20 percent more likely to be arrested and incarcerated as adults. Negative impacts on educational attainment are particularly pronounced for males and students of color.

Busso, M., Montaño, S., Munoz-Morales, J., & Pope, N. G. (2024). *The Unintended Consequences of Merit-Based Teacher Selection: Evidence from a Large-Scale Reform in Colombia* (IZA Discussion Paper N° 17294). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17294.htm
Teacher quality is a key factor in improving student academic achievement. As such, educational policymakers strive to design systems to hire the most effective teachers. This paper examines the effects of a national policy reform in Colombia that established a merit-based teacher-hiring system intended to enhance teacher quality and improve student learning. Implemented in 2005 for all public schools, the policy ties teacher-hiring decisions to candidates' performance on an exam evaluating subject-specific knowledge and teaching aptitude. The implementation of the policy led to many experienced contract teachers being replaced by high exam-performing novice teachers. We find that though the policy sharply increased pre-college test scores of teachers, it also decreased the overall stock of teacher experience and led to sharp decreases in students' exam performance and educational attainment. Using a difference-in-differences strategy to compare the outcomes of students from public and private schools over two decades, we show that the hiring reform decreased students' performance on high school exit exams by 8 percent of a standard deviation, and reduced the likelihood that students enroll in and graduate from college by more than 10 percent. The results underscore that relying exclusively on specific ex ante measures of teacher quality to screen candidates, particularly at the expense of teacher experience, may unintentionally reduce students' learning gains.

Coskun, S. (2024, octobre 18). **Young, educated, and unemployed**. Consulté 21 octobre 2024, à l'adresse CEPR website: https://cepr.org/multimedia/young-educated-and-unemployed
In some places in Europe, young college graduates are more likely to be unemployed than young high school graduates. We assume that jobs are more likely to go to people with more education, so can economics explain why this is happening? Sena Coskun of tells Tim Phillips what is different about these countries – and the young jobseekers in them.

Costa, F. J. M., & Goldemberg, D. (2024). *Too Hot to Learn? Evidence from High School Dropouts in Brazil* (OSF Preprints Nᵒ apu6j). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfosfxxx/apu6j.htm
This paper examines the impact of cumulative heat exposure on dropout rates for K10-12 students across Brazil, using data from over 30,000 schools and 80 million enrollments between 2007 and 2016. We find that a one-standard-deviation increase in the share of days above 34°C raises dropout rates by 0.36 percentage points, representing a 5.1% increase in the average dropout rate. The effects are concentrated in public schools, particularly in urban areas, where poor infrastructure amplifies the impact of heat. In contrast, private schools show no significant effects, likely due to better resources, such as air conditioning. These findings highlight the need to improve learning environments, particularly in public schools, to help students cope with rising temperatures and reduce dropout rates and educational inequality.

Diebolt, C., & Altinok, N. (2024, octobre 22). **Inégalités scolaires : la France, mauvaise élève, joue son avenir économique et social**. Consulté 23 octobre 2024, à l'adresse The Conversation website: http://theconversation.com/inegalites-scolaires-la-france-mauvaise-eleve-joue-son-avenir-economique-et-social-233496
En France, les inégalités scolaires entre les élèves se creusent, ce qui pose bien sûr des questions d'équité sociale mais pèse aussi sur les perspectives économiques du pays.

Eyebiyi, E., Ahouangonou, S., Patinvoh, A.-J., & Atchade, B. (2024). **Gratuité de l'éducation primaire et paradoxes dans une commune défavorisée au Bénin (2006-2013)**. *Revue internationale d'éducation de Sèvres*, (96), 23-26. https://doi.org/10.4000/12fsm
Le Bénin a rendu effective dès 2006 l'exemption des frais de scolarité, appelée gratuité, dans l'enseignement primaire afin de démocratiser l'accès à l'éducation de base, améliorer les taux de scolarisation et réduire les taux d'abandon. Le taux brut de scolarisation au primaire est ainsi passé de 98 % en 2007 à 109 % en 2009 et le taux net de scolarisation à 88,6 % (Borgarello et Mededji, 2011). Revenant sur une enquête au long cours menée dans la commune des Aguégués dans le sud du Bénin, l...

Gradstein, M., & Ventura, L. (2024). **Human capital, self-esteem, and income inequality**. *Journal of Economic Growth*, 29(4), 515-541. https://doi.org/10.1007/s10887-023-09235-7
We introduce into a human-capital based growth framework utility from self-esteem, driven by academic achievements. Self-esteem, through its effect on human capital, is shown to shape the intertemporal evolution and the persistence of income inequality, in general, and across population groups. Inequality persistence is obtained because of the wedge that the self-esteem component creates between households whose academic achievements are high enough as opposed to those whose achievements

are insufficiently low. Among the several extensions, it is shown that controlling parenting style can exacerbate income inequality while reducing children's self-esteem.

Imad, M., & Ibtissem, B. (2023). ***The Algerian university and the needs of the labor market*** [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-04684571.htm
This paper examines the alignment between the university education at ISTA Oran and labor market needs in Algeria. The high unemployment rate among Algerian university graduates points to a general problematic of mismatch between education and jobs. The main hypothesis is that there is a gap between the educational services and actual labor market requirements. The methodology used is a survey of 47 ISTA teachers. Overall, the study highlights the need for better training-employment alignment to positively impact graduates' employability.

Kim, J. Y., & Keane, A. (2024). **Corporate social responsibility and performance in the workplace: a meta-analysis**. *International Journal for Educational and Vocational Guidance*, 24(3), 781-807. https://doi.org/10.1007/s10775-023-09581-3
Despite stakeholders' desire for organizations to participate in corporate social responsibility (CSR) activities, some organizations do not invest in CSR due to uncertainty around the value it provides to performance. This research investigates the effect size of the relationship between CSR and performance via a meta-analysis of 17 articles. A series of performance-indicating groups emerged and effect sizes were calculated using the Comprehensive Meta-Analysis software. These groups include in-role performance, extra-role performance, employees' affective attitudes towards organizations, and organizational-level outputs. Results suggest that CSR has a large effect on performance across a range of contexts. Implications for career counseling are discussed.

Kipchumba, E., Porter, C., Serra, D., & Sulaiman, M. (2024). ***The Impact of Role Models on Youths' Aspirations, Gender Attitudes and Education in Somalia*** (IZA Discussion Paper N° 17261). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17261.htm
We evaluate the impact of a role model intervention on the gender attitudes, college aspirations and education outcomes of youths in Somalia. In 2018, we randomly selected elementary schools to receive a visit from a college student. Within each treatment school, we selected four grades, two to receive a visit from a female college student and two from a male college student. The « role models » gave unscripted talks about their personal study journeys, including challenges and strategies to overcome setbacks. Six months after the intervention we found a significant and large impact of (only) female role models on boys' and girls' attitudes toward gender equality but no impact on college aspirations. Data collected two and four years later from the cohorts graduating primary school produce smaller and non-significant treatment effects on the survey outcomes, but positive impacts on enrollment in high school and a lower probability of early marriage as reported by teachers.

Lefébure, A. (2024, octobre 1). **États-Unis : la dette étudiante, menace pour les universités et enjeu politique majeur**. Consulté 4 novembre 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.

Moya, C., & Adriaans, J. (2024). **Assessing the Measurement Quality of Justice Evaluations of Earnings in Europe**. *Social Justice Research*, *37*(4), 335-365. https://doi.org/10.1007/s11211-024-00441-1
How individuals perceive the fairness of their pay carries profound implications for individuals and society. Perceptions of pay injustice are linked to a spectrum of negative outcomes, including diminished well-being, poor health, increased stress, and depressive symptoms, alongside various detrimental effects in the work domain. Despite the far-reaching impact of these justice evaluations, validity evidence on their measurement in survey research is missing. Two measurement strategies dominate applied justice research with surveys: Asking for evaluations using a response scale or relying on measures of the just reward to capture fairness. It remains an unresolved question which of these two prevailing approaches—corresponding to the concepts of expressed justice and experienced justice, respectively—yields more robust and high-quality assessments, especially in cross-country research contexts where measurement consistency is critical. This study evaluates the measurement quality of these two approaches using the European Social Survey, which encompasses 29 countries. Our comparative analysis of experienced and expressed justice for gross and net earnings offers comprehensive insights into measurement choices in cross-national surveys. We find that nonresponse to income questions significantly undermines the measurement quality of experienced justice due to its dependence on actual earnings data. Moreover, while both experienced and expressed justice correlate with related concepts as anticipated, the patterns are more consistently observed in expressed justice. These findings suggest that survey practitioners aiming to measure distributive justice of earnings may favor expressed justice instruments, particularly those utilizing rating scales, for efficient and rigorous evaluation.

Pelli, M., & Tschopp, J. (2024). *Storms, Early Education, and Human Capital* (ADB Economics Working Paper Series N° 743). Consulté à l'adresse Asian Development Bank website: https://econpapers.repec.org/paper/risadbewp/0743.htm
This paper explores how school-age exposure to storms impacts the education and primary activity status of young adults in India. Using a cross-sectional cohort study based on wind exposure histories, we find evidence of a significant deskilling of areas vulnerable to climate change-related risks. Specifically, our results show a 2.4 percentage point increase in the probability of accruing educational delays, a 2 percentage point decline in post-secondary education achievement, and a 1.6 percentage point reduction in obtaining regular salaried jobs. Additionally, our study provides evidence that degraded school infrastructure and declining household income contribute to these findings.

Ray Chaudhury, A., Sarkar, S., & Sinha, M. (2024). **Disparity in Educational Participation in the Lenses of Educational Returns and Family Background: Evidence from India**. *Journal of Asian and African Studies*, *59*(8), 2461-2486. https://doi.org/10.1177/00219096231158342
The paper attempts to investigate the origin of inequality in educational participation across Indian social groups in terms of inequality in the expected monetary educational returns and other demand-side factors responsible behind educational decision. We employ the binary logit model of regression for the accomplishment of the objective of

this study. In addition, we decompose the discrepancy in educational participation into 'response effect' and 'attribute effect' to examine whether there is any discrimination in educational participation against the members of the disadvantaged social groups.

Sinclair, M. P., & Brooks, J. S. (2024). **School Funding and Equity in Australia: Critical Moments in the Context of Text Production Phase of the Education Policy Cycle**. *Educational Policy*, *38*(7), 1751-1779. https://doi.org/10.1177/08959048241268250
Education policy has long been analyzed as a cycle where various actors influence different stages. However, few such studies have focused on identifying and interrogating the specific moments that shape an education policy's overall equity trajectory. This article uses Bowe, Ball, and Gold's policy cycle as an exploratory theoretical framework, focusing on the historic Review of Funding for Schooling (2011) in Australia, which evaluated the nation's school funding policy. The authors concentrate on the Context of Text Production phase of its policymaking process, and consider the implications for equity. From this work, the authors highlight two "critical moments" that they argue significantly influenced how the appointed panel approached equity. Their theorizing of a "critical moment" offers valuable insights for researchers and stakeholders seeking to understand or influence education policy.

This Saint-Jean, I. (2024, octobre 24). **Budget : on achève bien l'avenir des universités**. Consulté 25 octobre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/isabelle-this-saint-jean/budget-on-acheve-bien-lavenir-universites/00112806
Le débat budgétaire s'ouvre « enfin ».

Zhang, Z., Xu, H., Liu, R., & Zhao, Z. (2024). *Free Education and the Intergenerational Transmission of Cognitive Skills in Rural China* (Working Paper N° 2024-017). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://econpapers.repec.org/paper/hkawpaper/2024-017.htm
This paper estimates the impact of the Free Education Policy, a major education reform implemented in rural China in 2006, as a natural experiment on the intergenerational transmission of cognitive skills. The identification strategy relies on a difference-in-differences approach and exploits the fact that the reform was implemented gradually at different times across different provinces. By utilizing nationally representative data from the China Family Panel Studies, we find that an additional semester of exposure to the Free Education Policy reduces the intergenerational transmission of parent and child cognitive scores by an approximately 1% standard deviation in rural China, indicating a reduction of 3.5% in intergenerational cognitive persistence. The improvement in cognitive mobility across generations might be attributed to enhanced school attainment, the relaxation of budget constraints, and increased social contact for children whose parents are less advantaged in terms of cognitive skills.

Aspects psychologiques de l'éducation

Aalto, S., Kankaanpää, R., Peltonen, K., Derluyn, I., Szelei, N., Verelst, A., … Vänskä, M. (2024). **The effect of teacher multicultural attitudes on self-efficacy and wellbeing at work.** *Social Psychology of Education*, *27*(5), 2527-2557. https://doi.org/10.1007/s11218-024-09886-3

Teachers are pivotal in creating safe and efficacious learning environments for ethnic minority students. Research suggests that teachers' multicultural attitudes, self-efficacy, and wellbeing at work may all play important roles in this endeavor. Using survey data on 433 teachers in Belgium, Denmark, Finland, Norway, Sweden, and the United Kingdom, the present study used structural equation models to analyze the paths between teachers' multicultural attitudes and work-related wellbeing (work dedication and exhaustion), and whether self-efficacy mediates these paths. We further investigated how these associations differ between teachers of reception classes for migrant and refugee students versus teachers of multi-ethnic mainstream classes. The results show that positive multicultural attitudes were directly associated with high level of work dedication, but not with work exhaustion. Self-efficacy mediated the association between multicultural attitudes and work-related wellbeing, indicated by both higher work dedication and lower work exhaustion. Concerning the role of teacher's class type, self-efficacy mediated the association between positive multicultural attitudes and work dedication for both types of teachers, whereas the mediation to low work exhaustion was only evident in mainstream class teachers. To conclude, teachers' multicultural attitudes and work-related wellbeing are mediated by self-efficacy and this important link should be acknowledged when designing professional development programs in order to create supportive and competent learning environments for all students.

Al-Hassan, S. M., Duell, N., Lansford, J. E., Dodge, K. A., Gurdal, S., Liu, Q., … Di Giunta, L. (2024). **Parents' learning support and school attitudes in relation to adolescent academic identity and school performance in nine countries**. *European Journal of Psychology of Education*, *39*(4), 3841-3866. https://doi.org/10.1007/s10212-024-00827-4
An important question for parents and educators alike is how to promote adolescents' academic identity and school performance. This study investigated relations among parental education, parents' attitudes toward their adolescents' school, parental support for learning at home, and adolescents' academic identity and school performance over time and in different national contexts. Longitudinal data were collected from adolescents and their parents in nine countries (China, Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand, and the United States). When adolescents were 16 years old, their mothers (N = 1083) and fathers (N = 859) provided data. When adolescents were 17 years old, 1049 adolescents (50% girls) and their mothers (N = 1001) and fathers (N = 749) provided data. Multiple-group path analyses indicated that, across cultures, higher parent education was associated with better adolescent school performance. Parents' attitudes toward their adolescents' school and parent support for learning in the home were not associated with adolescents' school performance but were associated with academic identity. The findings suggest somewhat different pathways to school performance versus academic identity. Implications for helping parents and educators in different countries promote adolescents' academic identity and achievement are discussed.

An, J., & Kim, D. (2024). **Effects of interventions using graphic organizer in Korea: a meta-analysis**. *Asia Pacific Education Review*, *25*(5), 1433-1449. https://doi.org/10.1007/s12564-024-09965-2
This study aimed to evaluate the effects of intervention using graphic organizers on the cognitive and affective improvement of students with intellectual disability (ID), with learning disability (LD), without disability, and at-risk learners in Korea. A total of 49 peer-reviewed journals and dissertations for the last 20 years were included for conducting this

meta-analysis. The overall effect size of intervention using a graphic organizer was .78 (d) (95% CI [.63, .94], τ^{2}= .28) using a random-effects model. In order of strongest to weakest effects, at-risk learners (d = 1.38), students with LD (d = 1.15), students with ID (d = .76), and students without disability (d = .52). Among student variables, there is no statistically significant difference by school level, but by school type. Among intervention variables, instruction in math (d = 1.43) and Korean (d = .96); cognitive mapping (d = 1.05); 1–19 times, 1–9 weeks, 3–5 times per week; and small-size groups were the most effective intervention conditions. While several variables showed significant subgroup differences, meta-regression analyses revealed that only group size and frequency were significant moderators after controlling for other factors. In summary, intervention using a graphic organizer was more effective for students with disability and at-risk students than it was for students without disability.

António, R., Guerra, R., & Moleiro, C. (2024). **The benefits of common inclusive identities for adolescent bystanders' intentions to help homophobic bullying victims**. *Social Psychology of Education*, 27(5), 2249-2263. https://doi.org/10.1007/s11218-024-09934-y
Bystanders' helping behaviors are essential to mitigate bullying and its consequences, although bystanders do not always intervene on behalf of those who are victimized. One study (N = 170) tested, experimentally, the impact of different forms of common identities (one-group and dual-identity vs. control) on youth (aged between 12 and 19 years) bystanders' helping behavioral intentions in the context of a common form of bias-based bullying (i.e., homophobic bullying). Results showed that dual-identity triggered more behavioral intentions to help victims of homophobic bullying. Overall, these findings extended previous studies illustrating the potential of common identities to foster bystanders' helping responses to homophobic bullying episodes in the school context.

Aspiranti, K. B., McCleary, D. F., Ebner, S., Blake, J., Biggs, L. E., & Rios, R. N. (2024). **Examining school crisis plan components using the comprehensive crisis plan checklist—Second edition**. *Psychology in the Schools*, 61(11), 4189-4202. https://doi.org/10.1002/pits.23276
Creating a plan for crisis prevention, intervention, and postvention procedures allows schools to prepare for the traumatic consequences when a crisis inevitably occurs. The comprehensive crisis plan checklist—second edition (CCPC-2; McCleary & Aspiranti, 2020) is a 102-item tool created for evaluating individual school and district crisis plans. The current study examined existing crisis plans from school districts across the United States to determine the amount and type of CCPC-2 items that are present within school crisis plans. The number of CCPC-2 items represented on the 73 plans evaluated ranged from 0 to 67 with a mean of 22.29 items. The average number of plans that included a single item on the CCPC-2 was 16. There were no significant differences in the number of CCPC-2 items represented across different geographic locations, urbanicity (urban, suburban, rural), or district/school-level plan type. Discussion focuses on how crisis teams within the schools can use the CCPC-2 when creating, reviewing, or revising their district- or school-level crisis plan.

Azpiazu, L., Antonio-Aguirre, I., Izar-de-la-Funte, I., & Fernández-Lasarte, O. (2024). **School adjustment in adolescence explained by social support, resilience and positive affect**. *European Journal of Psychology of Education*, 39(4), 3709-3728. https://doi.org/10.1007/s10212-023-00785-3

In order to develop future academic-professional skills and later social and financial independence, an adequate adolescent school adjustment is essential. Therefore, it is necessary to identify the variables that contribute to its improvement in a stage characterised by its decrease. The aim of the present study is to analyse and compare two theoretical models to determine the prediction of teacher and peer support, resilience and positive affect to school adjustment, measured through emotional engagement, school integration problems and perceived academic performance. The design was cross-sectional and participants were 1397 adolescents in high school (M = 13.88, SD = 1.27). The results reveal that teacher and peer support, resilience and positive affect indirectly predict perceived academic performance through school integration problems and emotional engagement. The negative effect of emotional engagement and support from peers on school integration problems is particularly worth highlighting, along with the prediction of resilience on positive affect and that of support from teachers on emotional engagement. The theoretical and practical implications of these results are discussed.

Bakchich, J., Claes, N., Carré, A., & Smeding, A. (2024). **Examining the effects of socioeconomic status indicators on the association between growth mindset and sense of belonging to school**. *Social Psychology of Education*, *27*(5), 2747-2769. https://doi.org/10.1007/s11218-024-09900-8
In school settings, students' mindset about intelligence (i.e., fixed versus growth mindset) and their sense of belonging to school (SBS) have both been shown to predict academic attainment. However, these constructs have rarely been examined together although both were found to be impacted by students' socioeconomic status (SES). Across the literature, findings are inconsistent concerning this moderating effect of SES. In the present preregistered study, we used data from the French sample of the Programme for International Student Assessment 2018 (PISA; N = 6308) to examine whether growth mindset positively predicted SBS and whether this association was moderated by students' SES. Results showed that growth mindset was positively associated with SBS. On the confirmatory linear regression analyses, we found no moderation effect of any of the SES indicators on the association between growth mindset and SBS. However, pre-registered supplementary multigroup analyses showed descriptively that this association was stronger for high than for low SES students and notably when SES indicators concerned family financial resources. Limitations of this research and perspectives for future studies are discussed, with a focus on why the literature should care about the different meanings and consequences of SES indicators.

Bakker, A. B., & Mostert, K. (2024). **Study Demands–Resources Theory: Understanding Student Well-Being in Higher Education**. *Educational Psychology Review*, *36*(3), 92. https://doi.org/10.1007/s10648-024-09940-8
This article reviews the literature on student well-being (burnout and engagement) and their relationships with study demands and resources, student behaviors (proactive and self-undermining study behaviors), and student outcomes in higher education. Building on research that used Job Demands–Resources and Study Demands–Resources models to investigate student well-being, we develop the Study Demands–Resources (SD–R) theory to delineate the various processes, mechanisms, and behaviors involved in student burnout and engagement. Study demands and resources have unique and combined effects on higher education students' well-being. In addition, students can influence their own well-being and study-related outcomes by either proactively

optimizing their study demands and resources or displaying self-undermining behaviors that can adversely affect their study environment. We discuss several avenues for future research, including (a) rigorous tests of SD–R propositions; (b) trait versus state effects in SD–R theory; (c) the impact of the higher education climate and lecturer influence; and (d) an expanded SD–R theory.

Bardach, L., Bostwick, K. C. P., Fütterer, T., Kopatz, M., Hobbi, D. M., Klassen, R. M., & Pietschnig, J. (2024). **A Meta-Analysis on Teachers' Growth Mindset**. *Educational Psychology Review*, *36*(3), 84. https://doi.org/10.1007/s10648-024-09925-7
The concept of growth mindset—an individual's beliefs that basic characteristics such as intelligence are malleable—has gained immense popularity in research, the media, and educational practice. Even though it is assumed that teachers need a growth mindset and that both teachers and their students benefit when teachers adopt a growth mindset, systematic syntheses of the potential advantages of a growth mindset in teachers are lacking. Therefore, in this article, we present the first meta-analysis on teachers' growth mindset and its relationships with multiple outcomes (50 studies, 81 effect sizes; N = 19,555). Multilevel analyses showed a small effect across outcomes. Statistically significant small-to-typical positive associations between teachers' growth mindset and their motivation in terms of self-efficacy and mastery goals were observed in subgroup analyses. No statistically significant relationships were found with teachers' performance-approach goals, teachers' performance-avoidance goals, teachers' performance on achievement tests, or student achievement. Teachers' growth mindset was related to instructional practices in terms of mastery goal structures but unrelated to performance goal structures. Moderator analyses indicated that the dimensionality of the mindset measure (recoded from a fixed mindset to a growth mindset measure vs. assessed as a growth mindset), item referent and content of the mindset measure, publication status (published vs. unpublished), world region, educational level, and study quality influenced the strengths of some of the relationships. Overall, our findings extend knowledge about teachers' mindset and add to the evidence base on teacher characteristics and their links to relevant outcomes.

Barzilai, S., & Chinn, C. A. (2024). **The AIR and Apt-AIR Frameworks of Epistemic Performance and Growth: Reflections on Educational Theory Development**. *Educational Psychology Review*, *36*(3), 91. https://doi.org/10.1007/s10648-024-09927-5
The nurturing of learners' ways of knowing is vital for supporting their intellectual growth and their participation in democratic knowledge societies. This paper traces the development of two interrelated theoretical frameworks that describe the nature of learners' epistemic thinking and performance and how education can support epistemic growth: the AIR and Apt-AIR frameworks. After briefly reviewing these frameworks, we discuss seven reflections on educational theory development that stem from our experiences working on the frameworks. First, we describe how our frameworks were motivated by the goal of addressing meaningful educational challenges. Subsequently, we explain why and how we infused philosophical insights into our frameworks, and we also discuss the steps we took to increase the coherence of the frameworks with ideas from other educational psychology theories. Next, we reflect on the important role of the design of instruction and learning environments in testing and elaborating the frameworks. Equally important, we describe how our frameworks have been supported by empirical evidence and have provided an organizing structure for understanding epistemic performance exhibited in studies across diverse contexts. Finally, we discuss

how the development of the frameworks has been spurred by dialogue within the research community and by the need to address emerging and pressing real-world challenges. To conclude, we highlight several important directions for future research. A common thread running through our work is the commitment to creating robust and dynamic theoretical frameworks that support the growth of learners' epistemic performance in diverse educational contexts.

Bertilsson, F., Stenlund, T., Sundström, A., & Jonsson, B. (2024). **Self-regulated use of retrieval practice: associations with individual differences in non-cognitive and cognitive factors**. *European Journal of Psychology of Education*, *39*(4), 4091-4111. https://doi.org/10.1007/s10212-024-00845-2
Retrieval practice is a learning strategy that has repeatedly been found to have positive effects on memory and learning. However, studies indicate that students rarely use retrieval practice on a voluntary basis. The objective of the present study was to examine students' self-regulated use of retrieval practice, and to determine whether sex and individual differences in cognitive and non-cognitive aspects are related to optional use of practice testing. A classroom study was conducted with 146 upper-secondary school students taking courses in mathematics and Swedish. An ABAB design was used to compare students' optional and non-optional use of retrieval practice (i.e., repeated online quizzing). Students performed cognitive tasks to assess working memory capacity and fluid intelligence and completed self-reports of non-cognitive factors related to school achievement, such as grit, need for cognition (NFC), conscientiousness and openness. Quiz use was then compared using paired- and independent-samples t-tests, and hierarchical linear regression analyses explored relations to individual differences. The results showed that students completed significantly fewer quizzes in the optional sections than in the non-optional sections, and that females completed significantly more optional quizzes than males in Swedish, but not in mathematics. Further, the results showed that conscientiousness predicted optional quiz use in mathematics, whereas sex, NFC, conscientiousness, and openness predicted quiz use in Swedish. To conclude, although the findings show a relatively low optional/self-regulated use of practice testing, in line with earlier research, they suggest that sex and non-cognitive factors, such as personality characteristics, can predict optional use of practice testing.

Bichler, S., Sailer, M., Bauer, E., Kiesewetter, J., Härtl, H., Fischer, M. R., & Fischer, F. (2024). **Promoting diagnostic reasoning in teacher education: the role of case format and perceived authenticity**. *European Journal of Psychology of Education*, *39*(4), 3227-3252. https://doi.org/10.1007/s10212-024-00874-x
Teachers routinely observe and interpret student behavior to make judgements about whether and how to support their students' learning. Simulated cases can help pre-service teachers to gain this skill of diagnostic reasoning. With 118 pre-service teachers, we tested whether participants rate simulated cases presented in a serial-cue case format as more authentic and become more involved with the materials compared to cases presented in a whole case format. We further investigated whether participants with varying prior conceptual knowledge (what are symptoms of ADHD and dyslexia) gain more strategic knowledge (how to detect ADHD and dyslexia) with a serial-cue versus whole case format. We found that the case format did not impact authenticity ratings but that learners reported higher involvement in the serial-cue case format condition. Bayes factors provide moderate evidence for the absence of a case format effect on strategic knowledge and strong evidence for the absence of an interaction of

case format and prior knowledge. We recommend using serial-cue case formats in simulations as they are a more authentic representation of the diagnostic reasoning process and cognitively involve learners. We call for replications to gather more evidence for the impact of case format on knowledge acquisition. We suggest a further inquiry into the relationship of case format, involvement, and authenticity but think that a productive way forward for designing authentic simulations is attention to aspects that make serial-cue cases effective for diverse learners. For example, adaptive feedback or targeted practice of specific parts of diagnostic reasoning such as weighing evidence.

Braun, S. S., Schornick, Z. T., Westbrooks, A. K., Eickholz, E. R., Parker, J. G., & Hooper, A. L. (2024). **Teachers' social competencies, occupational health, and personal well-being are associated with their use of snark in the classroom**. *Social Psychology of Education*, *27*(5), 2265-2288. https://doi.org/10.1007/s11218-024-09940-0
Snark is a form of verbal aggression that uses humor to diminish a victim. The present study explored predictors of U.S. teachers' use of snark in the classroom. Kindergarten-12th grade teachers (N = 516) self-reported on their social and emotional competencies (i.e., perspective taking, forgiveness, mindfulness, expressive suppression, and decision-making skills), experiences of occupational health and personal well-being (i.e., burnout, job satisfaction, depression, and life satisfaction) and snark use. Stepwise multilevel models indicated that teachers' social and emotional competencies, and subsequently, their occupational health and well-being, explained significant portions of the variance in snark use. Specifically, teachers with greater perspective taking skills reported less frequent snark use, and those who used expressive suppression reported more frequent snark use. Burnout, job satisfaction, depression, and life satisfaction were all positively associated with greater snark use. Results are described in relation to research on adult social and emotional competencies, teachers' occupational health and well-being, and teachers' conflict management strategies. This study sets the stage for future research to investigate the effects of teachers' snark use on student outcomes.

Bross, T., Nett, U. E., & Daumiller, M. (2024). **Interrelations Among Achievement Goals and Achievement Emotions: A Meta-Analytic Examination**. *Educational Psychology Review*, *36*(3), 98. https://doi.org/10.1007/s10648-024-09931-9
Both achievement goals and achievement emotions have empirically been found to be important within educational contexts. This meta-analysis examined the interrelations among six achievement goals and fifteen achievement emotions and various moderators by analyzing 2,644 effect sizes from 355 studies with 155,208 participants. The findings revealed interrelations among achievement goals and achievement emotions that mainly corroborate theoretical assumptions. Mastery and performance goals showed associations with activity and outcome emotions. The results for work-avoidance goals confirmed the assumption that engaging in work avoidance is particularly related to negative activity emotions. Relational goals are positively linked to positive affect and enjoyment. Facets of mastery goals were identified as relevant moderators of the interrelations among achievement goals and emotions, in contrast to population. The results highlight the relevance of considering the interplay among achievement goals and achievement emotions at a specific level, as opposed to considering only the affective level, as well as differentiating between activity and outcome emotions to better understand their relationships with achievement goals.

Brucker, B., Pardi, G., Uehlin, F., Moosmann, L., Lachmair, M., Halfmann, M., & Gerjets, P. (2024). **How Learners' Visuospatial Ability and Different Ways of Changing the Perspective Influence Learning About Movements in Desktop and Immersive Virtual Reality Environments**. *Educational Psychology Review*, *36*(3), 65. https://doi.org/10.1007/s10648-024-09895-w

Virtual reality (VR) applications are developing rapidly, becoming more and more affordable, and offer various advantages for learning contexts. Dynamic visualizations are generally suitable for depicting continuous processes (e.g., different movement patterns), and particularly dynamic virtual 3D-objects can provide different perspectives on the movements. The present study investigated through a low immersive (desktop "VR", Study 1) and a high immersive virtual environment (immersive VR; Study 2) the effectiveness of different interaction formats to view 3D-objects from different perspectives. Participants controlled either the orientation of the 3D-objects (Study 1, mouse interaction; Study 2, hand interaction via VR controllers) or their viewpoint in relation to the 3D-objects (Study 1, camera position; Study 2, position of participants' own body). Additionally, the moderating influence of learners' visuospatial ability was addressed. Dependent variables were pictorial recognition (easy, medium, difficult), factual knowledge, presence, and motion sickness. Results showed that higher-visuospatial-ability learners outperformed lower-visuospatial-ability learners. In Study 1, higher-visuospatial-ability learners showed higher recognition performance (difficult items) by controlling the camera position, whereas lower-visuospatial-ability learners suffered from this interaction format. In Study 2, higher-visuospatial-ability learners achieved better recognition performance (easy items) by controlling the 3D-models, whereas lower-visuospatial-ability learners tended to profit from moving around the 3D-objects (medium items). The immersive VR yielded more presence and higher motion sickness. This study clearly shows that different interaction formats to view 3D-objects from multiple perspectives in Desktop-VR are not transferable on a one-to-one basis into immersive VR. The results and implications for the design of virtual learning environments are discussed.

Cabras, E., Pozo, P., Suárez-Falcón, J. C., Caprara, M., & Contreras, A. (2024). **Stress and academic achievement among distance university students in Spain during the COVID-19 pandemic: age, perceived study time, and the mediating role of academic self-efficacy**. *European Journal of Psychology of Education*, *39*(4), 4275-4295. https://doi.org/10.1007/s10212-024-00871-0

The COVID-19 pandemic, and the associated confinement, imposed a novel personal and social context for university students; nevertheless, few studies have addressed the effects of this on distance university students. Indeed, defining the needs of these students under such unique circumstances will allow them to receive the support necessary to effectively reduce their perceived stress and improve their academic achievement. A predictive model was designed to examine the direct effects of the variables' age and perceived study time on stress and academic achievement in students in an online learning context, as well as to assess the indirect effects through the mediating role of academic self-efficacy. Using path analysis, the model was tested on a sample of 1030 undergraduate students between 18 and 60 years old enrolled on a psychology degree course at the UNED (National Distance Learning University of Spain). The model provides a good fit to the data, confirming the mediating role of academic self-efficacy. Perceived study time is a factor negatively associated with stress and positively with academic achievement. However, it appeared that age was not related

to academic achievement, indicating that academic self-efficacy had no mediating effect on these two variables. Academic self-efficacy is a mediator and protective factor in challenging times like the COVID-19 pandemic. These results may contribute to the design of educational and clinical interventions for students at an online learning university over an extended age range.

Cai, N., Dang, S. S., Cheli, S., Cavalletti, V., Flett, G. L., & Hewit, P. L. (2024). **Examination of Measures of Perfectionism for Structural and Measurement Invariance in an Italian and a Canadian Sample**. *Journal of Psychoeducational Assessment*, *42*(8), 1002-1013. https://doi.org/10.1177/07342829241273166
Perfectionism measures developed in English-speaking populations have become frequently used in many non-English contexts, including in Italy. Establishing structural and measurement equivalence of instruments between Canadian and Italian samples is therefore important in establishing the validity of these concepts and instruments in Italian contexts, and to allow for direct cross-cultural comparisons. The current study investigated the measurement equivalence between a Canadian and an Italian sample for the commonly used measures of perfectionism constructs based on the Comprehensive Model of Perfectionistic Behavior. The Hewitt & Flett Multidimensional Perfectionism Scale, the Perfectionistic Self-Presentation Scale, and the Perfectionism Cognitions Inventory were examined for configural, metric, and scalar invariance via equivalence testing of multigroup confirmatory factor analysis models. The results showed some evidence for configural and metric equivalence for the three measures, thus facilitating cross-cultural interpretation of pattern of associations. However, there was no consistent evidence for scalar invariance, thus suggesting that direct comparisons of perfectionism levels between the two contexts cannot be meaningfully interpreted. This highlights the need for research in both Canadian and Italian contexts to understand cross-cultural differences and similarities in perfectionism.

Çalhan, C., & Göksu, İ. (2024). **An effort to understand parents' media mediation roles and early childhood children's digital game addiction tendency: A descriptive correlational survey study**. *Education and Information Technologies*, *29*(14), 17825-17865. https://doi.org/10.1007/s10639-024-12544-y
This study aims to determine whether parents' media mediation roles are related to their early childhood children's digital game addiction tendencies. In addition, it examines whether these variables are related to the child's and parent's digital device usage habits and whether they differ according to various sociodemographic variables and digital device usage habits. In this context, we collected data from 433 parents (mother = 336, father = 97) with children aged 3–6. We analyzed the data using correlation analysis, one-way ANOVA, and t-test. Active-supportive, restrictive-supportive, active-limiting, restrictive-limiting, and active-interpreter roles of parents were negatively related to children's digital game addiction tendencies. In addition, parents' and children's digital device screen time was negatively associated with parents' media mediation roles and positively with children's digital game addiction tendencies. Mothers found their children more likely to have digital game addiction than fathers. Children of parents who play digital games have higher digital game addiction than those of parents who do not play, male children than female, children who have their own digital devices than those who do not, and children who only watch YouTube videos than those who only watch television channels for kids. Finally, we observed that mothers are more

active in media mediation roles than fathers and that parents behave more restrictive toward their daughters.

Camargo Salamanca, S. L., Parra-Martínez, A., Chang, A., Maeda, Y., & Traynor, A. (2024). **The Effect of Scoring Rubrics Use on Self-Efficacy and Self-Regulation**. *Educational Psychology Review*, *36*(3), 70. https://doi.org/10.1007/s10648-024-09906-w
This meta-analysis explores the effect of using scoring rubrics on self-efficacy and self-regulation in K-16 formal learning settings and its potential moderators. From the literature, we identified 14 relevant experimental or quasi-experimental primary studies conducted with a total of 2793 students. We retrieved 17 effect sizes for self-efficacy and 18 effect sizes for self-regulation outcomes from the primary studies. Rubric use has a statistically significant moderate to large positive effect on students' self-efficacy (Hedges' g = 0.39) and self-regulation (Hedges' g = 1.00). Large within- and -between study variability of effect sizes is common: self-efficacy (Hedges' g: −.06; 2.47) and self-regulation (Hedges' g: −1.17; 3.30). We found no significant moderation of the effect of rubric use by students' level of education, providing feedback, or instruction using the rubric, whereas there is evidence of an effect of rubrics on self-efficacy and self-regulation, variability of theoretical approaches, measures, and implementation quality raise questions about best practices for rubric development and use.

Cano, F., Pichardo, C., Justicia-Arráez, A., Romero-López, M., & Berbén, A. B. G. (2024). **Identifying higher education students' profiles of academic engagement and burnout and analysing their predictors and outcomes**. *European Journal of Psychology of Education*, *39*(4), 4181-4206. https://doi.org/10.1007/s10212-024-00857-y
A review of research on the relationship between academic engagement and burnout reveals three research gaps as most of the research was conducted: i) without analysing all its multiple dimensions; ii) from a variable-centred perspective; and iii) in educational contexts other than higher education. We seek to address these gaps and thus enhance our understanding of the nature of the mentioned relationship. Adopting a person-centred perspective, a latent profile analysis (LPA) was used to identify how all the dimensions of academic engagement and burnout combine in different profiles of higher education students (n=430). Additional analyses were used to validate these LPA profiles by relating them to a set of auxiliary variables (i.e., predictors and outcomes), grounded on theoretical models relevant to higher education. LPA revealed three ordered profiles (burned-out, moderately engaged and engaged) and the additional analyses detected statistically significant associations between predictors (e.g., perceptions of academic quality, perceptions of stress) and profile membership; and between these and outcomes. The latter tended to be ordered from the least to the most desirable in learning strategies (e.g., self-regulation, deep processing) and learning outcomes (e.g., generic skills, satisfaction), with the most desirable generally being associated more with the two engaged profiles than with the burned-out profile.

Capawana, M. R. (2024). **Psychosocial and Educational Vulnerability of Overweight Children from Urban Schools**. *Education and Urban Society*, *56*(8), 1025-1046. https://doi.org/10.1177/00131245241249987
Childhood obesity is a pervasive health issue, with multifaceted implications for developmental trajectory. Participants included 5,573 K-5 students enrolled in a high-poverty urban public-school setting. Through an informal yet holistic assessment process, students identified as exhibiting overweight issues were compared to peers not

designated as overweight across several relevant categories. Overweight students were more likely to be from lower socioeconomic backgrounds; have a high association with special education service needs; represent a more intensive overall risk level as perceived by student support staff; and mostly exhibit decreased performance in report card grades, standardized test scores, and academic engagement. Results confirm previously documented disparities in school functioning and consideration for at-risk status; this is especially relevant in an underserved context, in which regular access to services may be limited. Therefore, reliance on initial screening measures becomes necessary as a preventative mechanism to better assist children in need and to facilitate intervention planning.

Charles, S. (2024). **Transfert de tests spatiaux pour adultes à de jeunes adolescents**. *e-JIREF*, *10*(1), 29-57. https://doi.org/10.48782/e-jiref-10-1-29
Notre intérêt s'étant porté sur la mesure des habiletés spatiales de jeunes collégiens, notre recherche vise à proposer des techniques d'analyse qui permettent d'évaluer la pertinence des tests spatiaux auprès de publics spécifiques. Pour évaluer les habiletés spatiales de jeunes adolescents, il s'agit en premier lieu de régler le problème de l'identification d'outils de mesure qui leur sont appropriés, et à défaut, des conditions auxquelles on peut utiliser des tests conçus pour d'autres publics. Pour ce faire, nous nous appuyons sur une revue de littérature orientée vers la validation des tests psychométriques en général, et celle des tests spatiaux en particulier, pour concevoir des outils et procédés d'analyse des tests spatiaux et de leurs qualités métrologiques. Ces derniers sont testés sur deux échantillons de collégiens français pour investiguer l'adéquation de quatre tests spatiaux auprès de ces publics. Nos résultats indiquent que les techniques d'analyse que nous avons développées permettent une étude heuristique de l'adéquation de tests psychométriques pour un public spécifique.

Chen, C.-H., & Chang, C.-L. (2024). **Effectiveness of AI-assisted game-based learning on science learning outcomes, intrinsic motivation, cognitive load, and learning behavior**. *Education and Information Technologies*, *29*(14), 18621-18642. https://doi.org/10.1007/s10639-024-12553-x
This study aimed to investigate the effectiveness of using AI-assisted game-based learning on science learning outcomes, intrinsic motivation, cognitive load, and learning behavior. A total of 202 seventh graders were recruited and randomly assigned to the following three groups: (1) Game only (N = 70), (2) GameGPT (N = 63), and (3) GameGPT_examples (N = 69). The experimental groups received game-based learning with the assistance of ChatGPT with or without examples, while the control group received only game-based learning. The results showed that students in the GameGPT_examples group significantly outperformed those in the Game only group. Students in the GameGPT and GameGPT_examples groups reported significantly higher perceived competence than those in the Game only group. Furthermore, students in the Game only group reported a greater mental burden than those in the GameGPT_examples and GameGPT groups. The findings from learning behavioral analytics and interviews suggest that AI-assisted game-based learning can enhance students' intrinsic motivation, reduce cognitive load, and promote effective learning behavior in science learning. This study has important implications for the design and implementation of AI in game-based learning environments that aim to improve students' learning outcomes and motivation.

Chen, H., & Mei, H. (2024). **How vocabulary knowledge and grammar knowledge influence L2 reading comprehension: a finer-grained perspective**. *European Journal of Psychology of Education*, 39(4), 3767-3789. https://doi.org/10.1007/s10212-024-00793-x
Based on theories on vocabulary knowledge, grammar knowledge, and reading comprehension subcomponents, ten attributes/subskills were defined for 50 items from relevant subtests of TEM4 (Band Four of Test for English Majors in China). Cognitive diagnosis was conducted on the TEM4 data of the randomly sampled 2285 examinees (roughly at the B2 level) through the saturated generalized deterministic inputs, noisy "and" gate (G-DINA) model. The person parameters obtained from cognitive diagnosis served as the basis for simple multiple regression and path analyses for detecting relationship patterns. The study discovered that the relationship pattern at both construct and attribute/subskill levels can be better described as a mediation pattern in which vocabulary knowledge and its attributes are more suitable to serve as the starting point for reading comprehension. The study also discussed the patterns of the impact of vocabulary and grammar attributes on reading subskills as well as the internal subskill relationships within the construct of reading comprehension.

Chen, J., Perez-Felkner, L., Nhien, C., Hu, S., Erichsen, K., & Li, Y. (2024). **Gender Differences in Motivational and Curricular Pathways Towards Postsecondary Computing Majors**. *Research in Higher Education*, 65(8), 2013-2036. https://doi.org/10.1007/s11162-023-09751-w
Gender disparities persist in postsecondary computing fields, despite improvements in postsecondary equity overall and STEM fields as an aggregate. The entrenchment of this issue requires a comprehensive, longitudinal lens. Building on expectancy-value theory, the present study examines the relationships among students' gender-ability stereotypes, attainment values, course-taking, and major choices. Using data from the High School Longitudinal Study of 2009 (HSLS: 2009), we applied weighted t-tests and multiple-group structural equation modeling to investigate how motivational beliefs (i.e., gender-ability stereotypes, attainment values) and course-taking patterns in math and science may predict major choice in computing. Overall, we find gender differences in identity-based mathematics and science motivational beliefs have long-term effects. Gender-ability stereotypes in math and science shape attainment values in each domain, whereby stereotypes suppress girls' attainment values and enhance boys? attainment values ($p < 0.001$), in turn shaping course-taking and major decisions. Math- and sciencerelated motivational and curricular factors affect "other" STEM more than computing major outcomes. Specifically, computer science course-taking is completed more by boys ($d = 0.21$), but girls' chances of declaring computing majors are especially enhanced by completing these courses in high school. Advanced science course-taking and science attainment value positively predict boys' but not girls' likelihood of declaring computing majors. We discuss the implications of these findings for research, policy, and practice.

Chen, S., Liu, X., Bakhir, N. M., & Yu, Y. (2024). **A study of the effects of different animations on germane cognitive load during intangible cultural heritage instruction**. *Education and Information Technologies*, 29(14), 19163-19196. https://doi.org/10.1007/s10639-024-12567-5
This paper studies the effect of learning efficiency through various animations in conjunction with instructional teaching of traditional Intangible Cultural Heritage (ICH) crafts projects. The germane cognitive load (GCL) is defined as an investment in cognitive resources for schema development and automation. This study employs four

instructional experiments to assess schema construction and automation learning activities facilitated by four common types of animations in a curriculum setting. Additionally, comment collection and sentiment word summarization were conducted during other courses in ICH that examined Xiaoyu bamboo animation. Amongst four animations, motion graphics (MG) animation significantly enhanced learners' GCL and learning validity, and they also received positive comments from non-experimental students. Meanwhile, the 3D animation greatly affected learners' satisfaction with learning. This research analysis is based on the survey responses from a group of university students (n = 207) who participated in an ICH animation course in the Yiyang region of Hunan province, China. The study's findings indicate that two groups of animations, specifically based on the dimensions of validity and satisfaction, MG and 3D groups, using principles of GCL, have positively influenced students' understanding of traditional ICH. These different animation research results offered valuable insights for developing GCL, supporting the positive practical advancement in ICH.

Cheng, S., Chang, H.-P., & Tseng, S.-S. (2024). **Exploring the impact of psychosocial learning environments and instructional modalities on academic achievement in blended computer science education**. *European Journal of Psychology of Education*, *39*(4), 4493-4514. https://doi.org/10.1007/s10212-024-00884-9
The goal of the present study was to explore the relations among perceived psychosocial learning environments, instructional modality, motivation, self-regulated learning, and academic achievement in blended computer science education. The participants were 207 undergraduate students enrolled in a blended online and face-to-face design course. We employed exploratory structural equation modeling to analyze the data. Our findings indicated that within the perceived psychosocial learning environments, dimensions such as personal relevance, authentic learning, and active learning significantly predicted various motivational beliefs. Furthermore, active learning and expectancy were strong predictors of effective time management, while instructional modality and emotional cost were closely linked to academic procrastination. Notably, academic procrastination emerged as the sole significant predictor of academic achievement, measured by course grades. These results suggest that traditional curricula emphasizing textbook reading and code memorization may be ineffective in teaching computer science. Additionally, our study highlights a higher tendency for procrastination in online settings. We recommend a curriculum focused on personal relevance, authentic learning, and active learning to better motivate students and enhance their ability to manage their learning effectively. To improve academic achievement in computer science education, it is crucial to address maladaptive self-regulatory processes and motivational beliefs, which primarily arise from active learning and instructional modality. We will conclude with specific recommendations for designing learning environments that better support computer science education.

Chiang, N.-T., Ma, H.-Y., Kao, R.-H., & Kao, J.-C. (2024). **A study of college students' perspectives on marriage immigration: Relationships of multicultural acceptance**. *Psychology in the Schools*, *61*(11), 4218-4249. https://doi.org/10.1002/pits.23278
The objectives of this study were to explore the multicultural acceptance of college students toward new immigrants and its influencing factors, the cognitive discrepancy between college students and new immigrants, and the reasons why college students exhibit prejudice, stereotypes, and social distance toward new immigrants. The questionnaire survey approach was applied for data collection. It was found that the

stereotype of college students toward new immigrants was relatively positive. College students recorded a high multicultural acceptance toward new immigrants. However, in addition to the stereotype of college students toward new immigrants, there were significant differences regarding the cognition of college students and new immigrants. The results of this study confirmed the hypothesis that stereotype, prejudice, and social distance have significantly negative influence on multicultural acceptance. The findings of this study revealed that Taiwan is an immigrant society, and there should be greater tolerance and respect for married immigrants, to prevent conflicts between different ethnic groups. A good multicultural education would help Taiwan society accept new immigrants and establish social harmony.

Chien, C.-L., Hsu, S.-C., & Lin, T.-H. (2024). **Is respect for teachers beneficial or harmful to students? The predictive effects of dual dimensions of respect-for-teachers on teacher-student relationships and academic engagement in a Confucian cultural context**. *Social Psychology of Education*, *27*(5), 2343-2366. https://doi.org/10.1007/s11218-024-09905-3
Respect for teachers is a globally recognized educational issue. Compared with Western "equality-based" respect, the traditional Confucian "respect for teachers" is a kind of "hierarchical" or "reverential" respect. In the past, respect for teachers was an unquestioned ethical value in Confucian cultural contexts, and was considered beneficial for students. However, respect for teachers has been criticized as a symbol of authority and detrimental to learning and teacher-student relationships nowadays. To resolve the "controversy regarding respect for teachers," we used the conceptual framework of respect for teachers to investigate the predictive effects of respect-for-teachers' dual dimensions on teacher-student relationship and students' academic engagement. In Study 1, a scale for respect-for-teachers was developed. Two factors, reverence for teachers (RFT) and fear of teachers (FOT) were obtained, through exploratory and confirmatory factor analysis. Study 1 (a cross-sectional design) also shows that RFT is positively associated with good teacher-student relationships and students' academic engagement, while FOT is negatively associated these outcomes. Study 2 (a two-wave longitudinal design) reveals that controlling for social desirability, RFT at time 1 has a positive relationship with good teacher-student relationships and academic engagement at time 2, while FOT at time 1 has a negative relationship with good teacher-student relationships and academic engagement at time 2. Overall, this paper provides a solution to the "controversy regarding respect for teachers," that is, whether respect for teachers is beneficial or harmful depends on its dimensions. This paper also contributes to a broader understanding of the concept of "respect" and offers insights into educational issues within East Asia and across different cultures.

Christodoulou, A., Tsagkaridis, K., & Malegiannaki, A.-C. (2024). **A multifactorial model of intrinsic / environmental motivators, personal traits and their combined influences on math performance in elementary school**. *European Journal of Psychology of Education*, *39*(4), 4113-4135. https://doi.org/10.1007/s10212-024-00846-1
Numerous studies have explored the important role of achievement goals, as well as factors such as interest and self-efficacy, for academic performance of students of various ages. Such studies usually focus on the influence of one or two of these factors that are known to be associated with performance. At the same time, achievement goals themselves are influenced by environmental factors such as the influence of "significant others" (parents, teachers) or the overall socio-cultural context. In the present study, we expand the framework of achievement goal theory by building a holistic

multifactorial path analysis model of direct and indirect influences, where achievement goals and personality traits such as self-efficacy and interest exert a combined influence on performance, but also receive influence from environmental factors.

Cieciuch, J., Kwiatkowska, M., Kindschi, M., Davidov, E., & Algesheimer, R. (2024). **Peers and value preferences among adolescents in school classes: a social network and longitudinal approach**. *European Journal of Psychology of Education, 39*(4), 3561-3583. https://doi.org/10.1007/s10212-024-00878-7
The aim of our study was twofold: (1) to explore the role of value preferences on peer relations in school classes (selection effect) and (2) to explore the role of peers' values on adolescents' values (influence or socialization effect) in three types of networks (friendship, advice, and trust). To answer these questions, we used a longitudinal social network approach in a study of N = 903 adolescents (57% girls) from 34 secondary school classes in Poland. Pupils began participating in the study when they joined their secondary school and were followed over two and a half years. Panel data were collected at six measurement time points during this period. Values were conceptualized according to the values theory proposed by Schwartz and measured by the Portrait Value Questionnaire. The collection of network data followed a roster design. Pupils were asked to evaluate the strength of their friendships, as well as the frequency with which they approached peers to ask for advice about school or homework or to talk about things that are important to them in the last 2 weeks. We found empirical support for both selection and socialization effects, especially for protection values (Conservation and Self-enhancement). The selection effect was most evident in advice and trust networks and the socialization effect was particularly prevalent in friendship and trust networks.

Conaway, R. B., Schmitt, A. J., McCallum, E., Crothers, L. M., & Schreiber, J. B. (2024). **Cognitive Predictors of Two Distinct Reading Comprehension Tasks in Lower and Upper Grades**. *Journal of Psychoeducational Assessment, 42*(8), 907-926. https://doi.org/10.1177/07342829241276226
Reading disorders, including reading comprehension disorders, are among the most common referrals for evaluation in schools. If that evaluation involves individually administered tests of reading, the examiner is faced with selecting at least one reading comprehension subtest that is inherently associated with specific task demands, such as a cloze procedure or a story retell procedure. This study explored the correlates of performance of these two types of reading comprehension measures in lower grades (i.e., grades 1–5) and upper grades (i.e., grades 6–12). Results revealed a moderate correlation between these two tasks and evidence that students with reading disorders may perform poorer on cloze reading comprehension measures than story retell measures in both grade groupings. Regression analyses revealed that variance in each reading comprehension task is associated with a unique grouping of predictor variables that are associated with the Big Five of Reading and short-term/working memory. Discussion focuses on the implications of these findings for the evaluation of students with suspected disabilities and research.

Corves, C., Stadler, M., & Fischer, M. R. (2024). **Perceived authenticity across three forms of educational simulations—the role of interactant representation, task alignment, and continuity of simulation**. *European Journal of Psychology of Education, 39*(4), 3253-3275. https://doi.org/10.1007/s10212-024-00826-5

Authenticity in simulation-based learning is linked to cognitive processes implicated in learning. However, evidence on authenticity across formats is insufficient. We compared three case-based settings and investigated the effect of discontinuity in simulation on perceived authenticity. In a quasi-experiment, we compared formats of simulation in the context of medical education. All formats simulated anamnestic interviews with varying interactant and task representations using highly comparable designs. Interactants (patients) were simulated by (a) live actors (standardized patients), (b) live fellow students (roleplays), or (c) question menus and videoclips (virtual patients). The continuity of simulations varied. We measured perceived authenticity with three subscales: Realness, Involvement, and Spatial Presence. We employed confirmatory factor analysis (CFA) to assess measurement invariance across settings and analysis of variance on authenticity ratings to compare the effects of setting and discontinuous simulation. CFA supported the assumption of invariance. Settings differed in Realness and Spatial Presence but not Involvement. Discontinuous simulations yielded significantly lower ratings of authenticity than continuous simulations. The compared simulation modalities offer different advantages with respect to their perceived authenticity profiles. Lower levels of interactivity and reduced subtask representation do not necessarily lead to lower ratings of perceived authenticity. Spatial Presence can be as high for media-based simulation as for roleplays. Discontinuation of simulations by offering scaffolding impairs perceived authenticity. Scaffolds may be designed to avoid discontinuation of simulation to uphold perceived authenticity.

Cuevas, I., Mateos, M., Casado-Ledesma, L., Olmos, R., Granado-Peinado, M., Luna, M., … Martín, E. (2024). **How to improve argumentative syntheses written by undergraduates using guides and instructional rubrics**. *European Journal of Psychology of Education*, 39(4), 4573-4596. https://doi.org/10.1007/s10212-024-00890-x

Undergraduates often struggle writing argumentative syntheses from conflicting sources. Written guides can help in the different phases of the process involved in these tasks and are more effective when accompanied by explicit instruction. Nevertheless, there are few studies on instructional rubrics as an aid to argumentative writing and none are focused on synthesis tasks. Our objectives were to compare (1) the effectiveness of a guide and a rubric as aids to the processes of selection and integration in writing an argumentative synthesis; (2) whether explicit instruction in synthesis writing strategies enhances the effects of both aids and (3) the effectiveness of the aids offered during the practice sessions performed with the support of aids and after removing those aids. The study was conducted with 120 undergraduate psychology students. An experimental inter/intra-subject factorial design 2 (Instruction) x 2 (Type of aid) x 4 (Time) was employed. We used mixed linear models to assess the intervention effects. The guide facilitated the selection of arguments. Both guide and rubric promoted integration. When students also received explicit instruction, the learning rate of integration strategies was accelerated, and the impact of guide and rubric was greater.

David, L., Biwer, F., Baars, M., Wijnia, L., Paas, F., & de Bruin, A. (2024). **The Relation Between Perceived Mental Effort, Monitoring Judgments, and Learning Outcomes: A Meta-Analysis**. *Educational Psychology Review*, 36(3), 66. https://doi.org/10.1007/s10648-024-09903-z

Accurately monitoring one's learning processes during self-regulated learning depends on using the right cues, one of which could be perceived mental effort. A meta-analysis by Baars et al. (2020) found a negative association between mental effort and

monitoring judgments (r = -.35), suggesting that the amount of mental effort experienced during a learning task is usually negatively correlated with learners' perception of learning. However, it is unclear how monitoring judgments and perceptions of mental effort relate to learning outcomes. To examine if perceived mental effort is a diagnostic cue for learning outcomes, and whether monitoring judgments mediate this relationship, we employed a meta-analytic structural equation model. Results indicated a negative, moderate association between perceived mental effort and monitoring judgments (β = -.19), a positive, large association between monitoring judgments and learning outcomes (β = .29), and a negative, moderate indirect association between perceived mental effort and learning outcomes (β = -.05), which was mediated by monitoring judgments. Our subgroup analysis did not reveal any significant differences across moderators potentially due to the limited number of studies included per moderator category. Findings suggest that when learners perceive higher levels of mental effort, they exhibit lower learning (confidence) judgments, which relates to lower actual learning outcomes. Thus, learners seem to use perceived mental effort as a cue to judge their learning while perceived mental effort only indirectly relates to actual learning outcomes.

Deniz, M. E., Kurtulus, H. Y., & Kaya, Y. (2024). **Family communication and bi-dimensional student mental health in adolescents: A serial mediation through digital game addiction and school belongingness**. *Psychology in the Schools*, *61*(11), 4375-4390. https://doi.org/10.1002/pits.23290
The presence of communication within the family can be considered as a protective factor in preventing the development of mental health problems in school by acting as a buffer against mental health problems in adolescents. Thus, this study, which was designed to reveal the potential mechanisms between family communication and bi-dimensional student mental health (psychological well-being/distress) in Turkish adolescents, examined the serial mediator role of digital game addiction and school belongingness. The study sample consists of a total of 397 volunteering Turkish adolescents, including 206 girls (51.9%) and 191 boys (48.1%). The participants' ages range from 14 to 17 (M = 14.63 years, SD = 0.60). In this study, a cross-sectional and explanatory design based on structural equation modeling was used. The main findings of the study are as follows: (1) digital game addiction mediated the relationship between family communication and psychological well-being/distress, (2) school belongingness mediated the relationship between family communication and psychological well-being/distress, and (3) the relationship between family communication and psychological well-being/distress was serially mediated by both digital game addiction and school belongingness.

Dörrenbächer-Ulrich, L., & Bregulla, M. (2024). **The Relationship Between Self-Regulated Learning and Executive Functions—a Systematic Review**. *Educational Psychology Review*, *36*(3), 95. https://doi.org/10.1007/s10648-024-09932-8
Self-regulated learning (SRL) and executive functions (EF) are broad concepts stemming from different research areas. They have been defined and modeled in various ways and are repeatedly related to each other in the literature, but so far, no systematic analyses of these relations have been published. Therefore, a systematic analysis of their relationships described in the literature was conducted. Nineteen studies were synthesized concerning different categories (age groups, measurement methods, role of metacognition, relation to achievement, and longitudinal/intervention studies). In general, primarily low to moderate correlational relationships between SRL and EF were

reported, with no detectable pattern depending on the age group. Measurement methods used to capture SRL and EF seem to influence the size of the correlations, with indirect measures correlating higher than direct/indirect measures. In addition, there is evidence that metacognition mediates the relationship between EF and SRL. In general, the notion that EF predicts SRL but not vice versa is supported. Following the systematic review, the results are critically discussed in the light of non-generalizable samples, measurement methods, and results interpretation issues. Suggestions for theory building and promising future research are given.

Elizarov, E., Czik, A., & Ziv, Y. (2024). **Kindergarten children's academic engagement: A dual-pathway model including social information processing, social behavior in class, and teacher–child relationship quality**. *European Journal of Psychology of Education*, 39(4), 3729-3749. https://doi.org/10.1007/s10212-024-00803-y
Education researchers and practitioners have been exploring for years the key factors impacting children's academic engagement. Still, relatively little is known about the role of children's social cognition in their academic engagement. Accordingly, the current study focuses on the potential indirect associations between young children's social information processing patterns (SIP) and their academic engagement through their social behaviors in class, specifically their prosocial and problem behaviors, and following by the quality of their relationship with their main kindergarten teacher. The study examines these indirect effects in one dual-pathway model which includes both a pathway from children's competent SIP patterns to higher levels of academic engagement and from children's aggressive SIP patterns to lower levels of academic engagement. The sample included 300 kindergarten children (151 girls; Mage = 68.76 months). Results showed that competent SIP patterns were positively linked to children's academic engagement, which encompasses both their academic self-perceptions and their attitudes toward learning, via children's prosocial behaviors in class and subsequently teacher–child relational closeness. In addition, aggressive SIP patterns were negatively linked to the kindergarteners' attitudes toward learning via the children's problem behaviors in class and subsequently teacher–child relational conflict. Results have implications for both research and practice in the understanding of the influence of social cognition, behavior, and social relationships on academic engagement for young learners.

Elizarov, E., Ziv, Y., & Benish-Weisman, M. (2024). **Personal values and social behavior in early childhood: Understanding the contribution of social information processing and attitudes**. *European Journal of Psychology of Education*, *39*(4), 3511-3536. https://doi.org/10.1007/s10212-024-00841-6
Values, defined by Schwartz (1994) as basic motivational cognitive structures, guide life goals, transcend contexts, and affect individuals' courses of action differently depending on their preferred values. With young children, an important question that emerges is what factors underlie the linkages between their preferred motivations (i.e., preferred values) and their behavior tendencies in key social contexts. This study proposed one potential socio-cognitive mechanism that may explain how children's values are linked to their prosocial and antisocial behaviors in kindergarten via their values-oriented social information processing patterns (SIP) and their attitudes toward their kindergarten. The sample included 121 children (59 girls; Mage = 67.45 months). Children's values, values-oriented SIP patterns, and attitudes toward kindergarten class were examined in one-on-one interviews. Teachers reported on the children's social behaviors. Results showed

children's preferences for self-transcendence values were linked to their more prosocial behaviors and less antisocial behaviors in class via their self-transcendence values-oriented SIP patterns and their positive attitudes toward kindergarten. The findings offer important insights into the socio-cognitive elements that drive values-behavior relationships, as well as the links between various facets of young children's social cognition and their social behavior in kindergarten.

Engler, L., & Westphal, A. (2024). **Teacher autonomy support counters declining trend in intrinsic reading motivation across secondary school**. *European Journal of Psychology of Education*, *39*(4), 4047-4065. https://doi.org/10.1007/s10212-024-00842-5
Students' intrinsic motivation to read, which is relevant to all forms of learning, tends to decline throughout secondary school. Based on self-determination theory (SDT), this study examines whether this downward trend is slowed when students perceive greater autonomy support in the classroom. We used large-scale panel data from the NEPS comprising N = 8193 students in Germany who reported their intrinsic motivation to read and their perceived autonomy support from German teachers at annual intervals from fifth to eighth grade. Scalar longitudinal measurement invariance was found for intrinsic reading motivation (IRM) and teacher autonomy support (TAS). A dual change score model showed a decline in IRM and a negative, non-significant decrease in TAS over time. Confirming our hypothesis, the decline in IRM was slowed by earlier levels of TAS. We discuss methods to counteract the decline in intrinsic reading motivation.

Ferro, M. A., Abbruzzese, S., Leatherdale, S. T., & Patte, K. A. (2024). **Perceived School Belonging Among Youth with Chronic Physical Illness**. *Journal of Psychoeducational Assessment*, *42*(8), 1014-1030. https://doi.org/10.1177/07342829241276564
In a sample of youth aged 10–16 years with chronic physical illness, this study examined psychometric properties of a modified Psychological Sense of School Membership (m-PSSM) scale; described longitudinal trends in perceptions over 24 months; and, identified factors associated with school belonging. Youth were recruited from a pediatric hospital in Canada. A total of 105 youth attended school in the past year and provided self-reports. The four-item m-PSSM had a unidimensional structure which was measurement invariant between youth in elementary (10–13 years) versus secondary school (14–16 years). Internal consistency was (ω > .80). There was no evidence that m-PSSM scores changed significantly over time ($\eta2$ = 0.05). Predictors of lower perceived school belonging were being in secondary school, having psychopathology, reporting lower quality of life in the domains of social support and school environment, experiencing peer victimization, and living in a community with higher residential instability and lower material deprivation.

Flanagan, A. M., Cormier, D. C., Daniels, L. M., & Tremblay, M. (2024). **Exploring how the COVID-19 pandemic impacted teacher expectations in schools**. *Social Psychology of Education*, *27*(5), 2199-2231. https://doi.org/10.1007/s11218-024-09924-0
Expectations are beliefs that someone should or will achieve something. Expectations influence performance—positive expectations improve outcomes, whereas negative expectations worsen them. This interaction is well known in the context of education and academic performance; however, we do not know how teacher expectations changed during the COVID-19 pandemic. This study used a descriptive qualitative approach to explore the impact of the COVID-19 public health measures on expectations in schools. Specifically, to what extent did teacher expectations for students and themselves

change during this unprecedented period. In addition, to what extent did teachers' perceptions of what administrators expected from them change during this same period. Twelve teachers were purposefully sampled across Canada and interviewed in the spring of 2021. Interviews were transcribed and analysed using qualitative content analysis. The results generally indicated that expectations for students and for teachers (i.e., themselves) changed. Students were still expected to do their best and teachers still generally had high expectations for themselves, but their expectations were tempered depending on each group's needs. For example, if students showed significant behavioural or emotional needs, academic expectations were reduced. Administrators made some efforts to be supportive and realistic during this time; however, many participants felt it was not enough and found their administrator's expectations were unrealistically high. Furthermore, participants described greater difficulty developing relationships with students during the pandemic, which also impacted how much teachers could expect of them. The findings contribute to the literature by providing suggestions for future research and proposing an expanded version of a conceptual model for expectations in schools. More importantly, the findings can inform school leaders on how to best support teachers, and how teachers can support and advocate for themselves, during high-stress situations or extreme circumstances such as a pandemic.

Flanigan, A. E., Wheeler, J., Colliot, T., Lu, J., & Kiewra, K. A. (2024). **Typed Versus Handwritten Lecture Notes and College Student Achievement: A Meta-Analysis**. *Educational Psychology Review*, 36(3), 78. https://doi.org/10.1007/s10648-024-09914-w
Many college students prefer to type their lecture notes rather than write them by hand. As a result, the number of experimental and quasi-experimental studies comparing these two note-taking mediums has flourished over the past decade. The present meta-analytic research sought to uncover trends in the existing studies comparing achievement and note-taking outcomes among college students. Results from 24 separate studies across 21 articles revealed that taking and reviewing handwritten notes leads to higher achievement (Hedges' $g = 0.248$; $p < 0.001$), even though typing notes benefits note-taking volume (Hedges' $g = 0.919$; $p < 0.001$), among college students. Furthermore, our binomial effect size display shows that taking handwritten lecture notes is expected to produce higher course grades than typing notes among college students. We conclude that handwritten notes are more useful for studying and committing to memory than typed notes, ultimately contributing to higher achievement for college students.

Fleming, M. C., Stevenson, H. C., Aisenbrey, E., & McWhirter, B. T. (2024). **Using RECAST theory to examine racial stress appraisal across high schools: Differences in racial threat and support**. *Social Psychology of Education*, 27(5), 2503-2526. https://doi.org/10.1007/s11218-024-09950-y
Data from 318 diverse high school students from three different types of high schools in the United States were collected. School types varied by location (e.g., suburban, urban), size, and student demographics (e.g., race, ethnicity, socioeconomic status). Exploratory Factor Analysis (EFA) was conducted to examine the factor structure of the STRESS-Y. Mean comparisons were performed to assess variations in Racial Stress Appraisal across different school types. The EFA of the STRESS-Y confirmed its factor structure, supporting its validity as a measure of RSA in youth and we were able to extract two robust factors—Racial Threat Appraisal and Racial Support Appraisal. Mean

comparisons revealed that Racial Threat Appraisal and Racial Support Appraisal varied across different school types, highlighting the influence of school context on students' experiences of racial stress. This study provides evidence for the validity of the STRESS-Y as a measure of Racial Stress Appraisal in youth. The findings demonstrate the importance of considering school type as a factor influencing students' experiences of racial stress as well as how support, racial coping, and stress management skills may help mitigate ongoing interpersonal harm that youth are experiencing. The validated measure and the understanding of the factors contributing to Racial Stress Appraisal can inform interventions aimed at supporting students in managing and coping with racial stressors in their respective school environments.

Frings, D., Albery, I. P., & Wood, K. V. (2024). **Mission impossible? Identity based incompatibilities amongst academic job roles relate to wellbeing and turnover**. *Social Psychology of Education*, 27(5), 2233-2248. https://doi.org/10.1007/s11218-024-09890-7
Academic staff experience high levels of work-related stress and poor mental health. As a result, many institutions face high staff turnover. These outcomes may be driven by complex and, at times, apparently oppositional objectives academics need to meet around research and teaching. These factors may present both practical and social identity-based incompatibilities. The current study tested the role of these incompatibilities upon mental well-being and turnover. A sample of 141 UK resident academics completed scales measuring levels of social identification with being an academic, an educator and a researcher, identity based and practical incompatibility, mental health, experience of the workplace and turnover intention. No direct links were found between practical incompatibility and outcomes. However, higher identity incompatibility was related to poorer mental health. Identity incompatibility was also related to turnover intention, mediated by both mental health and workplace experience. Contrary to predictions, these effects were not moderated by identity difference or identity strength. The current findings present evidence that role-based incompatibilities have both practical and identity-based foundations and highlight important caveats to the benefits of multiple identities on well-being observed in other domains. The findings also suggest practical steps through which complex occupational roles can be best structured to improve mental health and reduce turnover.

Fung, K. Y., Lee, L. H., Sin, K. F., Song, S., & Qu, H. (2024). **Humanoid robot-empowered language learning based on self-determination theory**. *Education and Information Technologies*, 29(14), 18927-18957. https://doi.org/10.1007/s10639-024-12570-w
With the ability to provide feedback and assistance, humanoid educational robots have been proven effective in assisting students to overcome learning challenges and enhancing individual learning outcomes. However, the strength of humanoid robots in promoting social and emotional skills has not been well investigated. Socially supportive behaviour can contribute more to students' learning engagement than knowledge transfer. This study focuses on the design of humanoid robots to engage students from functional and affective perspectives. To this end, a pilot test is conducted on 64 primary school students in Hong Kong, comprising a control group (N = 33) and an experimental group (N = 31). Questionnaires, observations, and language proficiency test are done to ensure the validity of the findings. The results show that the experimental group, which learned with the humanoid robots, significantly improved their behavioural engagement (+ 13.24%), emotional engagement (+ 13.14%), cognitive engagement (21.56%), and intrinsic motivation (12.07%). The impact of utilizing humanoid robots in education is

elucidated through the lens of the self-determination theory (SDT), which pertains to students' learning motivation and engagement. These findings can provide valuable insights into the development of more captivating humanoid robots for extensive learning purposes.

Ghasemi, F., & Herman, K. C. (2024). **Understanding teacher counterproductive work behavior: Tracing individual, occupational, and organizational factors**. *Psychology in the Schools*, *61*(11), 4250-4272. https://doi.org/10.1002/pits.23279
Despite extensive research on antecedents and consequences of counterproductive work behavior (CWB), factors contributing to it in educational settings and teachers have not been adequately addressed. With participants of secondary school teachers working in public schools (270), private schools (302), and other educational institutions (319) in Iran, this study explored factors associated with CWB at the individual (age, gender, and perceived justice), occupational (interpersonal conflicts and working hours), and organizational (job content, class size, and teaching context) levels. Significant relationships, with small effect sizes, were found between CWB and younger male teachers with low perceived justice. The results also indicated a linear trend with occupational variables and CWB in the public sector. An escalation in CWB engagement was observed with an increase in working hours and class size. There was a strong positive correlation between psychological demands and CWB, and negative associations were found for social support and decision latitude with significant differences in teacher categories. Hierarchal regression analysis confirmed the significant contributions of these variables to the variances in CWB. The implications have been discussed in light of study results by recommending policies and strategies to be used by school psychologists, administrators, and teacher educators to curtail dysfunctional behaviors and ultimately create school environments that promote teachers' job commitment and the delivery of high-quality education.

Gnas, J., Urban, J., Feuchter, M. D., & Preckel, F. (2024). **Socio-emotional experiences of primary school students: Relations to teachers' underestimation, overestimation, or accurate judgment of their cognitive ability**. *Social Psychology of Education*, *27*(5), 2417-2454. https://doi.org/10.1007/s11218-024-09915-1
Previous research revealed that students who are overestimated in their ability by their teachers experience school more positively than underestimated students. In the present study, we compared the socio-emotional experiences of N = 1516 students whose cognitive abilities were overestimated, accurately judged, or underestimated by their teachers. We applied propensity score matching using students' cognitive ability, gender, language, parental education, and teacher's acquaintance with them as covariates for building the three student groups. Matching students on these variables, reduced the original sample size to subsamples with n1 = 348, and n2 = 312 with exact matching including classroom. We compared overestimated, accurately judged, or underestimated students in both matching samples in their socio-emotional profiles (comprised of academic self-concept, joy of learning, attitude towards school, willingness to make an effort, social integration, perceived class climate, and feeling of being accepted by the teacher) by linear discriminant analyses. Groups significantly differed in their profiles. Overestimated students had the most positive socio-emotional experiences of school, followed by accurately judged students. Underestimated students experienced school most negatively. Differences in experiences were most pronounced for the learning environment (medium to large effects for academic self-concept, joy of

learning, and willingness to make an effort; negligible effect for attitude towards school) and less for the social environment (medium effects for feeling of being accepted by the teacher; negligible effects for social integration and perceived class climate).

Gou, R., Yang, X., Chen, X., Cao, C., & Chen, N. (2024). **The relationship between teachers' homework feedback, students' homework emotions, and academic self-esteem: A multi-group analysis of gender differences**. *Social Psychology of Education*, *27*(5), 2605-2635. https://doi.org/10.1007/s11218-024-09897-0
Students' homework emotions greatly influence the quality of homework, learning activities, and even academic achievement and burden. Therefore, encouraging students' positive homework emotions is essential for their development. This study aimed to investigate the relationship between three types of teachers' homework feedback (checking homework on the board, grading homework, and constructive comments), students' positive and negative homework emotions in Chinese subjects while taking into account the mediating effect of academic self-esteem and gender differences in these underlying relationships. 928 elementary school students of 4–6th grade participated in this survey and completed scales. Results showed that (1) checking homework on the board and constructive comments positively impacted students' positive emotions, while checking homework on the board negatively influenced students' negative emotions. In contrast, constructive comments did not impact students' negative emotions. Furthermore, grading homework had no significant effect on students' emotions; (2) academic self-esteem mediated the relationship between teachers' homework feedback and students' homework emotions, and (3) gender moderated some underlying relationships between teachers' homework feedback, students' homework emotions, and academic self-esteem. This study has implications for teachers in designing and choosing high-quality homework feedback, encouraging students' positive homework emotions, and reducing students' negative homework emotions.

Graf, E., Donath, J. L., Botes, E., Voracek, M., & Goetz, T. (2024). **The Associations Between Discrete Emotions and Political Learning: A Cross-Disciplinary Systematic Review and Meta-Analysis**. *Educational Psychology Review*, *36*(3), 77. https://doi.org/10.1007/s10648-024-09893-y
In recent decades, researchers' interest in the role of emotions in individual political learning has grown. However, it is still unclear whether and how discrete emotions are associated with political learning. Through a cross-disciplinary systematic review and multilevel meta-analysis, we reviewed which discrete emotions have been analyzed in the context of political learning so far and meta-analytically synthesized how these emotions relate to political learning. We addressed this question by synthesizing associations between discrete emotions and various aspects of learning about political matters, such as political attention, information seeking, discussions, knowledge, and knowledge gain. The final dataset included 66 publications with 486 effect sizes, involving more than 100,000 participants. Most of the effect sizes were based on negative-activating emotions (65%; mainly anxiety, 32%, and anger, 19%) and positive-activating emotions (32%; mainly enthusiasm, 15%), while studies on positive-deactivating emotions (e.g., contentment) and negative-deactivating emotions (e.g., sadness) are largely lacking. We uncovered small positive associations (r = .05 to .13) for activating emotions, of both negative (especially anger) and positive valence (e.g., enthusiasm, only in cross-sectional designs), but no associations for negative-deactivating emotions. We discuss

theoretical implications and recommend future research to include previously unconsidered emotions in order to extend existing findings.

Groza, I. A., Ceobanu, M. C., & Tofan, C. M. (2024). **Motivational persistence and academic procrastination: the moderating role of behavioural deactivation for Romanian female students**. *European Journal of Psychology of Education*, 39(4), 3989-4001. https://doi.org/10.1007/s10212-024-00835-4

Academic procrastination has been a subject of particular interest in research due to its frequent association with heightened levels of anxiety, stress, and the long-term risk of emotional and behavioural vulnerability (Hoge et al., 2013). Our study tests the correlation between motivational persistence as a trait and academic procrastination, as well as the impact of behavioural disengagement on this relation. A total of 426 female students aged 18 to 30 years participated in the study (M = 1.77, SD = 1.39). The results demonstrate a significant and negative correlation between motivational persistence and academic procrastination, and a weak correlation between behavioural disengagement and academic procrastination. Behavioural disengagement has a significant impact on the association between motivational persistence and academic procrastination; academic procrastination decreases irrespective of the level of behavioural disengagement. We discuss the practical implications from a feminine viewpoint and the extent to which coping strategies remain stable or vary depending on the situation.

Guevara, I., Rodríguez, C., & Núñez, M. (2024). **Developing gestures in the infant classroom: from showing and giving to pointing**. *European Journal of Psychology of Education*, 39(4), 4671-4702. https://doi.org/10.1007/s10212-024-00895-6

Research on gesture development has mostly focused on home environments. Little is known about early communicative development in other relevant contexts, such as early-year-schools. These settings, rich in diverse educative situations, objects, and communicative partners, provide a contrast to parent–child interactions, complementing our understanding of gesture development. This study aims to describe the development of the first gestures in the infant classrooms of early-years-schools, focusing on ostensive gestures of showing and giving—their emergence, communicative functions, and relation to the subsequent emergence of pointing. We conducted a longitudinal, observational investigation analyzing the gestures of 21 children (7–13 months). Over 7 months, we observed and registered children's daily interactions in the classroom, employing a mixed quantitative and qualitative approach to analyze the types and functions of their gestures. We found a significant increase and diversification of gesture types and functions with age. Gestures followed a proximal–distal developmental course. Ostensive gestures were the earliest and most prevalent gestures observed. There was a correlation between the frequency of these gestures, with ostensive gestures fulfilling communicative functions later observed in pointing. Our qualitative analysis revealed the progressive construction of ostensive gestures into spontaneous, complex, and conventional forms of communication. These results highlight the important role of ostensive gestures in early communicative development, paving the way for distal communication through pointing and relating to the origin of intentional communication. More broadly, these findings have significant implications for early educational practices and show the value of conducting research on developmental processes in early education.

Güth, F., & van Vorst, H. (2024). **To choose or not to choose? Effects of choice in authentic context-based learning environments**. *European Journal of Psychology of Education*, 39(4), 3403-3433. https://doi.org/10.1007/s10212-024-00798-6

Hagenauer, G., Raufelder, D., Ivanova, M., Bach, A., & Ittner, D. (2024). **The quality of social relationships with students, mentor teachers and fellow student teachers and their role in the development of student teachers' emotions in the practicum**. *European Journal of Psychology of Education*, 39(4), 4067-4089. https://doi.org/10.1007/s10212-024-00847-0

The emotional well-being of individuals is largely dependent on the quality of their social relationships, as acknowledged by self-determination theory and the belongingness hypothesis. While the significance of high-quality relationships for teachers has received increasing attention in empirical research, little is known about the impact of social relationships on student teachers' emotions in the practicum, especially from a quantitative perspective and considering multiple relationship qualities simultaneously. Research on this topic is highly topical as emotions have been found to be important drivers both for professional behaviour in the classroom and professionalisation processes in general. Against this backdrop, our study examined how the quality of social relationships between students in class, mentor teachers, and fellow student teachers influences the development of emotional experiences of student teachers in a school practicum. We conducted an online survey with 203 Austrian student teachers studying secondary education, inquiring about their emotional experiences and social relationships before and after their practicum. The results revealed that the quality of relationships with students in class was the most influential factor determining changes in student teachers' emotional states during their practicum. These findings emphasise the importance of cultivating positive relationships with students in the classroom, especially during the school practicum in teacher education.

Hagenkötter, R., Nachtigall, V., Rolka, K., & Rummel, N. (2024). **Model authenticity in learning mathematical experimentation: how students perceive and learn from scientist and peer models**. *European Journal of Psychology of Education*, 39(4), 3301-3324. https://doi.org/10.1007/s10212-024-00843-4

The implementation of video modeling examples of mathematical hands-on experimentation may provide students with authentic and, at the same time, not too cognitively overwhelming experiences. However, the effectiveness of video modeling examples can be influenced by different characteristics of the observed models. On the one hand, based on the model-observer similarity hypothesis, it is likely that the observation of peers is particularly conducive to learning. On the other hand, from an authentic learning perspective, the presence of experts is considered to constitute a core design element of authentic learning settings which may foster motivational and cognitive learning outcomes. Against the background of these contradictory assumptions, the present study investigates the effects of observing models with different degrees of authenticity on students' perceived authenticity, their situational interest, and their knowledge acquisition. We conducted an experimental study with 105 10th graders who observed either peer or scientist models performing a mathematical hands-on experiment in a video recording. As expected, the results show that students perceived the scientist models as more authentic than the peer models. Furthermore, we found neither a direct effect of condition nor an indirect effect mediated by students' perceived authenticity of the observed models on students' situational interest and

knowledge acquisition. With this study, we contribute to the literature on the conditions and effects of authentic learning.

Han, J., & Wang, Y. (2024). **A Systematic Review of Graduate Students' Research Motivation: Themes, Theories, and Methodologies**. *Educational Psychology Review*, 36(3), 87. https://doi.org/10.1007/s10648-024-09924-8
This is a systematic review of empirical studies on graduate students' research motivation, a key factor for improving their research performance. A total of 57 articles and conference papers between 1993 and 2023 were identified through the thorough search process and quality assessment, and their research categories and themes, theories, and methodologies were synthesized. Based on this review, a Graduate Students' Research Motivation Model (GSRMM) was constructed, highlighting three main categories: antecedents, consequences, and mediating roles of graduate students' research motivation. The results of the study showed that manipulable antecedents have been extensively explored, but immutable antecedents, consequences, and the mediating roles of research motivation remain underexplored. Self-efficacy theory emerged as the dominant framework in the existing studies. Quantitative research design by means of self-report questionnaires dominated the current studies, which warrants a move towards alternative research measurements. This comprehensive review provides a deeper understanding of graduate students' research motivation and also suggests new avenues for further exploration in this field.

He, G., Chen, S., Lin, H., & Su, A. (2024). **The association between initial metacognition and subsequent academic achievement: a meta-analysis of longitudinal studies**. *Educational Psychology Review*, 36(3), 81. https://doi.org/10.1007/s10648-024-09922-w
In the present meta-analysis, we systematically examined the association between students' initial level of metacognition and their academic achievement at least three months later. Using multilevel meta-analysis as well as meta-analytic structural equation modelling, we analysed data from 71,171 students provided by 28 independent studies. The findings indicated a positive relationship between initial metacognition and subsequent academic achievement ($r = .22$, 95% CI = [0.18, 0.33], $p < .001$). Meanwhile, age, gender, time lag, educational stage, culture, and the composition and measurement of metacognition were considered as potential moderating variables. Moreover, while previous research has typically viewed high levels of academic achievement as a consequence of high levels of metacognition, the self-determination theory (SDT) suggests that high levels of academic achievement may also be an antecedent of high levels of metacognition. Therefore, we conducted cross-lagged panel analyses, and after accounting for autoregressive effects, the results showed that students' initial academic achievement was also a significant positive predictor of subsequent metacognitive levels. Finally, theoretical and practical implications are discussed.

Hohrath, S., Aßmann, S., Krabbe, H., & Opfermann, M. (2024). **Students' perceived authenticity and understanding of authentic research while experimenting in a non-formal learning setting**. *European Journal of Psychology of Education*, 39(4), 3325-3349. https://doi.org/10.1007/s10212-024-00810-z
Non-formal learning settings like out-of-school labs provide students with insights into authentic learning situations. For example, in physics, students are engaged in experimenting as an authentic method. However, increasing the authenticity in

experimentation can lead to overwhelming demands and hinder concept development and does not even need to be perceived as more authentic. We investigated the role of authenticity in experimenting in an out-of-school lab. Specifically, we explored (a) what influence the level of guidance has on students' perceived authenticity (RQ1), (b) which references students use in their assessment judging perceived authenticity (RQ2), and (c) to what extent perceived authenticity predicts students' learning outcomes (RQ3). To address these issues, a mixed methods study was carried out. One hundred forty-two students of seventh and eighth grade experimented in small groups and investigated the pattern that occurs when different apertures are placed between various light sources and a screen. Students were randomly assigned to one of two variants of the learning setting. In the guided experimentation group, students performed five pre-designed experiments and one freely chosen experiment, while the self-determined experimenting students freely designed all six experiments. A questionnaire was administered for perceived authenticity and interviews were conducted about the experimentation process. The learning outcome was measured with a pre- and post-test. We found no significant difference in perceived authenticity and learning outcomes of the two groups. To explain this, we conducted and analyzed interviews in terms of students' understandings of authentic research to determine the views their authenticity judgments were based on.

Hong, J.-C., Liu, M.-C., Ho, H.-Y., Tsai, C.-R., & Tai, K.-H. (2024). **The effects of live-streaming presence and extraneous cognitive load on learning performance in P-D/O-Q/D-E-T inquiry**. *Education and Information Technologies*, *29*(14), 18427-18450. https://doi.org/10.1007/s10639-024-12565-7
By using information technology, science learning can be widely disseminated, including, for example, to rural schools. However, the implementation of inquiry-based science learning with action-to-ground science concepts for rural learners needs to be explored. To address this purpose, the present study adopted "live stream" technology with a science inquiry model for rural students to learn four science concepts. Using different science knowledge representations, the predict-do/observe-quiz/discuss-explain-transform (P-D/O-Q/D-E-T) inquiry model was designed to be implemented via live streaming with local teachers' facilitation. Drawing on the cognitive-affective theory of multimedia learning and triadic reciprocal determinism, the present study focused on exploring how the live-streaming presence and external cognitive load can predict participants' flow and learning performance. A total of 45 participants completed the questionnaire, pre-test, and post-test, and structural equation modeling was adopted to test the hypotheses of this study. The results showed that live-streaming presence could positively predict flow, but external cognitive load can negatively predict flow, while flow can positively predict learning performance. This live-streaming method uses inexpensive and affordable educational technology that can be implemented at any rural elementary school to enable rural students to learn science remotely.

Hu, T.-L., & Valdivia, D. S. (2024). **Assessing the Psychometric Properties of Quality Experience in Undergraduate Research Using Item Response Theory**. *Research in Higher Education*, 65(8), 1965-1991. https://doi.org/10.1007/s11162-024-09814-6
Undergraduate research, recognized as one of the High-Impact Practices (HIPs), has demonstrated a positive association with diverse student learning outcomes. Understanding the pivotal quality factors essential for its efficacy is important for enhancing student success. This study evaluates the psychometric properties of survey

items employed to gauge the quality of undergraduate research, including alignment with Kuh and O'Donnell's (2013) eight HIP characteristics, alongside assessments of reliability, validity, and generalizability across demographic groups. The study assesses the validity and reliability of these measures at both the scale and item levels using data from the National Survey of Student Engagement's (NSSE) HIP Quality Topical Module. The methodological approaches employed include Exploratory Factor Analysis, Parallel Analysis, Item Response Theory, and Differential Item Functioning (DIF). Our findings uncover a misalignment between NSSE's HIP Quality module items and HIP characteristics, leading to the identification of seven subscales instead of eight. Nevertheless, four subscales—Reflective and Integrative Learning, Real-World Applications, Interactions with Others, and High-Performance Expectations—emerge as valid indicators of undergraduate research experiences. While specific items yield valuable insights at the item level, refinement is recommended for others. Despite the identification of two items exhibiting DIF, their negligible effect sizes suggest that major revisions are unwarranted solely on DIF grounds. This study offers recommendations for item refinement, including the incorporation of new items, wording updates, and tailored utilization of assessment tools within educational institutions. These recommendations are intended to empower educators and researchers to effectively capture the quality dimensions of students' undergraduate research experiences, thereby fostering their academic success.

Hunter-Mullis, K., Qing, C., & Decker, K. A. (2024). **Evaluation of remote and in-person instruction of a social-emotional learning curriculum in a rural midwestern middle school: A case study**. *Psychology in the Schools*, *61*(11), 4080-4094. https://doi.org/10.1002/pits.23270
Rural adolescents are at a greater risk for substance abuse and other mental health challenges. There is a need for enhanced evidence-based prevention efforts. This case study evaluated both remote and in-person instruction of Second Step®, a social-emotional learning (SEL) curriculum aimed to improve school-based prevention efforts. Second Step® was implemented in a rural Midwestern middle school from Fall 2020 to Spring 2022. Pre- and post-surveys were given to 7th grade (n = 233) and 8th grade (n = 146) students. To evaluate program implementation, t-tests were conducted. Post-survey scores were compared to evaluate remote versus in-person learning. Seventh grade students showed significant improvement of self-efficacy in overcoming obstacles, and this was expanded via in-person instruction. Eighth grade students increased knowledge of identifying and disrupting bullying, and the goal-setting unit showed more success taught via remote instruction. Second Step® shows promise in increasing self-efficacy and knowledge of SEL topics. Exploratory results suggest both in-person and remote implementation should be considered.

Jancaric, M., Jewett, P., & Borowsky, I. W. (2024). **Students' perspectives and utilization of school resource officers after experiences with school discipline or law enforcement**. *Psychology in the Schools*, *61*(11), 4273-4285. https://doi.org/10.1002/pits.23280
School resource officer (SRO) programs were expanded to improve school safety, but limited research has assessed factors impacting students' perspectives on and intended utilization of SROs. We analyzed the relationships of students' experiences with law enforcement and school discipline with views and intended use of SROs. We used multilevel logistic regression models based on the 2019 Minnesota Student Survey to estimate odds ratios of negative attitudes toward SROs. Among all students, 94.4%

agreed having an SRO at school was a good idea, 62.1% said they would feel comfortable going to their SRO with a problem, and 68.1% that they would tell their SRO if they saw something unsafe. Among students with recent suspensions, a parent/guardian who was ever in prison, or attending alternative learning centers, there was still widespread support for SROs, albeit lower support for SROs. Furthermore, only about half of students with recent suspensions or impacted by parental incarceration stated they would utilize SROs. These findings highlight discrepancies in students' attitudes toward versus utilization of SROs, especially for those disproportionately impacted by law enforcement or school discipline. This is relevant, as having trusted adults to turn to with problems has been identified as a cornerstone of school safety.

Janssen, N., & Lazonder, A. W. (2024). **Meta-analysis of Interventions for Monitoring Accuracy in Problem Solving**. *Educational Psychology Review*, 36(3), 96. https://doi.org/10.1007/s10648-024-09936-4
Accurate monitoring of performance in problem-solving tasks is an important prerequisite for students' future academic success. A wide variety of interventions aiming to enhance students' monitoring accuracy have been developed, but their effectiveness is not apparent from the individual studies in which they have been examined. This meta-analysis classified these interventions in terms of how they target students' monitoring and investigated their relative effectiveness to improve monitoring accuracy in problem-solving tasks. Findings across the 35 included studies indicated that all interventions combined have a small positive effect on students' monitoring accuracy (g = 0.25). Intervention type moderated the findings. Interventions on the whole task, metacognitive knowledge, and external standards improved monitoring accuracy. On the other hand, interventions targeting the timing of metacognitive judgment negatively impacted monitoring accuracy and significantly differed from all other interventions. Exploratory moderator analyses of study features indicated that secondary school students benefited least from the interventions compared to primary school students and adults, laboratory studies showed larger effects than classroom studies, and interventions were more effective for retrospective confidence judgments than for judgments of learning. For educational practice, interventions targeting the whole task, metacognitive knowledge, and external standards are recommended, while reconsideration and possibly discontinuation of timing interventions is needed.

Jeng, A. (2024). **Individualism and collectivism's impact on students' academic helping interactions: an integrative review**. *Social Psychology of Education*, *27*(5), 2771-2807. https://doi.org/10.1007/s11218-024-09920-4
In academic settings, help-seeking and help-giving are two learning behaviors that have been shown to support student interaction and success. However, existing conceptualizations of these behaviors often overlook the influence of a student's cultural context. Specifically, there remains a lack of clarity around how students' attitudes and behaviors related to academic help-seeking and help-giving may differ in predominantly individualist versus collectivist cultural contexts. To address this issue, an integrative review of 18 sources from PsycINFO, ERIC, and Google Scholar was conducted to examine individualism and collectivism's relationship to students' academic help-seeking and help-giving behaviors. Results demonstrated that cultural orientation plays an important role in impacting students' willingness to seek and provide academic help, their motivations for participating in or avoiding helping interactions, as well as their preferred avenues for seeking and providing academic help. Ultimately, this review highlights the

intertwined nature of culture and students' helping behaviors, as well as enhances existing understandings of how future research and educators can support students' help-seeking and help-giving behaviors in a culturally sensitive manner.

Kang, D., Lee, S., & Liew, J. (2024). **Academic motivational resilience and teacher support: academic self-efficacy as a mediator**. *European Journal of Psychology of Education*, *39*(4), 4417-4435. https://doi.org/10.1007/s10212-024-00870-1
The purpose of the present study was to examine the associations among teacher support, academic self-efficacy, and academic motivational resilience. Two hundred and four preservice teachers anonymously completed an online survey which included demographic information, academic motivational resilience, teacher support, and academic self-efficacy. Three separate structural equation models were tested. In each model, one of the teacher support aspects (i.e., instrumental aid, assurance of self-worth, and seek secure base) was included as a predictor variable. All models were the same in that the three dimensions of academic motivational resilience (i.e., perseverance, adaptive reflection, and negative affect/emotional response) were included as outcome variables and academic self-efficacy as a mediator. Findings were (1) The effect of teachers' instrumental aid on perseverance was partially mediated by academic self-efficacy while the effect of instrumental aid on both adaptive reflection and negative affect/emotional response were fully mediated by academic self-efficacy; (2)The effect of teachers' assurance of self-worth on perseverance was partially mediated by academic self-efficacy while the effect of assurance of self-worth on both adaptive reflection and negative affect/emotional response were fully mediated by academic self-efficacy; and (3) Academic self-efficacy fully mediated the effect of teachers' provision of secure base on all three factors of academic motivational resilience. Implications for research and practice were discussed.

Kangwa, D., Msafiri, M. M., Wan, X., & Fute, A. (2024). **Self-doubt and self-regulation: A systematic literature review of the factors affecting academic cheating in online learning environments**. *Social Psychology of Education*, *27*(5), 2809-2855. https://doi.org/10.1007/s11218-024-09939-7
Online and computer-assisted learning have become widespread in the rapidly evolving education landscape. However, these learning modalities uniquely challenge academic integrity, escalating the potential for academic cheating. This systematic review used thematic and narrative syntheses to examine the relationships and the effects of self-doubt and self-regulation on academic cheating in online and computer-assisted learning environments. It involved a sample of 93 peer-reviewed empirical studies published between 1998 and 2023 across five electronic databases adhering to the principles of the PRISMA framework. Findings reveal that different emotional, motivational, and cognitive factors act as primary mediators, while the individual, situational, and environmental factors were significant moderators. These findings underscore the context-dependent and inconsistent effects of self-doubt and self-regulation on academic cheating. Notably, while self-doubt and self-regulation exert opposing influences on academic cheating, other factors, such as gender, culture, performance, feedback, peer pressure, and proctoring, significantly modify these effects. Hence, the relationship between self-doubt, self-regulation, and academic cheating in online and computer-aided learning is thus intricate and dynamic, depending upon various individual, situational, and contextual elements that shape students' motivation, emotions, and cognition. Therefore, this study contributes to the

broader discourse on online and computer-aided learning by offering strategies to prevent and reduce academic cheating. Recommendations include promoting self-regulation, reducing self-doubt, focusing on specific mediators and moderators, and utilizing different resources and techniques to measure and identify academic cheating. The results underline the importance of a concerted, multi-faceted approach to upholding academic integrity in the era of digital learning.

Kaynak, S., & Kan, A. (2024). **School adjustment scale for high school students: Development and initial validation**. *Psychology in the Schools*, *61*(11), 4063-4079. https://doi.org/10.1002/pits.23269
Although research has consistently highlighted the importance of school adjustment for high school students, validated tools for assessing this construct are currently lacking. To address this gap, our study aimed to develop and validate a scale to measure school adjustment among high school students. Employing a two-stage approach, we first examined the concept of adjustment and generated scale items. Subsequently, we surveyed 1121 high school students, and randomly split the data into two groups for subsequent analyses. Through exploratory in the first stage and confirmatory factor analyses in the second stage, we identified two higher-order factors within the scale: social adjustment and academic adjustment, with academic adjustment consisting of two sub-factors, academic performance and, academic engagement. The results indicated that the scale has an excellent model fit, as well as adequate reliability and high construct validity. Overall, our study provides a valuable tool for assessing school adjustment in high school students.

Kelz, J., & Krammer, G. (2024). **Synthesising models of primary school mathematicians by putting influencing factors of mathematics performance to the test**. *European Journal of Psychology of Education*, *39*(4), 4137-4161. https://doi.org/10.1007/s10212-024-00836-3
The gender-sensitive analysis of influencing factors on mathematical performance of primary school pupils can yield valuable insights into facilitating this vital phase of pupils' educational trajectory. We view gender-sensitive mathematical performance in primary school based on works of Niklas (Psychologie in Erziehung und Unterricht, 62, 106, 2015) and Luttenberger et al. (Psychology Research and Behavior Management, 11, 311–322, 2018). All elements of their models can be assigned to structural traits of origin, home learning environment, interacting variables, and mathematics performance. These are presented and described in terms of gender. In our four-year long longitudinal study (n = 239) with four measurement points in primary school, the interplay and predictive power of these elements were analysed with structural equation model. Among the structural traits of origin, socio-economic status and migration background are relevant concerning precursor skills. The home learning environment is not relevant for precursor skills or later mathematics performance. The precursor skills and self-concept appear to be significant for mathematics performance whereas enjoyment of the subject does not matter. Gender affected only two measuring points of mathematics performance, so that the results support the gender similarity hypothesis according to Hyde (The American psychologist, 60, 581–592, 2005.) According to our study, school entry is not shaped by gender differences in social background, affective characteristics, or precursor skills. The results emphasize gender equality at the start of school, so that it is of interest for future studies to determine when and on the basis of which criteria performance differences develop in mathematics.

Kim, JiYoon, An, S., & Hong, S. (2024). **Exploring the factors that influence academic stress among elementary school students using a LASSO penalty regression model**. *Asia Pacific Education Review*, *25*(5), 1331-1343. https://doi.org/10.1007/s12564-023-09903-8
The main objective of the study was to explore the main predictors that influence academic stress among fourth-grade elementary school students using data from the Panel Study on Korean Children via a least absolute shrinkage and selection operator (LASSO) regularized penalty regression model. The study examined 280 explanatory variables using the LASSO model. After preprocessing the data, it finally selected 21 variables. Out of them, the study found that children's persistence, peer attachment, bullying, parental achievement pressure, and subjective socioeconomic status as significant predictors, which is consistent with previous studies. However, several variables, including children's overall happiness, frequency of using slang, preference for mathematics, school life preference, daily time spent for homework and study, average monthly cost of private education, parents' participation in school events, marital conflict, and residential area, which were newly explored in the study, were also significant. Finally, we presented the significance and implications of the results in relation to decreasing academic stress among fourth-grade elementary school children.

Kim, Jungnam, Kim, H., Woo, H. R., Chen, C.-C., & Park, S. (2024). **Beyond the model minority myth: Student–counselor interactions and college enrollment of Asian American students**. *Psychology in the Schools*, *61*(11), 4095-4111. https://doi.org/10.1002/pits.23271
Due to the model minority myth, scant attention has been given to the college preparation of Asian American (AA) students. Using the national sample of High School Longitudinal Study of 2009–2013, this study examined associations among student–counselor interactions, school connectedness, and college enrollment of AA students. The results of the structural equation modeling indicated that school connectedness fully mediated the association between student–counselor interactions and college enrollment. The findings from the current study suggest that when AA students interact with school counselors in the 9th grade, they tend to feel more connected to their school, which, in turn, leads to increased college enrollment decisions in the 12th grade. Implications for helping professionals in schools are discussed.

Klinke, C., Kulle, K., Schreyögg, B., Fischer, K., & Eckert, M. (2024). **Equal opportunities for non-traditional students? Dropout at a private German distance university of applied sciences**. *European Journal of Psychology of Education*, *39*(4), 4003-4024. https://doi.org/10.1007/s10212-024-00829-2
Student dropout represents a significant challenge in distance higher education. To better understand this issue, a comprehensive analysis of institutional data, spanning several years from a private German distance learning university of applied sciences, was conducted. The primary objectives were twofold: (1) to pinpoint institutional factors serving as predictors for student dropout and (2) to analyze the underlying psychological mechanisms. The findings indicate that part-time enrollment, age, interruptions, and overdue payments predicted dropout. Conversely, a good match between a student's occupation and the study program, as well as employer reimbursement of study fees, predicted degree completion. Further results suggest that students who recommend the program to others are more likely to succeed. However, those referred by friends are at a higher risk of dropping out. Additionally, poor grades and late submission of the first assignment were identified as predictors of dropout. A noteworthy finding was the interaction between these factors and the student's qualification for studying.

Vocationally qualified students tend to submit their first assignment earlier but perform worse academically compared to academically qualified students. Generally, the influence of socio-demographic factors such as the educational background, gender, or nationality was low. This suggests that some of the disadvantages that non-traditional students might face at traditional universities in Germany might cease to exist at private distance universities of applied sciences. The implications of these findings are discussed.

Klocek, A., Kollerová, L., Netík, J., & Havrdová, E. (2024). **Florence Bullying-Victimization Scales: Validation Study and Victimization Associations With Well-Being and Social Self-Efficacy**. *Journal of Psychoeducational Assessment*, *42*(8), 969-987. https://doi.org/10.1177/07342829241275719
This study provides a thorough psychometric evaluation of construct and criterion validity and measurement invariance of the promising Florence Bullying-Victimization Scales (FBVS). A special focus was devoted to the concurrent criterion validity of the victimization scale with regard to well-being and social self-efficacy. Exploratory and confirmatory multidimensional item response theory and structural equation modeling were applied to cross-sectional data retrieved from 3rd to 6th-grade Czech primary school students (N = 1795; 49% female; Mage = 10.42, SD = 1.25). The results supported the use of unidimensional factor structure that demonstrated acceptable model fit and measurement invariance across genders and grades. Moderate to high correlations of the FBVS scores with bullying and victimization measured by the Olweus Bully/Victim Questionnaire and other instruments indicated very good convergent validity. Regarding criterion validity, higher victimization was associated with lower levels of well-being and social self-efficacy.

Kubiszewski, V., & Carrizales, A. (2024). **Effects of school-wide positive behavioral interventions and supports on students' perceptions of teachers' practices**. *European Journal of Psychology of Education*, *39*(4), 4207-4229. https://doi.org/10.1007/s10212-024-00848-z
School-Wide Positive Behavioral Interventions and Supports (SWPBIS) is an evidence-based framework that aims to improve school environments and promote expected behaviors among students. SWPBIS primarily targets teachers' practices, and it is currently unclear how far it affects students' perceptions of these practices, even though such perceptions influence school outcomes. The present experimental effectiveness study therefore investigated the effects of SWPBIS on students' perceptions of three types of teachers' practices: behavior management, supportive practices, and encouragement of participation in school life. The study was conducted in 21 middle schools in France, among 6765 adolescents (mean age = 12.3 years; 51% girls) in 40 control and 44 SWPBIS grades (grades 6-9). Multilevel analyses were conducted, controlling grade-level students' perceptions at baseline. Results indicated that SWPBIS had a positive effect on students' perceptions of supportive practices and encouragement of participation in school life, irrespective of their initial levels. However, no significant effects were found for students' perceptions of behavior management. The study suggests that SWPBIS enhances students' perceptions of key teachers' practices. The implications for future research and practice are discussed.

Kudrnáč, A., Bocskor, Á., & Hanzlová, R. (2024). **The role of empathy in support for inclusive education.** *Social Psychology of Education*, *27*(5), 2367-2391. https://doi.org/10.1007/s11218-024-09928-w

According to UNESCO, educating all children in the same classrooms, with adequate support and taking into consideration their different needs, provides benefits for everyone. However, public opinion about inclusive education is rarely uniform and often unsupportive. While public support for placing pupils with special needs in regular classes is crucial for both legislation and the implementation of effective inclusive practices, knowledge about the predictors of this support is limited. Additionally, we know relatively little about how support for inclusion varies depending on the type of disadvantage. In this study, we examine the role of different empathy-related processes (perspective taking, empathic concern, personal distress) in public support for the inclusion of six different groups involving pupils disadvantaged by their social background, physical disabilities, and intellectual disabilities. Using data from a Czech nationally representative survey (2022), and multilevel ordinal logistic models, we found differences in the effects of empathy on the support for inclusion depending on the type of pupils' disadvantage. While perspective taking is not associated with support for any group, and personal distress lowers the support for inclusion, individuals with higher levels of empathic concern are more supportive of inclusion regardless of the type of disadvantage. Furthermore, we found that extended contact with a disadvantaged child increases support for inclusion.

Lawson, A. P., Martella, A. M., LaBonte, K., Delgado, C. Y., Zhao, F., Gluck, J. A., … Mayer, R. E. (2024). **Confounded or Controlled? A Systematic Review of Media Comparison Studies Involving Immersive Virtual Reality for STEM Education**. *Educational Psychology Review*, *36*(3), 69. https://doi.org/10.1007/s10648-024-09908-8
A substantial amount of media comparison research has been conducted in the last decade to investigate whether students learn Science, Technology, Engineering, and Mathematics (STEM) content better in immersive virtual reality (IVR) or more traditional learning environments. However, a thorough review of the design and implementation of conventional and IVR conditions in media comparison studies has not been conducted to examine the extent to which specific affordances of IVR can be pinpointed as the causal factor in enhancing learning. The present review filled this gap in the literature by examining the degree to which conventional and IVR conditions have been controlled on instructional methods and content within the K-12 and higher education STEM literature base. Thirty-eight published journal articles, conference proceedings, and dissertations related to IVR comparison studies in STEM education between the years 2013 and 2022 were coded according to 15 categories. These categories allowed for the extraction of information on the instructional methods and content characteristics of the conventional and IVR conditions to determine the degree of control within each experimental comparison. Results indicated only 26% of all comparisons examined between an IVR and conventional condition were fully controlled on five key control criteria. Moreover, 40% of the comparisons had at least one confound related to instructional method and content. When looking at the outcomes of the studies, it was difficult to gather a clear picture of the benefits or pitfalls of IVR when much of the literature was confounded and/or lacked sufficient information to determine if the conditions were controlled on key variables. Implications and recommendations for future IVR comparison research are discussed.

Lejeune, F., & Gentaz, É. (2024). **Se développer dans un monde hyperconnecté - Numérique/Écrans, quels effets sur le développement et les apprentissages ? Apports et limites**. *ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant*, (191). Consulté à l'adresse http://www.anae-revue.com/

Cliquez sur l'image pour l'agrandir

Li, W., Kuang, Z., Leng, X., Mayer, R. E., & Wang, F. (2024). **Role of Gesturing Onscreen Instructors in Video Lectures: A Set of Three-level Meta-analyses on the Embodiment Effect**. *Educational Psychology Review, 36*(3), 67. https://doi.org/10.1007/s10648-024-09910-0

Although gesturing onscreen instructors are widely included in video lectures, it is still unclear whether, when, and how they are conducive to learning. To clarify this issue, we conducted a set of three-level meta-analyses of 662 effect sizes from 83 articles, spanning Web of Science, PsycINFO, ERIC, Education Research Complete, ProQuest Dissertations & Theses, and Google Scholar up to March 2024. We included randomized controlled trials of gesturing instructors in multimedia learning, measuring retention test score, transfer test score, fixation time, fixation count, cognitive load, and/or social perception across all languages of publication. Funnel plot and Egger sandwich test were used to assess risk of bias. Results showed that adding gesturing instructors improved retention (g = 0.28, 95% CI:[0.19,0.37]) and transfer test scores (g = 0.31, 95% CI:[0.21,0.41]), yielding an embodiment effect. This effect was stronger when the instructor displayed deictic, metaphorical, or a mixture of multiple gestures; when the instructor in the control condition was not visible; when the lecture was learner-paced and longer. Moreover, it increased learners' social connection ratings and eye fixation time and count on core learning material (but only when deictic gestures were used). Thus, gesturing onscreen instructors may promote learning by social and cognitive paths, deepening our understanding of the role of gesturing onscreen instructors in multimedia learning and providing guidance for designing effective video lectures. More studies with clear experimental descriptions and eye-tracking studies are needed.

Lin, L., Lin, X., Zhang, X., & Ginns, P. (2024). **The Personalized Learning by Interest Effect on Interest, Cognitive Load, Retention, and Transfer: A Meta-Analysis**. *Educational Psychology Review, 36*(3), 88. https://doi.org/10.1007/s10648-024-09933-7

None of the existing reviews or meta-analyses have focused on personalized learning that accommodates learners' interests. To address this issue, we conducted this meta-analysis to examine the effects of personalized learning by interest on self-reports of interest and cognitive load, retention, and transfer, as well as potential moderators of these effects. Based on 26 interest effect sizes (n = 5,335), 8 cognitive load effect sizes (n = 1,228), 46 retention effect sizes (n = 5,991), and 6 transfer effect sizes (n = 375) from 34 publications, our analysis revealed that a) personalized learning by interest had a medium-to-large effect on interest (g = 0.55), a medium-to-large effect on cognitive load (g = 0.54), a medium effect on retention (g = 0.48), and a medium effect on transfer (g = 0.36); b) the effect on interest was moderated by the diagnostic approach, grain size, and the domain, c) the effect on retention varied across learners from different continents, and d) the effect on retention was larger for quasi-experimental studies than experimental studies. Results are discussed in terms of their implications, limitations, and potential to inform future research.

Liu, Y. (2024). **The impact of bi/multilingualism on brain activity in dual language education based on smart technologies: Neurolinguistic aspect**. *Education and Information Technologies, 29*(14), 18299-18321. https://doi.org/10.1007/s10639-024-12571-9

The use of smart technologies in bilingual education opens up new opportunities for language learning. This study aims to examine the influence of bilingualism on neural connections and brain activity in the context of education based on smart technologies. To achieve this goal, an experiment used functional magnetic resonance imaging (fMRI). An additional method was pre-testing and post-testing of students. The study took place at East China Normal University and Shandong University. The participants were 120 students; 50 of them were Americans, 50 were British, and 20 were Australians. All participants were randomly divided into two groups (control and experimental) with 60 participants each. In the comparison of fMRI data between the control and experimental groups, the experimental group demonstrated stronger and broader connectivity in speech-related brain regions, including those involved in speech processing. In addition, bilingualism was found to increase the volume of gray matter in areas related to speech processing, attention, and executive functions. Bilingualism was also associated with increased neuroplasticity, improved executive functions, and increased cognitive flexibility. The members of the experimental group scored more points on the final test (74.71) than the members of the control group (65.9). These findings serve as a basis for further research because they contribute to the theoretical understanding of how bilingualism influences neural connections. The practical implication of the study is that incorporating smart technologies in bilingual education can open up new opportunities for language learning.

Lombardi, D., Sinatra, G. M., Bailey, J. M., & Butler, L. P. (2024). **Seeking a Comprehensive Theory About the Development of Scientific Thinking**. *Educational Psychology Review*, 36(3), 72. https://doi.org/10.1007/s10648-024-09911-z
Our technological, information-rich society thrives because of scientific thinking. However, a comprehensive theory of the development of scientific thinking remains elusive. Building on previous theoretical and empirical work in conceptual change, the role of credibility and plausibility in evaluating scientific evidence and claims, science engagement, active learning in STEM education, and the development of empirical thinking, we chart a pathway toward a comprehensive theory of the development of scientific thinking as an example of theory building in action. We detail the structural similarity and progressive transformation of our models and perspectives, highlighting factors for incorporation into a novel theory. This theory will focus on beneficial outcomes of a more collaborative scientific community and increasing scientific literacy through deeper science understanding for all people.

Ma, T., Tellegen, C. L., Hodges, J., & Sanders, M. R. (2024). **The Associations Between Parenting Self-Efficacy and Parents' Contributions to the Home-School Partnership Among Parents of Primary School Students: a Multilevel Meta-analysis**. *Educational Psychology Review*, 36(3), 93. https://doi.org/10.1007/s10648-024-09937-3
High-quality partnerships between families and schools can bring enormous benefits to the development, learning, and wellbeing of children. Decades of research has identified parenting self-efficacy as a key factor influencing parents' contributions toward effective home-school partnerships. However, the strength of this association has varied significantly across studies with the aggregated strength remaining unclear. This meta-analysis aimed to investigate the associations between parenting self-efficacy and various aspects of parents' contribution to the home-school partnership, namely home-based involvement, school-based involvement, home-school communication and relationships, as well as parental expectations and aspirations among parents of primary

school students. Moderator effects were also examined. Through systematically searching six databases and screening papers, we included 50 independent studies involving 185 effect sizes (N = 20,043 children). Results showed a small to medium correlation between parenting self-efficacy and the multidimensional construct of home-school partnership outcomes (r = .189). The associations were stronger for education-focused parenting self-efficacy (r = .183) than general parenting self-efficacy (r = .114) and were stronger still for home-based participation (r = .248) and parental expectations and aspirations (r = .248) than school-based participation (r = .124) and parent-teacher communication/relationship (r = .090). We detected limited moderating effects of child gender, parent gender, ethnicity, sample type (general or targeted), and socio-economic status and publication bias. Overall, this meta-analysis provides evidence to support the positive relationship between parenting self-efficacy and parents' contributions to the strength of the home-school partnership. Implications and suggestions for future research are discussed.

Mahamid, F., Flett, G. L., Zangeneh, M., & Bdier, D. (2024). **Psychometric Properties and Factorial Structure of General Mattering Scale, Anti-Mattering Scale, and Fear of Not Mattering Inventory Within the Palestinian Context**. *Journal of Psychoeducational Assessment*, 42(8), 955-968. https://doi.org/10.1177/07342829241273257
The current study examined the psychometric properties and correlates of three measures assessing individual differences in mattering among people from Palestine assessed in January, 2024. This study uniquely considers mattering as a resource and feelings of not mattering as a risk factor among people experiencing traumatizing life circumstances. Our sample consisted of 950 Palestinian adults (305 men and 645 women). They completed the General Mattering Scale, the Anti-Mattering Scale, the Fear of Not Mattering Inventory, and the Depression Anxiety Stress Scales-21 (DASS-21). Extensive psychometric tests supported these measures as each having one factor with adequate reliability and validity. Examination of means indicated significantly elevated levels of fear of not mattering, anxiety, depression, and stress. Regression analyses further established that each measure predicted significant unique variance in anxiety, depression, and stress. The findings attest to the further use of these measures and how feelings of mattering can be vital resource as the need for resilience and adaptability escalates due to traumatizing events.

Martinez-Yarza, N., Solabarrieta-Eizaguirre, J., & Santibáñez-Gruber, R. (2024). **The impact of family involvement on students' social-emotional development: the mediational role of school engagement**. *European Journal of Psychology of Education*, 39(4), 4297-4327. https://doi.org/10.1007/s10212-024-00862-1
Family involvement has been identified as a mechanism that explains the differences in academic performance and well-being between students from different socioeconomic backgrounds. The implications of family involvement in students' non-academic outcomes have often been overshadowed by a focus on the academic domain. This study focuses on one type of non-academic attributes which is currently most critical to navigate in school and beyond: social-emotional development. In addition to that, the potential mediating role of school engagement in the association between family involvement and students' social-emotional development remains to be explored. This study aimed to investigate whether family involvement was associated with students' school engagement and social-emotional development and to clarify the underlying mechanism in the relationship. The sample consisted of 170 students from 8 to 17 years

old and their parents who live in economically vulnerable situations and experience social exclusion. The analyses were performed using Jamovi statistical software and a GLM Mediation Model module. To address the research objectives, a series of mediation analysis were performed to fit the hypothesized relations among the study variables. The mediational analysis suggested that home-based family involvement could not predict students' social-emotional development, and that the effect of home-based family involvement on students' social-emotional development was fully mediated by school engagement, a variable not included in previous research. The results suggest that families who are actively engaged in their child's education at home positively influence students' level of participation in school, which, in turn, promotes the development of students' social-emotional competences.

Martinie, M.-A., & Shankland, R. (2024). **Achievement goals, self-efficacy, and psychological flexibility as antecedent of study engagement**. *Social Psychology of Education*, 27(5), 2395-2416. https://doi.org/10.1007/s11218-024-09921-3
The present study investigated whether study engagement is predicted by personal resources (i.e., self-efficacy and psychological flexibility) and achievement goals. A total of 223 French first-year humanities and social sciences students were invited to complete an online questionnaire comprising scales measuring the three predictors. The results of regression analyses showed that 43.3% of the variance in study engagement was predicted by self-efficacy, psychological flexibility, and achievement goals, implying that these three factors could be used as levers to promote study engagement.

Martin-Requejo, K., González-Andrade, A., Álvarez-Bardón, A., & Santiago-Ramajo, S. (2024). **Mediation of study habits and techniques between music training and academic achievement in children**. *European Journal of Psychology of Education*, 39(4), 3751-3765. https://doi.org/10.1007/s10212-023-00792-4
Although music training has been related to better school performance, the processes that may mediate this improvement are unknown. Given that study habits and techniques are one of the variables most closely related to academic achievement, the present study analyzed the differences in study habits and techniques between children with and without musical training, checking whether the age at which training began is a significant variable and whether study habits and techniques act as a mediator between musical training and academic achievement. A total of 132 children aged 9–12 years from the Autonomous Community of the Basque Country were studied using the Questionnaire of Habits and Study Techniques and school grades. Significant differences were found in the attitude toward study, exams and exercises; personal and environmental conditions for study; and general study habits and techniques in favor of children with musical training. In addition, children who started training before the age of seven showed better results in study habits and techniques. In turn, study habits and techniques significantly mediated the relationship between music training and academic achievement. Therefore, music training, especially before the age of seven, seems to have a beneficial effect on academic achievement, which could be explained, at least in part, by study habits and techniques.

Mertens, B., De Maeyer, S., & Donche, V. (2024). **Exploring learner profiles among low-educated adults in second-chance education: individual differences in quantity and quality of learning motivation and learning strategies**. *European Journal of Psychology of Education*, 39(4), 3963-3987. https://doi.org/10.1007/s10212-024-00834-5

Research on learning strategies and learning motivation in different educational contexts has provided valuable insights, but in this field, low-educated adults remain an understudied population. This study addresses this gap by means of a person-oriented approach and seeks to investigate whether quantitatively and qualitatively different learner profiles can be distinguished among low-educated adults in second-chance education (SCE) by relating three key components of learning: learning motivation, regulation and processing strategies. Five hundred twelve adult learners of six SCE-institutions filled in a Learning and Motivation questionnaire. Latent profile analysis showed the presence of motivational profiles differing both in quantity and quality (i.e. good- versus poor-quality and high- versus low-quantity motivational profiles) and regulatory profiles being distinct in the use of regulation strategies (i.e. self-regulated versus unregulated profiles). Mainly quantitatively different processing profiles were found among low-educated adults (i.e. active, moderate, inactive processing profiles). When integrating all three components of learning, analyses identified two more optimal motivational-learning profiles, combining good-quality motivation with a moderately active use of self-regulation and processing strategies (i.e. good-quality motivation – self-regulated – active processing profile and good-quality motivation – moderate profile) and two more suboptimal profiles in which poor-quality or low-quantity motivation was combined with the inactive use of self-regulation and processing strategies (i.e. poor-quality motivation – unregulated – inactive processing profile, low-quantity motivation – unregulated – inactive processing profile). A fifth motivational-learning profile exhibited a pattern of poor-quality motivation combined with a moderately-active use of self-regulation and processing strategies.

Miranda, J. O., Tulabut, O. A. P., De Ala, C. L., Gonzales, A., M. Embalsado, J. V., Estacio, L. V., … Cruz, R. N. C. (2024). **The PERMA model of well-being and student engagement amid Covid-19: A two-wave study among a sample of Filipino university students**. *Psychology in the Schools*, 61(11), 4347-4360. https://doi.org/10.1002/pits.23286
Previous research has underscored the negative effects on students of the abrupt shift to online delivery of education due to the COVID-19 pandemic. Positive education applies the principles of positive psychology to education, which highlights the importance of students' well-being and fosters holistic development. This study investigated whether students' well-being at the start of the semester can predict their academic engagement mid-way through the semester. We collected data on students' well-being and academic engagement in two waves; first, at the beginning of the semester (Time 1) and then 3 months in the semester (Time 2). We tested the students' general well-being and the positive emotion, engagement, relationships, meaning, accomplishment (PERMA) elements at Time 1 with their academic engagement in terms of behavioral, emotional, and cognitive facets at Time 2. Our results show that general well-being at Time positively predicts their total academic engagement and all engagement facets. However, among the PERMA elements, the Meaning element is not correlated with students' engagement or any of its facets. We also tested whether there was a significant change in student well-being and engagement from the start of the semester and midway through. We found that there is a significant small increase in well-being and engagement. Our findings suggest the importance of well-being as a potentially positive resource for students where students with better well-being tend to be more academically engaged. Educational institutions may consider fostering student well-being in their goals to improve the academic success of students.

Möller, J. (2024). **Ten Years of Dimensional Comparison Theory: On the Development of a Theory from Educational Psychology**. *Educational Psychology Review*, 36(3), 82. https://doi.org/10.1007/s10648-024-09918-6
Dimensional comparison theory (DCT; Möller & Marsh 2013:Psychological Review, 120(3), 544–560), first formulated 10 years ago, describes individuals' internal comparison processes applied between different areas of their lives. Dimensional comparisons explain the seemingly counterintuitive phenomenon that students' verbal and mathematical self-concepts are almost uncorrelated, even though mathematical and verbal performances correlate highly positively: When students compare their performance in verbal and mathematical domains, dimensional comparisons lead to a contrast effect: students overestimate their ability in the intra-individually better domain and underestimate their ability in their intra-individually weaker domain, leading to near-zero correlations between the respective self-concepts.

Moser, S., & Lewalter, D. (2024). **The impact of instructional support via generative learning strategies on the perception of visual authenticity, learning outcomes, and satisfaction in AR-based learning**. *European Journal of Psychology of Education*, 39(4), 3437-3462. https://doi.org/10.1007/s10212-024-00813-w
Augmented reality (AR) presents significant opportunities for creating authentic learning environments by accurately mirroring real-world objects, contexts, and tasks. The visual fidelity of AR content, seamlessly integrated into the real world, contributes to its perceived authenticity. Despite acknowledging AR's positive impact on learning, scant research explores specific learning strategies within an AR context, and there's a lack of studies linking perceived visual authenticity to these strategies. This study addresses these gaps by surveying learners using AR technology to study the human cardiovascular system, exploring perceived visual authenticity, learning outcomes, and satisfaction. Learners used either (1) AR with the self-explanation learning strategy, (2) AR with the drawing learning strategy, or (3) AR only. Analysis of variance and correlation was used for data analysis. Results indicated no significant differences in perceived visual authenticity and satisfaction among the learning strategy groups. However, groups employing learning strategies showed superior learning outcomes compared to the AR-only group. Crucially, the self-explanation learning strategy significantly enhanced knowledge gain compared to drawing and AR-only groups, indicating that self-explanation, together with the visual input from the AR-learning environment, fosters a more coherent mental representation. This increased learning efficacy was achieved while maintaining a consistent perception of visual authenticity and satisfaction with the learning material. These findings expand the current landscape of AR research by moving beyond media comparison studies.

Muzsnay, A., Zámbó, C., Szeibert, J., Bernáth, L., Szilágyi, B., & Szabó, C. (2024). **How do testing and test-potentiated learning versus worked example method affect medium- and long-term knowledge in abstract algebra for pre-service mathematics teachers?** *European Journal of Psychology of Education*, 39(4), 4395-4415. https://doi.org/10.1007/s10212-024-00869-8
The retention of foundational knowledge is crucial in learning and teaching mathematics. However, a significant part of university students do not achieve long-term knowledge and problem-solving skills. A possible tool to increase further retention is testing, the strategic use of retrieval to enhance memory. In this study, the effect of a special kind of testing versus worked examples was investigated in an authentic

educational setting, in an algebra course for pre-service mathematics teachers. The potential benefits of using tests versus showing students worked examples at the end of each practice session during a semester were examined. According to the results, there was no difference between the effectiveness of the two methods in the medium term—on the midterm that students took on the 6th week and the final that students took on the 13th week of the semester, the testing group performed the same as the worked example group. However, testing was more beneficial regarding long-term retention in studying and solving problems in abstract mathematics. Analyzing the results of the post-test that students took five months after their final test, the authors found that the improvement of those students who learned the material with testing was significantly larger than that of the worked example group. These findings suggest that testing can have a meaningful effect on abstract algebra knowledge and a long-lasting impact on solving complex, abstract mathematical problems.

Nachtigall, V., & Firstein, A. (2024). **Exploring the impact of authentic learning activities on school students' epistemic beliefs in the social sciences and humanities**. *European Journal of Psychology of Education*, *39*(4), 3351-3379. https://doi.org/10.1007/s10212-023-00773-7
The present two studies investigated whether students' development of epistemic beliefs about the educational sciences (study A; N = 152) and linguistics (study B; N = 150) can be affected by authentic learning activities in an out-of-school lab (OSL). OSLs aim to engage students in authentic activities that attempt to simulate the ways how scientists gather new knowledge, making an impact on students' epistemic beliefs likely. To test this assumption, the two (quasi-)experimental studies each compared a highly authentic with a less authentic activity and assessed students' epistemic beliefs before and after the students' visit to the OSL. We also analyzed how students' epistemic beliefs relate to their perceived authenticity of the learning activity, their situational interest, and their knowledge acquisition. The findings suggest that authentic activities in OSLs have no effect on students' epistemic beliefs, as students in both conditions either developed more sophisticated beliefs (study A) or changed their beliefs in the less authentic condition only (study B). Correlational analyses further show that students' epistemic beliefs about the texture of knowledge are negatively associated with both their perceived authenticity of the learning activity (studies A and B) and their situational interest (study A only). In contrast, students' epistemic beliefs about the variability of knowledge are positively correlated with their perceived authenticity and their knowledge acquisition (both in study A only). The findings are discussed in light of previous research on both students' epistemic beliefs and authentic learning in OSLs.

Nachtigall, V., Shaffer, D. W., & Rummel, N. (2024). **The authenticity dilemma: towards a theory on the conditions and effects of authentic learning**. *European Journal of Psychology of Education*, *39*(4), 3483-3509. https://doi.org/10.1007/s10212-024-00892-9
A highly authentic learning setting is likely to trigger positive motivational and emotional reactions due to its emphasis on promoting the acquisition of knowledge that is connected and transferable to real-world phenomena outside the learning environment. However, a high level of authenticity is usually accompanied by a high level of complexity due to the complexity inherent in the real world. This complexity can be overwhelming for learners and can hamper or even prevent cognitive learning outcomes. Consequently, to help learners cope with this complexity, they need some kind of instructional support. By building a high level of support into the learning setting in

order to promote cognitive learning outcomes, the level of authenticity and thereby the effects of authenticity on motivational outcomes may, however, in turn be reduced. In the present conceptual paper, we refer to this tension between authenticity and complexity, on the one hand, and instructional support, on the other hand, as the "authenticity dilemma". Based on existing empirical evidence from previous studies, we (1) outline this dilemma, (2) discuss ways to reconceptualize it, and (3) derive implications regarding the conditions and effects of authentic learning. Finally, we discuss the findings of the studies included in the special issue "Perspectives on Authentic Learning" through the lens of the authenticity dilemma.

Nachtigall, V., & Wirth, J. (2024). **Perspectives on authentic learning**. *European Journal of Psychology of Education*, *39*(4), 3213-3225. https://doi.org/10.1007/s10212-024-00897-4

Navarro, R., Víllora, B., Rodríguez-Álvarez, J. M., Yubero, S., & Larrañaga, E. (2024). **Unpacking the differences in social impact and social preference among Spanish preschool aggressors, victims, aggressor-victims, and defenders whilst controlling for emotional competences**. *Psychology in the Schools*, *61*(11), 4391-4413. https://doi.org/10.1002/pits.23288
Peer status among preschool children has been associated with their roles in aggression-related interactions. This study analyses the differences between aggressors, victims, aggressor-victims and defenders on two measures of peer status (social impact and social preferences) whilst controlling for individual factors. The sample comprised 394 preschool children (184 girls, 210 boys) between the ages of 3–6 years old (M = 4.36, SD = 0.87) and their parents supplying information about socio-demographic variables and children's emotion regulation. Teachers rated emotional competences for each child in their class. Analysis of covariance along with Bonferroni-adjusted post-hoc comparisons were conducted to compare mean scores between the aggression roles for social impact and social preference while controlling for significant individual factors. The results revealed that aggressors and aggressor-victims exhibited higher social impact but lower social preference after controlling for individual factors. In contrast, defenders enjoyed higher social status among their peers, characterized by both higher social preference and social impact. Victims were associated with lower social preference and social impact. Uninvolved children consistently exhibited lower social impact. Results underscore the need for interventions that focus on promoting prosocial behaviors, addressing aggressive tendencies, and enhancing emotional competences to create a more positive and supportive peer environment.

Nicola, E., Mastroyannopoulou, K., & Pass, L. (2024). **A cognitive-behavioural psychoeducation intervention on childhood anxiety for school staff: A quantitative feasibility study**. *Psychology in the Schools*, *61*(11), 4302-4321. https://doi.org/10.1002/pits.23287
The aim of this study is to evaluate the feasibility and acceptability of a newly developed online psychoeducation intervention on childhood anxiety for school staff using a within groups pre-post design. The intervention is informed by cognitive behavioural therapy principles. Seventy six participants volunteered to attend a brief online training, and complete two brief questionnaires pre and post the training. Following the intervention, school staff reported that they were significantly less likely to respond to children's anxious behaviours with anxiety-promoting responses (i.e., sanctions, avoidance reinforcement and overprotection), and were more likely to respond with autonomy-promoting

responses in line with cognitive behavioural theory (i.e., problem-solving, reward and encouragement). On average, participants found the intervention engaging, useful, suitable, appropriate and easy-to-access. Participants also reported that they felt more confident in understanding childhood anxiety and implementing anxiety strategies in their work following the intervention. Areas of development were noted regarding the drop-out rates of the online intervention. Overall, the novel, online intervention appears to be a feasible and acceptable method for those who participated. In addition, the preliminary outcomes show promise and warrant further investigation. Limitations of the study are discussed with suggestions for future research and areas for improvement.

Novelli, C., & Ardoin, S. P. (2024). **Teaching foundational skills using strategic incremental rehearsal: Investigating effectiveness across varying school agents**. *Psychology in the Schools*, *61*(11), 4414-4442. https://doi.org/10.1002/pits.23292
Strategic incremental rehearsal (SIR) is an efficacious flashcard intervention shown to improve foundational skill acquisition. However, there is limited research examining the feasibility and effectiveness of SIR when used by school-based implementers. We present two studies to address this limitation. Study 1 examined the effects of SIR implemented by teachers on the acquisition of grapheme-phoneme correspondences with three at-risk kindergarteners. Study 2 examined the effects of SIR implemented by a same-age peer on the acquisition and fluency of addition math facts with 3 second-grade students receiving special education services. Overall, both studies point to the effectiveness of using SIR with students requiring intensive intervention in an focused, short timeframe. The effectiveness of SIR is particularly salient given that teachers and peers were able to implement SIR with high treatment integrity and effectively improve outcomes for students with and at risk for disabilities.

Núñez-Regueiro, F. (2024). **Cubic Relations of Autonomous and Controlled Motivation to Achievement: A Cross-National Validation of Self-Determination Theory Using Response Surface Analysis**. *Educational Psychology Review*, *36*(3), 71. https://doi.org/10.1007/s10648-024-09905-x
Self-determination theory (SDT) proposes to explain the relations between motivational states and human development. In education, a central tenet of the theory is that experiencing autonomous motivation in school activities (i.e., genuine pleasure and enjoyment) fosters optimal learning processes, whereas experiencing controlled motivation (i.e., pressure from social or instrumental incentives) undermines them. Although the theory is well established empirically, little is known about how these motivations combine in their effects on achievement at school (interactions), and whether their effects depend on the intensity of motivations (nonlinearities) or on the context of study (national differences). Applying cubic response surface analysis to the TIMSS 2019 dataset on mathematics (N = 152,825 8th grade students from 37 countries), as well as replication data (N = 169,269 8th grade students from TIMSS 2015, N = 270 college students from SDT data), this study uncovers the existence of various kinds of nonlinear-interactive motivational processes in achievement, three of which systematically account for cross-national differences. In substance, these findings demonstrate that predictions based on SDT are close to universally true (93% of students), although they may not generalize well to extreme states of autonomous or controlled motivation (nonlinear and interactive processes). Implications for research and interventions on motivational processes are discussed.

Obermeier, R., Schlesier, J., & Heinrichs, K. (2024). **The mediating role of social relationships between perceived classroom management and adolescents' attitudes toward school: a multilevel analysis**. *European Journal of Psychology of Education*, 39(4), 4647-4670. https://doi.org/10.1007/s10212-024-00894-7

Social relationships in the school context – particularly teacher-student relationships and peer relationships – are related to students' positive attitudes toward school, and consequently are of great importance regarding various aspects of learning and instruction. This can be concluded from studies that examine the influence of social integration on motivation, learning emotions, and positive attitudes toward school as an institution. Additionally, social relationships are closely related to the teacher's style of instruction and student perceptions of the learning environment provided. However, there is little research so far, on the extent to which positive social relationships mediate correlations between aspects of teaching quality i.e., classroom management, and students' positive attitudes toward school. Both classroom management and school-related social relationships are constructs that are assumed to be perceived similarly by students within one school, who experience similar conditions in regard to the intensity and frequency of common lessons. However, there are few research findings regarding shared assessments of classroom management and it's correlations with teacher-student relationships by students within one school or class, and to date no results regarding the shared assessments of peer relationships. Therefore, the current study aimed to examine the correlations between students' individual and aggregated assessments of social relationships in school and classroom management, with their positive attitudes toward school. The sample consisted of N = 453 polytechnic school students in Upper Austria, from which a weighted dataset was derived. The findings from multilevel mediation analyses support the assumption of the mediating role of both teacher-student relationships and peer relationships regarding the correlation between classroom management and students' positive attitudes toward school. However, significant correlations were found only at the individual student level.

Osei, P. C., & Bjorklund, D. F. (2024). **Motivating the Learning Process: Integrating Self-Determination Theory Into a Dynamical Systems Framework**. *Educational Psychology Review*, 36(3), 89. https://doi.org/10.1007/s10648-024-09934-6

The complexity of modern societies necessitates that children learn highly abstract material, such as mathematics, which often conflicts with behavioral goals that are innately motivating. For instance, children's educational success is generally evaluated based on their individual achievements, while humans are motivated to learn by engaging in socially relevant behaviors. Additionally, science-related content typically requires higher-level abstract thinking to comprehend related concepts and perform the underlying cognitive processes, whereas humans evolved primarily to monitor and manipulate the physical environment by moving within it to execute foraging and hunting behaviors. Moreover, school systems inherently prescribe top-down strategies in which teachers transfer knowledge by providing instructions to guide students' knowledge acquisition. By contrast, humans evolved to learn through bottom-up processes motivated by the learner's internal drive to explore their physical and social environment. As a consequence, skeletal cognitive competencies that evolved throughout human history create a mismatch between why children are motivated to learn and how they are expected to learn. This review adopts an evolutionary perspective to examine how the interplay between students' internal physiological and psychological adaptations and external instructional methods of modern educational

systems impacts motivation and learning. Ultimately, the review offers suggestions on how to motivate the learning process by integrating self-determination theory principles into a dynamical systems framework.

Pederiva, V., Andretta, I., & Brust-Renck, P. G. (2024). **Social skills predict the development of creative strategies in college teachers during the COVID-19 pandemic**. *Psychology in the Schools*, *61*(11), 4361-4374. https://doi.org/10.1002/pits.23284
The development of social skills (SS) and creative potential is of great interest to researchers in educational and organizational contexts. The present study aimed to understand the relationship between SS and the use of creative strategies to solve problems in the work environment of college teachers. The study included 386 faculty members of Brazilian colleges who were teaching during the first year of the COVID-19 pandemic. Participants answered an online survey including the Social Skills Questionnaire and the Strategies to Create at Work Scale. The results showed that the SS were predictors of the development of creative strategies in college teachers, with greater emphasis on the ability to maintain calm in the face of criticism, which significantly predicted all strategies to create at work. The development and search for solutions to problems in a creative way in the work environment can be a result of frequent interactions with students, teachers, managers, other employees of the institution. Such interactions can also help improve repertoire of SS.

Pekrun, R. (2024). **Control-Value Theory: From Achievement Emotion to a General Theory of Human Emotions**. *Educational Psychology Review*, *36*(3), 83. https://doi.org/10.1007/s10648-024-09909-7
In its original version, control-value theory describes and explains achievement emotions. More recently, the theory has been expanded to also explain epistemic, social, and existential emotions. In this article, I outline the development of the theory, from preliminary work in the 1980s to early versions of the theory and the recent generalized control-value theory. I provide summaries of the theory's evidence-based propositions on antecedents, outcomes, and regulation of emotions, including the fundamentally important role of control and value appraisals across different types of human emotions that are relevant to education (and beyond). The theory includes descriptive taxonomies of emotions as well as propositions explaining (a) the influence of individual factors, social environments, and socio-cultural contexts on emotions; (b) the effects of emotions on learning, performance, and health; (c) reciprocal causation linking emotions, outcomes, and antecedents; (d) ways to regulate emotions; and (e) strategies for intervention. Subsequently, I outline the relevance of the theory for educational practice, including individual and large-scale assessments of emotions; students', teachers', and parents' understanding of emotions; and change of educational practices. In conclusion, I discuss strengths of the theory, open questions, and future directions.

Perihan, C., Bicer, A., & Bocanegra, J. (2024). **Understanding anxiety-related problems of children with ASD in school settings**. *Psychology in the Schools*, *61*(11), 4286-4301. https://doi.org/10.1002/pits.23283
The primary purpose of this current study was to identify knowledge of special education and mental health professionals in anxiety-related problems of children with autism spectrum disorder (ASD) in four Different Categories: Separation Anxiety (SA), Uncertainty (U), Performance Anxiety (PA), and anxiety Arousal (AA). Three hundred eighteen participants across the United States (199 special education teachers, 97 school

counselors, and 22 school psychologists) participated. The finding indicated that special education teachers and school counselors have significantly less training and expertise to identify anxiety symptoms in typically developing children and children with ASD than school psychologists ($p < .05$). Moreover, school counselors have significantly limited knowledge in identifying and treating anxiety issues in children with ASD ($p < .05$). Findings showed that school counselors could not determine precisely whether symptoms of uncertainty events existed because of anxiety issues or ASD characteristics. School psychologists and special education teachers identified the uncertainty of children with ASD as characteristics of children with ASD, not anxiety symptoms. Implications were discussed.

Plantade-Gipch, A., & Serina-Karsky, F. (2024). **Penser ensemble la relation. regards croisés entre psychologie et sciences de l'éducation**. *Phronesis*, (HS2), 155-170. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-155

Podlogar, N., Podlesek, A., & Juriševič, M. (2024). **Academic, emotional, and social experiences of gifted and non-gifted high school students during the COVID-19 pandemic**. *European Journal of Psychology of Education*, *39*(4), 3685-3707. https://doi.org/10.1007/s10212-023-00782-6
The focus of this mixed-methods study was to compare the experiences of gifted (n = 705) and non-gifted high school students (n = 341) during emergency remote education associated with the COVID-19 pandemic. The results show that both groups assessed emergency remote learning as less adequate, and judged that their general mood, well-being, and learning were worse than before the pandemic. They reported feeling more distress. MANOVA analysis revealed statistically significant differences between the two groups, but these differences were not practically important. Significant gender differences emerged, particularly in the experience of negative emotions, which were more pronounced in girls. The interaction between giftedness and gender was not statistically significant. Several positive and negative aspects of emergency remote education were identified. The findings indicate that gifted and non-gifted students experienced emergency remote education and the pandemic similarly, which suggests that professionals could plan the same post-pandemic intervention strategies to mitigate the COVID-19 pandemic effects for both groups.

Printer, L. (2024). **Towards a motivating language acquisition curriculum**. *The Curriculum Journal*, *35*(4), 727-731. https://doi.org/10.1002/curj.287
Motivation is repeatedly found to be a determining factor for achievement in language acquisition at school. Decades of Self-determination theory (SDT) research has shown that students exhibit higher levels of engagement and positive learning behaviours when their basic psychological needs of competence, autonomy and relatedness are satisfied, resulting in intrinsic motivation. This paper explores and juxtaposes the motivational potential of the International Baccalaureate curriculum against the revised GCSE modern foreign language (MFL) curriculum through an SDT lens. A curriculum that is autonomy-supportive rather than autonomy-suppressive allows more opportunities for both students and teachers psychological needs for motivation to be met.

Qi, C., & Yang, N. (2024). **Digital resilience and technological stress in adolescents: A mixed-methods study of factors and interventions**. *Education and Information Technologies*, *29*(14), 19067-19113. https://doi.org/10.1007/s10639-024-12595-1

Improving adolescent digital resilience in the digital era, guiding adolescents to correctly face and adapt to the pressures, challenges, or adversities brought on by technology, and assisting adolescents in better adapting to digital life is an unavoidable task under the new normal of education and information technology changes. At this point, there is a need for more specialized studies on teenagers' digital resilience and technology stress, which makes understanding the link and current state of adolescents' digital resilience and technological stress challenging. This study aims to examine the current state, differences, and influencing factors of digital resilience and technological stress among adolescents in different settings (family, school, and leisure) and ultimately recommend interventions that promote digital resilience and reduce technological stress among adolescents. This study used a mixed-methods approach combining quantitative surveys and qualitative interviews to examine the current state of digital resilience and technological stress among adolescents aged 12 to 18 years (M = 14.91, SD = 1.994) from various educational institutions and backgrounds. The findings revealed a substantial inverse relationship between digital resilience and adolescent technology stress. Adolescents experience technological stress in various settings, including school, family and leisure. They also use distinct coping techniques for each type of stress and display different degrees of resilience and self-efficacy in overcoming technology stress in various situations. Several psychological, social, and environmental factors, such as gender, age, school dynamics, family influences, and leisure settings, all impact this delicate interaction. The findings add to our understanding of technology stress and digital resilience among teenagers in various situations in the digital era, and they have significant theoretical and practical implications for educators and related researchers. The current study points to future research directions for more extensively investigating digital resilience and technology stress among adolescents, displaying an opportunity for significant improvement in this crucial area.

Ramírez-Coronel, A. A., Cevasco, J., Londra, F., & Saux, G. (2024). **The role of refutation texts in the revision of Ecuadorian Psychology and Nursing college students' misconceptions about Alzheimer's disease**. *European Journal of Psychology of Education*, 39(4), 4437-4466. https://doi.org/10.1007/s10212-024-00850-5
Misconceptions or inaccurate ideas about Alzheimer's disease (AD) can be found in college students from health-related careers. Refutation texts explicitly introduce inaccurate information, refute it, and introduce alternative, more accurate information. This study examined the role of refutation texts in revising misconceptions about AD in Ecuadorian Psychology and Nursing college students. Eighty undergraduate students completed a questionnaire about misconceptions on AD before and after reading eight texts in one of two conditions: refutation (texts that corrected a misconception following a refutational structure) or control (texts that corrected the misconception with no refutational structure). As a result, participants read the spillover sentence (next to the refutation) faster and improved performance on a misconceptions' posttest questionnaire in the refutation compared to the control condition. These results highlight the effectiveness of refutation texts in promoting the revision of inaccurate ideas about AD in college students during reading and 1 week later.

Ries, M., & Schwan, S. (2024). **Becoming aware of an authentic historic place: effects on affective and cognitive outcomes**. *European Journal of Psychology of Education*, 39(4), 3463-3482. https://doi.org/10.1007/s10212-023-00765-7

The present study addressed the effects of becoming aware of being at an authentic historic place both on affective reactions and acquisition of information about the relevant historic events. The study was conducted in a research institute located in a former National Socialist (NS) clinic, thus holding an authentic historic dimension, while at the same time, the building's physical attributes do not resemble its history anymore. This allowed us to manipulate the participants' awareness of being at an authentic historic place via systematic variation of prior information (neutral information about the building, general information about a historic event, information about the authenticity of the place regarding the historic event). After receiving prior information, participants had to indicate their emotional valence and arousal. They were then shown a set of photographs related to the relevant historical period or to another unrelated period in randomized order and, after a filler task, were given a memory test of the photographs. Afterwards, participants rated the study room regarding its valence and evoking arousal. It was found that awareness of being at an authentic place had a negative effect on personal mood. Furthermore, the site itself was perceived less positively when participants were aware of its NS history. However, no differences in memory performance of relevant photos were found due to history awareness. The findings indicate that being at an authentic historic place does not necessarily imply a better acquisition of relevant historical knowledge.

Rodriguez, G., Holmberg, D. R., Fredrick, A., & Stadelman, S. J. (2024). **Addressing suicidality in autistic youth: Implications for school mental health professionals**. *Psychology in the Schools*, 61(11), 4151-4174. https://doi.org/10.1002/pits.23273
Suicide is a complex, multifaceted crisis affecting children and adolescents, and has become a major public health concern. While there is a plethora of research on this topic among neurotypically developing youth, much less is known about the nature of suicidality in autistic individuals. Autistic youth show an increased vulnerability for suicidal tendencies that are poorly understood among school mental health (SMH) professionals, who report a range of competency and self-efficacy to address suicidality in school settings (Debski et al., 2007; O'Neill et al., 2020). Co-occurring mental health difficulties pose significant challenges in the early detection of suicide risk in autistic youth. Given that suicide is the leading cause of death among autistic individuals, the incidence of suicidality among autistic youth is of particular concern. This article provides a practice-friendly review of the research outlining innate vulnerabilities that present risk factors for suicide among autistic youth, along with assessment considerations that help inform the management of suicide risk in autistic youth. We conclude with recommendations for integrating a multi-tiered neurodiverse-affirming approach with sensitivity for student intersecting identities and system-level influences on student mental health that enables SMH professionals to create supportive school environments for autistic youth that prevent further harm.

Ruan, Y., Maurer, U., & McBride, C. (2024). **Effectiveness of Reading Interventions on Literacy Skills for Chinese Children with and Without Dyslexia: a Meta-analysis of Randomized Controlled Trials**. *Educational Psychology Review*, 36(3), 80. https://doi.org/10.1007/s10648-024-09915-9
This meta-analysis synthesizes 49 standardized mean-change differences between control and treatment groups as effect sizes from 28 independent studies, investigating the efficacy of existing reading interventions on literacy skills for Chinese children. Six potentially important moderators were considered in this study. These moderators

included intervention outcome, intervention method, intervention timing, participant type, intervention form, and intervention implementer. Overall, the existing reading intervention significantly impacted Chinese children's literacy achievement (g = 0.68). Different intervention methods showed somehow different effects on literacy outcomes. Specifically, fluency training (g = 1.78) appeared as the most effective intervention method with a large effect. Working memory training (g = 0.80), phonological training (g = 0.69), orthographic training (g = 0.70), and morphological training (g = 0.66) had significant and medium effects on improving literacy skills of Chinese children. In addition, reading intervention improved literacy skills of older children (g = 0.90) and younger children (g = 0.63) comparably. However, children with dyslexia (g = 0.87) seemed to benefit more than typically developing children (g = 0.49) from reading interventions. Reading interventions seemed to have a better effect on word spelling (g = 0.93) than word reading (g = 0.63). Interventions delivered in group (g = 0.78) seemed to be more effective than interventions delivered individually (g = 0.45). Children gained more from interventions administered by researchers (g = 0.85) or combined implementers (g = 1.11) than by parents (g = 0.27). These findings suggest that appropriate reading interventions are effective and essential for improving the literacy outcomes of Chinese children, but the efficacy might be different depending on the intervention methods, children's literacy status, outcome measures, and intervention settings.

Ruffini, C., Bei, E., & Pecini, C. (2024). **Socio-emotional behavior, learning, and the distinct contributions of Executive Functions in primary graders**. *European Journal of Psychology of Education*, *39*(4), 4249-4273. https://doi.org/10.1007/s10212-024-00860-3
Socio-emotional school behavior and learning are both fundamental aspects of children's development influenced by cognitive control processes named Executive Functions (EF). Yet, research on school-age children has often focused on the relationship between EF and learning skills overlooking that of EF and school behavior, which has usually been examined among preschoolers. The current study investigated the contribution of EF in both school behavior and learning in school-age children. One hundred forty-six III–V graders were assessed using text comprehension and EF tasks and evaluated by teachers-rated inventories on behavioral difficulties and EF within the school context. The results suggested a different involvement of direct and indirect EF measures in the two domains considered: controlling for socioeconomic level and age, an EF direct measure, predicted reading comprehension whereas teacher-reported EF related to both behavior and text comprehension. The results contribute to defining the role of cognitive control processes on school behavior and learning in school-age children.

Russo, C., Döring, A. K., & Barni, D. (2024). **A web-based prosocial intervention can shape adolescents' values: findings from a mixed-methods study**. *European Journal of Psychology of Education*, *39*(4), 3585-3606. https://doi.org/10.1007/s10212-023-00775-5
The possibility of inducing value change has attracted interest among scholars and practitioners in developmental and social psychology. This study proposes a new web-based intervention aimed at enhancing the importance adolescents ascribe to social-focused values (i.e., self-transcendence and conservation), which was implemented and evaluated in the context of online schooling during the COVID-19 pandemic. Social-focused values primarily regulate how one relates to others and preserve cooperative relations. These values were found to predict positive outcomes, such as adolescents' well-being, school performance, prosocial behavior, and, most recently, COVID-19

preventive behaviors. The intervention was carried out with a group of 140 high school students (Age: M = 16.53, SD = 0.95) living in Italy during the pandemic. The intervention group (N = 84) completed four tasks, which were based on the value-changing mechanisms of priming, consistency maintenance (raising awareness and knowledge of prosociality), or direct persuasion (trying to convince another person to act prosocially). The intervention significantly increased the importance of conservation values (i.e., tradition, conformity, security) but not of self-transcendence values (i.e., universalism, benevolence) in the intervention group in comparison to the control group (N = 56). This result reflects the reality during the pandemic, where prosociality was more easily expressed through behaviors consistent with conservation values instead of self-transcendence values, which emphasize (physical) proximity to others. The effectiveness of the intervention was further supported by a qualitative analysis of adolescents' writings while completing the tasks. Limitations of the study, future research developments, and practical implications for values education in secondary schools are discussed.

Sandoval, C., Bohannon, A. X., & Michael, J. (2024). **Examining Power Through Practice in Continuous Improvement in Education**. *Educational Researcher*, *53*(7), 420-425. https://doi.org/10.3102/0013189X241271359
In this conceptual article, we argue for the need to examine power relations in continuous improvement (CI) in education. Specifically, we contend that examining power in CI requires an examination of practices that constitute the work of CI. Drawing on practice theory, we conceptualize practice and power and use these constructs to examine a CI effort on improving mathematical proficiency in an elementary school. From this case, we draw out three power moves to illustrate how examining power through practice in CI can generate insight into the varied power dynamics in a CI effort. We end by arguing for more examinations into the practice of CI work to understand power relations and the enactment of CI efforts in education broadly.

Schenck, K. E., & Nathan, M. J. (2024). **Navigating Spatial Ability for Mathematics Education: a Review and Roadmap**. *Educational Psychology Review*, *36*(3), 90. https://doi.org/10.1007/s10648-024-09935-5
Spatial skills can predict mathematics performance, with many researchers investigating how and why these skills are related. However, a literature review on spatial ability revealed a multiplicity of spatial taxonomies and analytical frameworks that lack convergence, presenting a confusing terrain for researchers to navigate. We expose two central challenges: (1) many of the ways spatial ability is defined and subdivided are often not based in well-evidenced theoretical and analytical frameworks, and (2) the sheer variety of spatial assessments. These challenges impede progress in designing spatial skills interventions for improving mathematics thinking based on causal principles, selecting appropriate metrics for documenting change, and analyzing and interpreting student outcome data. We offer solutions by providing a practical guide for navigating and selecting among the various major spatial taxonomies and instruments used in mathematics education research. We also identify current limitations of spatial ability research and suggest future research directions.

Schwerter, J., Stang-Rabrig, J., Kleinkorres, R., Bleher, J., Doebler, P., & McElvany, N. (2024). **Importance of students' social resources for their academic achievement and well-being in elementary school**. *European Journal of Psychology of Education*, *39*(4), 4515-4552. https://doi.org/10.1007/s10212-024-00877-8

Based on the relationships motivation theory, it can be assumed that social interactions in elementary school are essential for students' development and especially for their school success. Thus, this study examined how vital social resources, more precisely social interactions with peers and teachers, are for two central aspects of school success, namely academic achievement and well-being. To this end, the representative German PIRLS 2016 data of 3959 fourth-grade students (MAge = 10.34 years; N = 1,940 girls, 71% white) were analyzed. Social interactions were operationalized using factors indicating whether students experienced bullying from peers, and how much teacher support they perceived. We found that fewer bullying experiences and more perceived teacher support were positively related to academic achievement and enjoyment of school as a prominent aspect of school-related well-being. Applying machine-learning methods to avoid overfitting while including important control variables, only the effects of bullying experiences and perceived teacher support on well-being remained robust. The results underlined that positive relationship experiences were particularly important for students' well-being but not necessarily incremental to students' academic achievement.

Shin, J. E., & Lytle, A. (2024). **The roles of impostorism and academic help-seeking in undergraduate students' sense of belonging and college completion intention**. *Social Psychology of Education*, 27(5), 2589-2602. https://doi.org/10.1007/s11218-024-09925-z
Impostorism is characterized by feelings of self-doubt regarding one's competence, ability, and deservingness of past achievements, despite evidence of competence. Impostorism has been shown to be associated with numerous adverse academic and psychosocial outcomes. However, there is limited research investigating these relationships within the general undergraduate student population. Furthermore, there is a lack of research examining the link between impostorism and academic help-seeking. The current study aims to fill the gaps by investigating the roles of impostorism and academic help-seeking attitudes and behaviors in undergraduate students' academic sense of belonging and college completion intention. A total of 2,808 diverse groups of undergraduate students from two universities in the U.S. were recruited in the study. Regression analyses demonstrated that higher levels of impostorism were linked to negative attitudes toward academic help-seeking, increased academic help-seeking avoidance behaviors, decreased academic sense of belonging, and lower intention to complete undergraduate studies. Additionally, mediation analyses revealed academic help-seeking attitudes and behaviors as the mediating factors through which impostorism affects academic sense of belonging and college completion intention. Implications and future directions are discussed.

Sia, J. K.-M., Hii, I. S. H., Jong, L., & Low, W. W. (2024). **Do emojis really help us to communicate better? Investigating instructor credibility, students' learning motivation, and performance**. *Education and Information Technologies*, 29(14), 17889-17913. https://doi.org/10.1007/s10639-024-12536-y
Extensive research has been conducted to investigate the role of emojis in interpretation, impression, perceptions, personality and relationship building. However, in the higher education sector, few studies have examined how emojis influence the learning motivation and performance of students. Using the theories of source credibility and stimulus organism response, a model was created to explain how the emojis used in text-based electronic-mediated communication (TEMC) impact instructor credibility, learning motivation, and learning performance. Data obtained from students (N = 348) indicates that the use of emojis in TEMC affects their perceptions of instructor credibility (expertise,

trustworthiness, likability) and learning motivation. Furthermore, perceived instructor credibility was found to mediate the relationship between the use of emojis in TEMC and students' learning motivation. Finally, the study also demonstrates that students' learning motivation significantly enhances their learning performance. The research findings illustrate the importance of emoji use in TEMC between instructors and students in enhancing students' learning motivation and performance at higher education institutions (HEIs). The findings have significance for instructors and HEIs who engage in TEMC with students. This paper also discusses the implications and limitations of the study, along with potential future research.

Singhal, S., & Prakash, N. (2024). **A narrative inquiry into the meaning of careeridentity of Indian emerging adults amid Covid-19**. *International Journal for Educational and Vocational Guidance*, 24(3), 1-26. https://doi.org/10.1007/s10775-023-09590-2
This paper studied the career experiences of emerging adults amid thepandemic and how they make sense of their career identities during this time. TwentyIndian Emerging adults (18–25 years) wrote narratives about their career stories duringthe pandemic. Using thematic analysis, three key themes of (1) Perceived Impact ofPandemic Crisis on Career Identity, (2) Positive Meaning-Making of Career Identity amidthe Crises, and (3) Negative Meaning-Making of Career Identity amid the Crises wereidentified. The study concluded that despite the negative impact of Covid-19 on careerexperiences, most emerging adults cognitively reframed negative experiences aspositive.

Skrzypek, C. (2024). **The Teachers' Mental Health Literacy Scale**. *Psychology in the Schools*, 61(11), 4133-4150. https://doi.org/10.1002/pits.23274
Teachers play a critical role in school mental health. They aid in the identification and referral of students in need of mental health services and are key players in implementing interventions. Nevertheless, teachers often lack the education and training needed to support youths' mental health. Increasing teachers' mental health literacy (MHL) is recognized as a needed area of focus in improving systems' responses to youths' mental health needs, yet no current tools assess teachers' complete MHL. A measure of MHL for in-service teachers based on current conceptualizations of MHL in the context of schools was developed and tested. The 24-item scale was tested in a sample of 407 full-time teachers in the United States and initial psychometric testing supports its use. The analytic strategy included an exploratory factor analysis (EFA), reliability analysis via Cronbach's a, and convergent validity analysis via zero-order correlations between the Teachers' MHL Scale and theoretically linked constructs. The final scale includes four subscales that measure teachers' understanding of how to promote well-being, recognize potential problems, link students in need to appropriate resources, and the link between well-being and school success. The underlying theory supporting the tool's development and suggestions for its use are discussed.

Spiegel, T., & Nivette, A. (2024). **A four-cohort study testing the relative impact of take-home and in-class examination on students' academic performance and wellbeing**. *European Journal of Psychology of Education*, 39(4), 3943-3962. https://doi.org/10.1007/s10212-024-00821-w
The current study examines the relative impact of take home (open book) examinations (THE) and in class (closed book) examinations (ICE) on student academic performance and wellbeing outcomes. Specifically, this study contributes to our understanding about students' long-term knowledge retention, measured four to six months after completing

the course. A unique longitudinal dataset consisting of four cohorts of a social science bachelor and master course that implemented either a THE or ICE in successive years was used. Survey data included wellbeing and academic performance measures as well as a 10-item knowledge retention quiz. Within the master course, the ICE cohort had higher examination grades and higher knowledge retention scores than the cohorts that completed a THE. In the bachelor course, there were no differences in knowledge retention across cohorts. Examination score was associated with higher knowledge retention scores across both courses. One bachelor cohort reported lower wellbeing compared to others (cohort 2021–2022); however, we found no further differences in academic or wellbeing outcomes based on examination form. The findings suggest a slight advantage of ICEs over THEs with regard to academic performance.

Steinberg, O., Kulakow, S., & Raufelder, D. (2024). **Academic self-concept, achievement, and goal orientations in different learning environments**. *European Journal of Psychology of Education*, 39(4), 3893-3917. https://doi.org/10.1007/s10212-024-00825-6
Stage-Environment Fit Theory underlines the role of learning environments and their match with students' needs as crucial for students' motivation and learning. This study explores the mediation role of goal orientations in the interplay of academic self-concept and achievement in mathematics and verbal domains in student-directed and teacher-directed learning environments. The sample consists of 1153 adolescent students (Mage t1 = 13.97; SD = 1.37, 49% girls) from Germany. Multi-group cross-lagged panel analyses confirm the Reciprocal Effects Model for the student-directed learning environment only, as reciprocal relation of academic self-concept and grades over time has been found. The extension of the Reciprocal Effects Model with goal orientations as mediators could not be confirmed for any learning environment.

Syed, U. G., & Dixit, S. (2024). **Evaluating Within-Network and Between-Network Construct Validity of the Hindi Version of the Grit-Short Scale Among Indian Adolescents**. *Journal of Psychoeducational Assessment*, 42(8), 1031-1041. https://doi.org/10.1177/07342829241255527
The Grit-short scale measures consistency and perseverance for long-term goals. In the present study, we translated and adapted the Grit-short scale into Hindi (Grit-SH) and examined its within-network and between-network construct validity among Indian adolescents. The participants were 534 senior secondary school students aged 14 – 18 years recruited from five schools across two samples. Grit-SH, along with the brief inventory of thriving and student satisfaction scale, was administered in sample 1 (N1 = 310), whereas in sample 2 (N2 = 224), the English version of the Grit-short scale was used. Regarding within-network construct validity, the two-dimensional structure of Grit-SH demonstrated an acceptable fit to the data, partially strict invariance against its English version, and good internal consistency reliability. In terms of between-network construct validity, grit demonstrated a significantly positive correlation with student satisfaction and well-being. Overall, findings indicated that the Grit-SH is a valid and reliable measure of grit that researchers and practitioners can use to assess grit among Indian adolescents.

Tancredi, S., & Abrahamson, D. (2024). **Stimming as Thinking: a Critical Reevaluation of Self-Stimulatory Behavior as an Epistemic Resource for Inclusive Education**. *Educational Psychology Review*, 36(3), 75. https://doi.org/10.1007/s10648-024-09904-y
Peripheral sensorimotor stimming activity, such as rocking and fidgeting, is widely considered irrelevant to and even distracting from learning. In this critical-pedagogy

conceptual paper, we argue that stimming is an intrinsic part of adaptive functioning, interaction, and cognitive dynamics. We submit that when cultural resources build from students' own sensorimotor dynamics, rather than subjugating them to hegemonic corporeal norms, learners' intrinsic sensorimotor behaviors may be embraced and empowered as mental activity. This call for transformative inclusive pedagogy is of particular importance for neurodivergent children whose sensorimotor engagements have historically been ostracized as disruptive. Following a conceptual analysis of stimming that builds on a range of neuro-cognitive empirical studies drawing on post-cognitivist embodied cognition theory, we imagine inclusive educational futures that disrupt sedentary instructional design to elevate minoritized learners' sensorimotor activity. As proof of concept, we present an example inclusive embodied activity, balance board math, a pedagogical tool designed to elicit stimming as thinking. We propose a set of design heuristics for realizing stimming's pedagogical potential.

Tang, Y., Du, X., Hung, J.-L., Li, H., Tang, H., & Xie, Y. (2024). **Exploring the effects of roles and group compositions on social and cognitive interaction structures in online collaborative problem-solving**. *Education and Information Technologies*, *29*(14), 18149-18180. https://doi.org/10.1007/s10639-024-12569-3
Collaborative problem-solving (CPS) involves the interaction and interdependence of students' social and cognitive skills, making it a complex learning process. To delve into the complex dynamics of CPS, previous research has categorized socio-cognitive roles, providing insights into social-cognitive frameworks. However, despite the specific cognitive and social interaction structures employed by roles to engage in CPS interactions, most existing research primarily focuses on individual roles, neglecting inter-role interactions. To fill this gap, twelve triad groups were formed by engaging 36 undergraduate students in online CPS activities to examine differences in social and cognitive interaction structures across different roles and group compositions. Additionally, analyze the differences in CPS processes among various group compositions. The analyses identified five roles (Lurkers, Followers, Drivers, Influential Actors, and Innovators) and three group compositions (Balanced groups, Decentralized groups, and Power Struggle groups). The socio-cognitive structure of Balanced groups, along with other evidence, indicates effective information sharing and negotiation interactions. In contrast, Decentralized and Power Struggle groups exhibited various deficiencies in their socio-cognitive structures, negatively impacting group collaboration processes. These insights provide educators with a comprehensive guide to fostering effective group compositions and role dynamics in online CPS settings, thereby enhancing the overall success of CPS. Additionally, possible activity design considerations and scaffolding strategies are also discussed.

Tschisgale, P., Steegh, A., Kubsch, M., Petersen, S., & Neumann, K. (2024). **Towards a more individualised support of science competition participants – identification and examination of participant profiles based on cognitive and affective characteristics**. *International Journal of Science Education*, *46*(16), 1757-1781. https://doi.org/10.1080/09500693.2023.2300147
Science competitions target students interested in science with the aim to support them in developing science competence and career aspirations. Contrary to the common belief that science competition participants are exceptionally competent and strongly motivated to pursue a science career, there is growing evidence that the entirety of participants is rather heterogeneous in terms of their cognitive and affective

characteristics. For science competitions to better support all participants in developing competence and career aspirations, a better understanding of the cognitive and affective characteristics of the entirety of participants is required. This study examined the Physics Olympiad as a specific type of science competitions, leading to a nuanced characterisation of N = 155 Physics Olympiad participants. Latent profile analyses revealed four participant profiles distinguished by specific patterns in cognitive abilities, physics interest, and physics self-efficacy. Profiles differed in their performance in the competition and their physics career aspiration. Grade level, gender, previous participation in the competition, and teacher support explained differences in profile membership. Our findings emphasise that Physics Olympiad participants are a heterogeneous group with varying needs and offer implications for more individualised support activities to better support the entirety of participants in developing science competence and career aspirations.

Uslukaya, A. (2024). **The relationships between teacher self-efficacy, optimism, perceived social support, and burnout: A moderated mediation analysis using the revised job demands–resources model**. *Psychology in the Schools*, *61*(11), 4112-4132. https://doi.org/10.1002/pits.23272
Using the revised job demands–resources model, this study aimed to analyze the direct relationship of teacher self-efficacy with burnout and its indirect relationship through perceived social support as well as the moderating roles of teacher optimism in these relationships. The study used a Bayesian estimator with structural equation modeling to examine the structural relationships among self-efficacy, optimism, perceived social support, and burnout, using data collected from a sample of 288 teachers in Elâzığ, a city in the eastern region of Turkey. The results demonstrated the negative relationships between teacher self-efficacy and optimism with burnout, and the indirect negative relationship between teacher self-efficacy and burnout through perceived social support. In addition, the present study revealed that the direct relationship between teacher self-efficacy and perceived social support and the indirect relationship between teacher self-efficacy and burnout through perceived social support can be strengthened depending on the level of optimism. Recommendations for practitioners, policymakers, and researchers are presented.

Vera, E. M., & Heineke, A. J. (2024). **Pandemic-related stressors of school counselors: Implications for resilience and retention**. *Psychology in the Schools*, *61*(11), 4322-4346. https://doi.org/10.1002/pits.23282
This qualitative study examined 17 school counselors' pandemic-related experiences to identify demands, resources, and consequences to well-being. Among the main demands were increases in student social-emotional impairment, role confusion, and top-down policy modifications that made it more challenging to do their jobs. The top resources were support from colleagues and individual limit-setting. Consequences to well-being were mixed, but exhaustion and recommitments to self-care were the most frequently reported. Implications for retention of school counselors and training are discussed.

Vettori, G., Di Leonardo, L., Secchi, S., & Bigozzi, L. (2024). **The sound of silence: children's own perspectives on their hearing and listening in classrooms with different acoustic conditions**. *European Journal of Psychology of Education*, *39*(4), 3803-3823. https://doi.org/10.1007/s10212-024-00819-4

In this study, we investigated primary school children's perspectives on their hearing and listening in classrooms with different acoustic quality levels. The sample included 213 children. The children completed a self-report questionnaire rating how well they could hear and listen in various situations in classrooms with two different acoustic conditions: Poor acoustic quality (long reverberation time [Long RT]) versus Adequate acoustic quality (short reverberation time [Short RT]) equipped with a sound-absorbing system. The results showed that auditory perception in the two conditions depends on the child's age, with only fourth- and fifth-grade children reporting benefits from classroom acoustic correction. Our study provides preliminary results on children's perspectives regarding their hearing and listening experiences during school learning, drawing out the implications for the design and implementation of school metacognitive interventions aimed at improving children's and teachers' awareness of motivational-affective, regulative, and environmental aspects favoring listening at school.

Wang, X., & Wang, Y. (2024). **The impact of perceived social support on e-learning engagement among college students: serial mediation of growth mindset and subjective well-being**. *European Journal of Psychology of Education*, *39*(4), 4163-4180. https://doi.org/10.1007/s10212-024-00853-2
Online learning has grown in popularity over the last few years. Understanding what factors and how they contribute to students' e-learning engagement is crucial for the success of online education. Based on the ecological system theory, this study aims to examine the association between perceived social support and e-learning engagement among Chinese college students and explore whether growth mindset and subjective well-being mediated this association. A survey was conducted among 605 college students in China. The results showed that perceived social support is positively and significantly associated with e-learning engagement and that growth mindset and subjective well-being play independent and joint mediating roles in the link between the two constructs. Our findings highlight the importance of the interaction between perceived social support, growth mindset, and subjective well-being in e-learning engagement among college students. This study contributes to the theoretical and practical understanding of the e-learning ecosystem in college students.

Weng, C., Kassaw, K., Tsai, P.-S., & Lee, T.-J. (2024). **Does scratch animation for sustainable development goals (SDGs) with AI-comics impact on student empathy, self-efficacy, scriptwriting, and animation skills?** *Education and Information Technologies*, *29*(14), 18097-18120. https://doi.org/10.1007/s10639-024-12576-4
This study aimed to make and introduce a curriculum in Taiwan for fifth-grade students, merging Scratch animation with the Sustainable Development Goals (SDGs). The curriculum combined the Scratch Reflective AI digital learning platform with conventional teaching methods to assess its effect on students' empathy, self-efficacy, and scriptwriting and animation skills. A total of 133 fifth-grade students from elementary school were involved in the study. The experimental group (67 students) received the SDGs-themed Scratch animation course with the AI-Enhanced Comics Reflection Diaries, while the control group (66 students) received the traditional SDGs-themed Scratch animation course. The findings revealed a significant improvement in students' self-efficacy levels in the Scratch animation course within the SDGs theme when using the AI digital learning platform with Comic Reflection. However, there was no significant variation in empathy levels among the students. The Comic Reflection AI digital learning platform significantly enhanced students' scriptwriting and animation skills, boosting

creativity and self-efficacy in their abilities within the SDGs-themed Scratch animation course. Classroom observations revealed students' enthusiasm for the platform, emphasizing its potential to foster creativity and learning engagement. The study offers insights into the effectiveness of integrating digital learning platforms like Comic Reflection can be beneficial for enhancing students' self-efficacy and scriptwriting skills, highlighting the importance of adequate time for cognitive processing. The study's findings provide valuable guidance for educators and researchers aiming to enhance students' empathy with regard to global sustainability development goals.

Witmer, S. E., & Marinho, N. (2024). **Extended time test accommodations: Does use correspond to score comparability for students with disabilities deemed in need?** *Psychology in the Schools*, 61(11), 4175-4188. https://doi.org/10.1002/pits.23275
Extended time is frequently recommended for students with disabilities (SWD) with an intent to remove barriers to accurate measurement of their underlying knowledge and skills. However, empirical findings have varied in terms of whether extended time conditions are an appropriate method for doing so, raising questions of whether frequent recommendation is warranted. Existing score comparability studies have not carefully attended to whether students for whom the extended time accommodation has been recommended truly need, use, and benefit from extended time. In the current study, math test process data from the National Assessment of Educational Progress were used to explore and compare score comparability, as determined via analysis of differential item functioning, for SWD specifically deemed by school teams to need extended time. Score comparability was evident regardless of whether or not the students actually used extended time, begging the question of whether, for many SWD, extended time is truly necessary for score comparability to be achieved. Implications for practice, including methods for more specifically identifying who indeed needs extended time, as well as options for alternative accommodations and interventions that may better target the needs of students who don't truly need and/or use it are offered.

Xiong, H., Xue, M., Di, G., Mao, Y., & Qiao, E. (2024). **A Rasch Analysis of the Teacher Social and Emotional Learning Beliefs Scale (TSELBS) in Chinese Context**. *Journal of Psychoeducational Assessment*, 42(8), 988-1001. https://doi.org/10.1177/07342829241265158
The impact of teachers' beliefs on the implementation and effectiveness of Social and Emotional Learning (SEL) programs underscores the essential need for reliable measures of these beliefs. This study aims to explore and validate the psychometric properties of the Teacher Social and Emotional Learning Beliefs Scale (TSELBS) within the Chinese educational context, utilizing the Partial Credit Model of the Rasch family models. Through the analysis of responses from 893 Chinese teachers, our findings confirm the reliability, validity, and robust psychometric properties of the TSELBS, making it a valuable instrument for assessing educators' SEL beliefs. Additionally, our results indicate that the TSELBS demonstrates fairness across gender, educational levels, and areas. These outcomes emphasize the critical role of culturally sensitive methods in evaluating SEL beliefs and lay a foundational step for future cross-cultural research in this domain. This contribution advances the global conversation on SEL, facilitating further studies on similar validations across diverse cultural settings.

Xu, J., & Cai, D. (2024). **The cognitive foundations of different hierarchical levels of mathematical skills in primary school children: extending the mathematics pathways**

model. *European Journal of Psychology of Education*, *39*(4), 3919-3941. https://doi.org/10.1007/s10212-024-00823-8

Although previous research has demonstrated that the acquisition of mathematical skills requires support from multiple cognitive abilities, the associations between cognitive precursors in different domains and mathematics at different hierarchical levels among primary school children are not well understood. This study explores the cognitive mechanisms underlying primary school children's mathematics learning by extending the original pathways model. A total of 409 children participated v.in the study. A battery of cognitive, symbolic number processing, and mathematics measures were performed on the participants. The cognitive pathways supported children's symbolic number skills, which in turn provided the foundation for formal mathematics. Different hierarchical mathematics skills were supported by different cognitive constellations. A hierarchical progressive development structure was found, from cognitive precursors, through symbolic number processing, to basic math fluency and complex numerical computation, and then, to problem-solving. The study also tried to divide children into two groups, grades 1–3 and 4–5. The exploratory results showed that there were commonalities and differences in the cognitive basis of mathematics learning in the two groups. These findings further explained the cognitive mechanisms underlying mathematical development in primary school children, with possible implications for the effective teaching and practice of mathematics knowledge and early identification and intervention of learning difficulties.

Yang, Yan, Li, S., Xie, F., & Chen, X. (2024). **The Association Between Parent–Child Attachment and Academic Adjustment: A Multilevel Meta-Analysis**. *Educational Psychology Review*, *36*(3), 85. https://doi.org/10.1007/s10648-024-09920-y

Academic adjustment is an important task for students, traditionally encompassing three major constructs: academic motivation (e.g., academic self-efficacy), engagement (e.g., persistence with schoolwork), and achievement (e.g., grade point average). Although theoretical links between parent–child attachment and academic adjustment have been proposed, comprehensive meta-analyses investigating this relationship are lacking. To achieve a more thorough understanding, we incorporated data from children and adolescents, considering both categorical and continuous attachment measures. Through a series of multilevel meta-analyses, we examined the magnitude of the relationship between parent–child attachment and academic achievement, motivation, and engagement. We retrieved 178 effect sizes from 45 studies assessing 47 independent samples (53,619 students) through a systematic literature search. The key findings are as follows: attachment security was positively related to academic achievement ($r = .132$), while attachment insecurity, whether avoidant ($r = -.154$) or anxious ($r = -.081$) attachment, was negatively associated with academic achievement. Moreover, attachment security was positively related to motivation ($r = .161$) and engagement ($r = .229$). Notably, the type of attachment measures moderated the association between attachment security and academic achievement. In addition, gender was found to moderate the association between attachment security and academic motivation. Our findings are crucial for understanding the association between parent–child attachment and academic adjustment.

Yang, Yanfei, Govindasamy, P. a/p, & Mohd Isa, N. J. binti. (2024). **Mediating effect of teacher support and student engagement in mathematics at Chinese junior middle school**. *Psychology in the Schools*, *61*(11), 4203-4217. https://doi.org/10.1002/pits.23277

This study aimed to examine the influence of teacher support on student engagement in mathematics. A cross-sectional survey was employed to recruit 632 students from grades 7 to 9 in junior middle schools across China. Participants completed various scales, including a teacher support scale, an academic self-efficacy scale, and a student engagement scale. Data analysis was conducted using SPSS 20.0 and Amos 24.0. Results showed that, first, emotional support and competence support had a significant positive effect on student engagement in mathematics. The contribution from competence support was the strongest. The contribution from autonomy support was the weakest; second, academic self-efficacy mediated the relationship between autonomy support, emotional support, and competence support and student engagement in mathematics. These findings supplement and expand the understanding of the factors that affect student engagement and provide theoretical support and useful guidance for formulating effective education policies to improve student engagement in mathematics.

Zainuddin, Z. (2024). **Integrating ease of use and affordable gamification-based instruction into a remote learning environment**. *Asia Pacific Education Review*, *25*(5), 1261-1272. https://doi.org/10.1007/s12564-023-09832-6
Increasing student engagement and improving learning outcomes are ongoing issues in higher education worldwide. These issues were particularly pertinent during the COVID-19 pandemic when remote learning was selected as the primary instructional learning setting. This study aims to assess the impact of gamification-based quiz instruction in driving college students' learning in an online class during the COVID-19 pandemic at a remote institution of higher education in Indonesia (n = 68). The study employs an explanatory sequential mixed-method approach, including quasi-experimental research, quantitative surveys, and qualitative interviews. The findings indicate that the overall result of the four tests conducted during the intervention indicates a statistically significant difference among the three groups. The gamification-based quizzes increase student enthusiasm and improve learning outcomes. The study demonstrates the transformation induced by the ease of use and low cost of digital gaming platforms from mundane activities, such as listening to lectures on Zoom, to enjoyable educational gaming activities. The weekly gamification-based formative assessments using easy-to-use media significantly increase student engagement, critical and creative thinking, and information literacy during the learning process.

Zhai, X., Yuan, W., Liu, T., & Wang, Q. (2024). **Machine learning investigation of optimal psychoemotional well-being factors for students' reading literacy**. *Education and Information Technologies*, *29*(14), 18257-18285. https://doi.org/10.1007/s10639-024-12580-8
Psychoemotional well-being factors have been recognized to have a significant impact on students' reading literacy. However, identifying which key psychoemotional well-being factors most significantly influence students' reading performance is still not fully explored. This research examines the psychoemotional well-being factors that distinguish the reading literacy of high-level students from low-level ones using machine learning methods in four regions of China, including Beijing, Shanghai, Jiangsu, and Zhejiang. In total, 3497 samples were drawn from the public database of the PISA 2018, including 2935 high-level students (with proficiency level at or above Level 5) and 562 low-achieving students (at Level 2 or below). By applying Recursive Feature Elimination with Cross-Validation feature selection and Support Vector Machine classifiers approach, this

study successfully identifies 15 key factors (e.g., students' socioeconomic status and learning goals) from the total 25 psychoemotional well-being factors that synergistically distinguish high-level students from low-level students with a high accuracy score (0.905). Further, using the Shapley Additive exPlanations method, the feature importance of the features set is shown, and 10 factors relevant to the psychoemotional well-being show the feature importance of reading literacy of high-level students. This study provides important insights into the factors of psychoemotional well-being that influence students' reading literacy development.

Zhou, X., Chen, S., Ohno, S., She, J., & Kameda, H. (2024). **Motivational design for enhancing behavioral engagement in a flipped Chinese course**. *Asia Pacific Education Review*, *25*(5), 1289-1303. https://doi.org/10.1007/s12564-023-09849-x
Pre-class learning plays a crucial role in the teaching and learning of the flipped classroom. While it is a challenging task to stimulate students to engage in pre-class autonomous learning, especially for the learning of a foreign language that requires a long-term commitment. In this study, we dealt with the problem of how to improve and maintain students' motivation in pre-class learning of a foreign language. First, we devised a motivational model with factors that encourage student engagement. Then, we developed motivational strategies based on the model to motivate students to be highly engaged before class in this pilot study for a Chinese course for beginners at Tokyo University of Technology. Using a Moodle learning management system, we established a framework for pre-class learning materials and collected data by keeping track of pre-class learning activities and extracting student perceptions and evaluations of their pre-class learning experience. Statistical analysis of the data for three academic years shows that the motivational design used for the flipped classroom effectively enhanced students' behavioral engagement and accordingly increased academic outcomes. The practice of the flipped classroom with motivational design is of particular significance for foreign language teaching and learning. The motivational model and the instructional design for pre-class learning have the potential to be used for other foreign language courses.

Zimmermann, P., Kennel, S., & Plateau, J.-F. (2024). **Les stagiaires du Diplôme d'Accès aux Études Universitaires : effets de la dynamique d'une communauté sur la réussite au diplôme**. *Colloque 2024 de l'AIPU : L'enseignement supérieur et les communautés : des dynamiques interconnectées*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04745003
En France, le diplôme d'accès aux études universitaires (DAEU) offre l'opportunité aux personnes n'ayant pas obtenu le baccalauréat et ayant interrompu leurs études initiales depuis plus de deux ans d'entamer un parcours de formation supérieur diplômant ou de passer des concours requérant le baccalauréat. C'est une véritable école de la deuxième chance et une possibilité de réaffiliation à un parcours académique pour des publics en rupture scolaire. Ce dispositif et ce public sont encore aujourd'hui très peu étudiés dans les publications scientifiques. Ils présentent pourtant un intérêt indéniable à la fois pour la recherche et pour les acteurs de la réussite étudiante. Ces populations ont en effet souvent vécu trois expériences académiques particulières dans leur parcours de vie : celle précédant le DAEU marquée fréquemment par la rupture scolaire, celle du DAEU et de la réaffiliation mais aussi parfois du décrochage, celle suivant le DAEU avec une diversité de vécus, de réussite et d'abandon. Nous bénéficions essentiellement des travaux de Zaouni-Denoux (2014) qui identifient les motifs intrinsèques et extrinsèques de

la motivation des stagiaires, et de ceux de Beaupère et al. (2020), qui pointent les bénéfices de la construction identitaire des anciens stagiaires, tout en dressant le constat de la difficulté vécue en ce qui concerne les tentatives de poursuites d'études. Ces recherches soulignent la complexité et la singularité des phénomènes d'abandon et, parallèlement, de poursuite du diplôme au sein de la population du DAEU. Nous nous intéressons aux trois temps des parcours académiques des personnes ayant suivi la formation au DAEU. Notre question de recherche porte sur leur ressenti de l'expérience d'apprentissage et d'études qu'elles ont vécues. Plus précisément, nous interrogeons les facteurs qui ont pu déterminer la rupture scolaire et la réaffiliation et en quoi la relation pédagogique, l'interrelation entre la communauté apprenante et la communauté enseignante, a pu influencer leurs parcours et leurs perceptions. Notre étude s'appuie sur une méthodologie mixte, une enquête par questionnaire auprès des 329 anciens stagiaires de la formation, puis sur des entretiens semi-directifs auprès des personnes volontaires afin d'approfondir la compréhension de leur perception. Les questions posées croisent les modèles existants des déterminants de la réussite dont celui de Romainville et Michaut (2012). Elles portent sur le passé scolaire, le vécu durant le parcours de formation, la relation avec les pairs, l'expérience pédagogique avec les enseignants, les méthodes d'apprentissage, le projet d'études ou de formation à la sortie du DAEU, le projet professionnel, enfin, les caractéristiques sociodémographiques. L'analyse des résultats doit permettre à l'équipe pédagogique d'améliorer le dispositif de formation et d'accompagnement des stagiaires du DAEU en travaillant à renforcer les leviers pour la réussite qui émergeront de notre étude. La suite de notre projet de recherche s'intéressera au public enseignant, dans l'intention d'analyser les fondements et les modalités de leur engagement dans la relation pédagogique.

Aspects sociaux de l'éducation

Aalto, S., Kankaanpää, R., Peltonen, K., Derluyn, I., Szelei, N., Verelst, A., … Vänskä, M. (2024). **The effect of teacher multicultural attitudes on self-efficacy and wellbeing at work**. *Social Psychology of Education*, *27*(5), 2527-2557. https://doi.org/10.1007/s11218-024-09886-3
Teachers are pivotal in creating safe and efficacious learning environments for ethnic minority students. Research suggests that teachers' multicultural attitudes, self-efficacy, and wellbeing at work may all play important roles in this endeavor. Using survey data on 433 teachers in Belgium, Denmark, Finland, Norway, Sweden, and the United Kingdom, the present study used structural equation models to analyze the paths between teachers' multicultural attitudes and work-related wellbeing (work dedication and exhaustion), and whether self-efficacy mediates these paths. We further investigated how these associations differ between teachers of reception classes for migrant and refugee students versus teachers of multi-ethnic mainstream classes. The results show that positive multicultural attitudes were directly associated with high level of work dedication, but not with work exhaustion. Self-efficacy mediated the association between multicultural attitudes and work-related wellbeing, indicated by both higher work dedication and lower work exhaustion. Concerning the role of teacher's class type, self-efficacy mediated the association between positive multicultural attitudes and work dedication for both types of teachers, whereas the mediation to low work exhaustion was only evident in mainstream class teachers. To conclude, teachers' multicultural attitudes and work-related wellbeing are mediated by self-efficacy and this important

link should be acknowledged when designing professional development programs in order to create supportive and competent learning environments for all students.

Alam, G. M., & Parvin, M. (2024). **Has Secondary Science Program Become an Elite Urban Education Product in the Former Colonized Nation?** *Education and Urban Society, 56*(8), 1002-1024. https://doi.org/10.1177/00131245241238360
A distinct education has become a heretical right for urban elites despite educational equality is an official agenda. This has not only widened the gaps between urban and rural counterparts but also developed discriminations amongst different classes of student within the urban schools. To validate this tenet, the facilities offered by various schools were compared. Yet, whether a particular secondary education program has become an exclusive right essentially for urban elites to deprive others; is not widely explored—an investigation of this study. Educational background and some selective socioeconomic status (SES) of 925,617 students; completed their secondary school certificate from 3,315 schools were collected to make comparison through descriptive analysis of secondary data. Findings note that secondary science education has become a popular program amongst the urban elites. Subsequently, they also perform well in the public examination. Furthermore, discussions suggest that science being an international education demands both formal and informal higher budgets. Hence, a greater success of urban elites in secondary science provision helps them to succeed successively in procuring higher education and thereby in job-market. Thus, a policy intervention is required to ensure an effective implementation of educational equity concept.

Al-Hassan, S. M., Duell, N., Lansford, J. E., Dodge, K. A., Gurdal, S., Liu, Q., … Di Giunta, L. (2024). **Parents' learning support and school attitudes in relation to adolescent academic identity and school performance in nine countries**. *European Journal of Psychology of Education, 39*(4), 3841-3866. https://doi.org/10.1007/s10212-024-00827-4
An important question for parents and educators alike is how to promote adolescents' academic identity and school performance. This study investigated relations among parental education, parents' attitudes toward their adolescents' school, parental support for learning at home, and adolescents' academic identity and school performance over time and in different national contexts. Longitudinal data were collected from adolescents and their parents in nine countries (China, Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand, and the United States). When adolescents were 16 years old, their mothers (N = 1083) and fathers (N = 859) provided data. When adolescents were 17 years old, 1049 adolescents (50% girls) and their mothers (N = 1001) and fathers (N = 749) provided data. Multiple-group path analyses indicated that, across cultures, higher parent education was associated with better adolescent school performance. Parents' attitudes toward their adolescents' school and parent support for learning in the home were not associated with adolescents' school performance but were associated with academic identity. The findings suggest somewhat different pathways to school performance versus academic identity. Implications for helping parents and educators in different countries promote adolescents' academic identity and achievement are discussed.

António, R., Guerra, R., & Moleiro, C. (2024). **The benefits of common inclusive identities for adolescent bystanders' intentions to help homophobic bullying victims**. *Social Psychology of Education, 27*(5), 2249-2263. https://doi.org/10.1007/s11218-024-09934-y

Bystanders' helping behaviors are essential to mitigate bullying and its consequences, although bystanders do not always intervene on behalf of those who are victimized. One study (N = 170) tested, experimentally, the impact of different forms of common identities (one-group and dual-identity vs. control) on youth (aged between 12 and 19 years) bystanders' helping behavioral intentions in the context of a common form of bias-based bullying (i.e., homophobic bullying). Results showed that dual-identity triggered more behavioral intentions to help victims of homophobic bullying. Overall, these findings extended previous studies illustrating the potential of common identities to foster bystanders' helping responses to homophobic bullying episodes in the school context.

Audren, G. (2024). **Approche géographique de l'évitement scolaire : vers l'accentuation de la ségrégation sociale entre collèges ? L'exemple de Marseille**. *Revue française de pédagogie. Recherches en éducation*, (222), 9-31. https://doi.org/10.4000/12eut
La récente mise à disposition des données sur les indices de position sociale (IPS) des établissements français a relancé les débats sur la ségrégation scolaire. Plus précisément, l'IPS révèle l'importance des inégalités sociales entre collèges et cela amène à interroger les mécanismes (stratégies de placement scolaire des familles, offre de formation, etc.) de production des ségrégations scolaires en milieu urbain. Considérant la ségrégation scolaire comme un état des lieux et comme un processus s'inscrivant dans des contextes locaux, cet article propose une analyse géographique des pratiques de contournement de la sectorisation de la part des familles dans une grande ville française : Marseille. S'inscrivant dans une réflexion territorialisée et pluri-scalaire, l'article étudie les effets de ces pratiques sur les formes de ségrégation entre établissements, tendant à une polarisation de l'espace scolaire marseillais.

Azpiazu, L., Antonio-Aguirre, I., Izar-de-la-Funte, I., & Fernández-Lasarte, O. (2024). **School adjustment in adolescence explained by social support, resilience and positive affect**. *European Journal of Psychology of Education*, 39(4), 3709-3728. https://doi.org/10.1007/s10212-023-00785-3
In order to develop future academic-professional skills and later social and financial independence, an adequate adolescent school adjustment is essential. Therefore, it is necessary to identify the variables that contribute to its improvement in a stage characterised by its decrease. The aim of the present study is to analyse and compare two theoretical models to determine the prediction of teacher and peer support, resilience and positive affect to school adjustment, measured through emotional engagement, school integration problems and perceived academic performance. The design was cross-sectional and participants were 1397 adolescents in high school (M = 13.88, SD = 1.27). The results reveal that teacher and peer support, resilience and positive affect indirectly predict perceived academic performance through school integration problems and emotional engagement. The negative effect of emotional engagement and support from peers on school integration problems is particularly worth highlighting, along with the prediction of resilience on positive affect and that of support from teachers on emotional engagement. The theoretical and practical implications of these results are discussed.

Babalola, O. O., du Plessis, Y., & Babalola, S. S. (2024). **Power of shared success: how can sharing success and roles of others motivate African women in STEM?** *International Journal for Educational and Vocational Guidance*, 24(3), 1-27. https://doi.org/10.1007/s10775-023-09583-1

This study examines the success and role of African women leaders in science,technology, engineering, and mathematics (STEM). In the absence of significant research onwomen's STEM leadership, the success and roles of others could motivate an aspiring Africanwoman to pursue a career in STEM. A qualitative approach was sought using open onlinequestions and narratives from African women leaders about their roles and career success inSTEM. Data were collected from the western, eastern, northern, and southern regions ofAfrica from participants who held STEM leadership positions, such as directors, deans, andchief officers. The participants were 42 women representing 12 African nations. Thenarratives of these women leaders' tones and life experiences were analyzed through contentanalysis. The narratives of these women leaders' tones and life experiences were analyzed insearch of recurring patterns and themes. Successful leadership in STEM requires balancingcareer and family life, setting goals, solving problems, being open to innovative ideas,embracing diversity, collaborating, and having knowledge of STEM research and mentoringskills. Using the achievements and roles of others could inspire future African women topursue careers in STEM.

Bakchich, J., Claes, N., Carré, A., & Smeding, A. (2024). **Examining the effects of socioeconomic status indicators on the association between growth mindset and sense of belonging to school**. *Social Psychology of Education*, *27*(5), 2747-2769. https://doi.org/10.1007/s11218-024-09900-8
In school settings, students' mindset about intelligence (i.e., fixed versus growth mindset) and their sense of belonging to school (SBS) have both been shown to predict academic attainment. However, these constructs have rarely been examined together although both were found to be impacted by students' socioeconomic status (SES). Across the literature, findings are inconsistent concerning this moderating effect of SES. In the present preregistered study, we used data from the French sample of the Programme for International Student Assessment 2018 (PISA; N = 6308) to examine whether growth mindset positively predicted SBS and whether this association was moderated by students' SES. Results showed that growth mindset was positively associated with SBS. On the confirmatory linear regression analyses, we found no moderation effect of any of the SES indicators on the association between growth mindset and SBS. However, pre-registered supplementary multigroup analyses showed descriptively that this association was stronger for high than for low SES students and notably when SES indicators concerned family financial resources. Limitations of this research and perspectives for future studies are discussed, with a focus on why the literature should care about the different meanings and consequences of SES indicators.

Bhopal, K. (2024). **The (un)equal university: Training programmes and the commodification of race**. *Higher Education Quarterly*, *78*(4), e12518. https://doi.org/10.1111/hequ.12518
There is a plethora of evidence to suggest that academics of colour remain under represented in higher education; they are less likely to be professors and occupy senior managerial roles compared to White groups and report regular incidents of overt and covert racism. Equality, Diversity and Inclusion initiatives such as training programmes to progress the position of academics of colour into senior roles have been used to address their under representation. Drawing on Critical Race Theory this paper examines how within the neoliberal marketised university, such training programmes are used for the benefit of White groups to perpetuate White privilege.

Bouchet, C. (2024). **Le handicap dans les orientations scolaires et professionnelles en France : entre segmentations spécifiques et inégalités imbriquées**. *Revue française de pédagogie. Recherches en éducation*, (222), 33-49. https://doi.org/10.4000/12euu
Cet article examine les segmentations verticales et horizontales liées au handicap dans les orientations scolaires et professionnelles en France. En combinant une analyse secondaire de l'Enquête emploi en continu et une campagne d'entretiens biographiques, l'étude révèle plusieurs tendances, dans des proportions variables selon les caractéristiques des limitations et troubles : des arrêts précoces de scolarité, une concentration dans les cursus technologiques et professionnels, et des différenciations fines intra-filières. Dans les parcours, le handicap coconstruit les orientations avec d'autres déterminants sociaux à travers des effets d'étiquetages institutionnels, des évaluations indirectement pénalisantes par les équipes éducatives et des pratiques auto-sélectives sous l'influence des familles et des pairs.

Burdick-Will, J., & Stein, M. L. (2024). **Running Late: Student Commutes and High School Tardiness in Baltimore City**. *Educational Researcher*, *53*(7), 412-419. https://doi.org/10.3102/0013189X241256963
In this study, we use estimated public transit routes for high school students in Baltimore City to predict the number of days they are late during the school year. We find that after adjusting for individual and school characteristics, school preferences, and neighborhood fixed effects, total travel time and transit use are not predictive of tardiness, but requiring a bus transfer is. These estimates do not vary by student or school characteristics, indicating that this is a general phenomenon that has more to do with system-level reliability than individual motivation or school climate. These findings highlight the hidden costs imposed on some students who wish to leave their neighborhood and travel across town for better educational opportunities.

Café pédagogique. (2024, octobre 18). **François Dubet et Marie Duru-Bellat : « L'emprise scolaire. Quand trop d'école tue l'éducation »**. Consulté 18 octobre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/10/18/francois-dubet-et-marie-duru-belleat-lemprise-scolaire-quand-trop-decole-tue-leducation/
« Plus d'école n'a pas que des effets positifs » disent les sociologues François Dubet et Marie Duru-Bellat dans cet entretien au Café pédagogique. Dans leur dernier livre publié à

Capawana, M. R. (2024). **Psychosocial and Educational Vulnerability of Overweight Children from Urban Schools**. *Education and Urban Society*, *56*(8), 1025-1046. https://doi.org/10.1177/00131245241249987
Childhood obesity is a pervasive health issue, with multifaceted implications for developmental trajectory. Participants included 5,573 K-5 students enrolled in a high-poverty urban public-school setting. Through an informal yet holistic assessment process, students identified as exhibiting overweight issues were compared to peers not designated as overweight across several relevant categories. Overweight students were more likely to be from lower socioeconomic backgrounds; have a high association with special education service needs; represent a more intensive overall risk level as perceived by student support staff; and mostly exhibit decreased performance in report card grades, standardized test scores, and academic engagement. Results confirm previously documented disparities in school functioning and consideration for at-risk status; this is especially relevant in an underserved context, in which regular access to

services may be limited. Therefore, reliance on initial screening measures becomes necessary as a preventative mechanism to better assist children in need and to facilitate intervention planning.

Caro, C. S., & Valin, V. V. (2024). **Accompagner la parentalité dans des quartiers populaires : entre normalité et normalisation**. *Phronesis*, (HS2), 88-99. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-88

Castro, A. J., Hewko, A., Clay, K. L., Siegel-Hawley, G., & Bridges, K. (2024). **Not "Citizens in Waiting": Student Counter-Narratives of Anti-Equity Campaigns**. *Educational Policy*, *38*(7), 1638-1675. https://doi.org/10.1177/08959048241271391
Recent efforts prohibiting race-related diversity, equity, and inclusion initiatives have informed localized public pushback narrating anti-equity campaigns. Emerging research and media accounts have largely focused on adults engaged with or against these efforts, with less attention on youth and their perceptions of these campaigns. To center youth voice, we analyzed 224 student newspaper articles published in Carmel, Indiana and Loudoun County, Virginia—two sites replete with localized contestations of equity reform. Using narrative policy analysis and approaches to counter-narratives, findings demonstrate youths' roles as engaged policy actors as student journalists highlighted forms of political engagement and action in their local contexts. We include recommendations for school leaders and policymakers to promote youth voice and engagement in education governance.

Chen, J., Perez-Felkner, L., Nhien, C., Hu, S., Erichsen, K., & Li, Y. (2024). **Gender Differences in Motivational and Curricular Pathways Towards Postsecondary Computing Majors**. *Research in Higher Education*, 65(8), 2013-2036. https://doi.org/10.1007/s11162-023-09751-w
Gender disparities persist in postsecondary computing fields, despite improvements in postsecondary equity overall and STEM fields as an aggregate. The entrenchment of this issue requires a comprehensive, longitudinal lens. Building on expectancy-value theory, the present study examines the relationships among students' gender-ability stereotypes, attainment values, course-taking, and major choices. Using data from the High School Longitudinal Study of 2009 (HSLS: 2009), we applied weighted t-tests and multiple-group structural equation modeling to investigate how motivational beliefs (i.e., gender-ability stereotypes, attainment values) and course-taking patterns in math and science may predict major choice in computing. Overall, we find gender differences in identity-based mathematics and science motivational beliefs have long-term effects. Gender-ability stereotypes in math and science shape attainment values in each domain, whereby stereotypes suppress girls' attainment values and enhance boys? attainment values ($p < 0.001$), in turn shaping course-taking and major decisions. Math- and sciencerelated motivational and curricular factors affect "other" STEM more than computing major outcomes. Specifically, computer science course-taking is completed more by boys ($d = 0.21$), but girls' chances of declaring computing majors are especially enhanced by completing these courses in high school. Advanced science course-taking and science attainment value positively predict boys' but not girls' likelihood of declaring computing majors. We discuss the implications of these findings for research, policy, and practice.

Cheng, W., Yu, X., & Sun, H. (2024). **Do girls perform better than boys in school? A meta-analysis of sex differences in academic help seeking behaviours**. *Asia Pacific Education Review*, 25(5), 1273-1287. https://doi.org/10.1007/s12564-023-09838-0
Sex differences in academic behaviours have long been a concern for adolescent developmental researches. Evidences concerning sex differences in academic seeking help (AHS) behaviours are inconsistent. This paper aims to use meta-analysis to determine whether there is sex difference in AHS behaviours. After extensive retrieval and rigorous inclusion criteria, a total of 47 qualifying studies in the last two decades are identified (covering 27,149 students from grade school through to college). Several findings are standing out. Firstly, the effect size of sex differences in AHS behaviours is -0.107 ($p=0.048$), indicating that school girls are more active and more adaptive in AHS behaviours than school boys. When further dividing AHS behaviours into different forms, the statistically significant sex differences are mainly embodied in instrumental HS, and no statistically significant sex differences are observed in executive HS. Secondly, the sex gap is narrowing with the increase of grade levels, but an abnormal rebound is observed in high school stage. Thirdly, there are statistically significant sex differences in instrumental HS for Asian students and executive HS for North American students. Last but not least, the sex gap reported in papers published in Chinese is smaller than that in English. These findings help to reveal the basic mechanism of sex differences in AHS behaviours and provide a basis for the development of effective AHS strategies.

Chiang, N.-T., Ma, H.-Y., Kao, R.-H., & Kao, J.-C. (2024). **A study of college students' perspectives on marriage immigration: Relationships of multicultural acceptance**. *Psychology in the Schools*, 61(11), 4218-4249. https://doi.org/10.1002/pits.23278
The objectives of this study were to explore the multicultural acceptance of college students toward new immigrants and its influencing factors, the cognitive discrepancy between college students and new immigrants, and the reasons why college students exhibit prejudice, stereotypes, and social distance toward new immigrants. The questionnaire survey approach was applied for data collection. It was found that the stereotype of college students toward new immigrants was relatively positive. College students recorded a high multicultural acceptance toward new immigrants. However, in addition to the stereotype of college students toward new immigrants, there were significant differences regarding the cognition of college students and new immigrants. The results of this study confirmed the hypothesis that stereotype, prejudice, and social distance have significantly negative influence on multicultural acceptance. The findings of this study revealed that Taiwan is an immigrant society, and there should be greater tolerance and respect for married immigrants, to prevent conflicts between different ethnic groups. A good multicultural education would help Taiwan society accept new immigrants and establish social harmony.

Cieciuch, J., Kwiatkowska, M., Kindschi, M., Davidov, E., & Algesheimer, R. (2024). **Peers and value preferences among adolescents in school classes: a social network and longitudinal approach**. *European Journal of Psychology of Education*, 39(4), 3561-3583. https://doi.org/10.1007/s10212-024-00878-7
The aim of our study was twofold: (1) to explore the role of value preferences on peer relations in school classes (selection effect) and (2) to explore the role of peers' values on adolescents' values (influence or socialization effect) in three types of networks (friendship, advice, and trust). To answer these questions, we used a longitudinal social network approach in a study of N = 903 adolescents (57% girls) from 34 secondary school

classes in Poland. Pupils began participating in the study when they joined their secondary school and were followed over two and a half years. Panel data were collected at six measurement time points during this period. Values were conceptualized according to the values theory proposed by Schwartz and measured by the Portrait Value Questionnaire. The collection of network data followed a roster design. Pupils were asked to evaluate the strength of their friendships, as well as the frequency with which they approached peers to ask for advice about school or homework or to talk about things that are important to them in the last 2 weeks. We found empirical support for both selection and socialization effects, especially for protection values (Conservation and Self-enhancement). The selection effect was most evident in advice and trust networks and the socialization effect was particularly prevalent in friendship and trust networks.

Coates, T. K. L. (2024). **Academic abuse: A conceptual framework of the dimensions of toxic culture in higher education and the impact on the meaning of work**. *Higher Education Quarterly*, *78*(4), e12536. https://doi.org/10.1111/hequ.12536
This article provides a conceptual framework of the dimensions of a toxic culture in higher education and the impact it has on the meaning of work. Seven dimensions of a toxic culture in higher education are presented as follows: toxic leadership; bullying and mobbing; colleagues as enablers; reinforced toxic social norms; purposeful, chaotic change; manipulation of systems, structures and processes; and weaponization of the work itself. The article then discusses how the harmful individual outcomes of working in a toxic culture change the meaning of work from meaningful to meaningless, and the corresponding organizational outcomes. These include high turnover; decreased performance and productivity; lack of effective problem solving; increased expenses for legal, healthcare, unemployment, recruitment and the inability to recruit new talent. Recommendations are provided for systemic culture change.

Coskun, S. (2024, octobre 18). **Young, educated, and unemployed**. Consulté 21 octobre 2024, à l'adresse CEPR website: https://cepr.org/multimedia/young-educated-and-unemployed
In some places in Europe, young college graduates are more likely to be unemployed than young high school graduates. We assume that jobs are more likely to go to people with more education, so can economics explain why this is happening? Sena Coskun of tells Tim Phillips what is different about these countries – and the young jobseekers in them.

Cuny, G., & Bell, L. (2024). **« Quand on n'a que l'amour ». Le caring dans l'enseignement professionnel ou comment convertir des dispositions sociales en titre scolaire : le cas des élèves scolarisées en baccalauréat professionnel ASSP**. *Revue française de pédagogie. Recherches en éducation*, (222), 51-68. https://doi.org/10.4000/12euv
Le baccalauréat professionnel ASSP (Accompagnement, soin, services à la personne) forme depuis 2011 de jeunes femmes d'origine populaire aux métiers du care. Bien que l'orientation dans la voie professionnelle soit fréquemment vécue sur le mode de la relégation par les élèves, la filière ASSP semble en partie échapper à cette règle : les élèves scolarisées dans cette filière ont toutes choisi en tant que premier vœu cette spécialité. Ce qui apparaît comme un « choix » est à relier à la socialisation de ces jeunes femmes : en effet, les élèves en entretien déclarent massivement s'être dirigées dans cette filière parce qu'elles avaient l'habitude de s'occuper des autres dans leur famille. Ces dispositions liées à leur genre et à la division sexuelle du travail domestique vont ainsi trouver une suite « logique » dans la division sexuée des filières de l'enseignement

professionnel. Si les élèves peuvent se servir de cette proximité pour établir un rapport vocationnel à l'orientation, nous nous demanderons si elles peuvent convertir ce capital culturel incorporé en un capital culturel institutionnalisé à travers l'obtention d'un titre scolaire. Nous verrons que les acteurs (proviseurs, CPE et professeurs) sont pris en étau entre, d'une part, la volonté de valoriser ce capital culturel – pour revaloriser les élèves – et, d'autre part, celle de le mettre à distance car il serait susceptible d'entraver la professionnalisation des élèves.

Dean, J., Roberts, P., & Murphy, S. (2024). **Access to senior secondary science and mathematics: examining the evidence for stratification in an Australian school system**. *Asia Pacific Education Review*, 25(5), 1345-1362. https://doi.org/10.1007/s12564-023-09908-3
This research investigates access to senior school science and mathematics subjects offered in the final year of secondary schooling. Using data from the most populous Australian state of New South Wales, we examine whether stratification occurs in access to science and mathematics curricula. We find that the opportunity to study these subjects differs by key school characteristics, including location, socioeconomic composition and school sector. We find that while some science subjects and entry level mathematics are offered in most schools, substantial inequalities exist in access to the most advanced level of mathematics and chemistry. School location, socioeconomic composition, enrolment size and the availability of teachers predict the probability of whether a school offers the least and most advanced science and mathematics subjects. The findings highlight that stratification in curricula offerings occurs systemically and may intensify educational inequalities.

del Rey Poveda, A., Stanek, M., García-Gómez, J., & Orfao, G. (2024). **Patterns of overeducation among highly educated mobile intra-EU workers, 2005–2016: Enlargement, financial crisis, and mobility**. *International Journal of Comparative Sociology*, 65(6), 782-808. https://doi.org/10.1177/00207152241229400
This study analyses the working conditions of highly educated mobile workers in five major European Union (EU) markets. The study uses the overeducation indicator, analyzing its transformation over the period 2005–2016. Using annual data from the European Union Labour Force Survey, the results reveal very different conditions between home country nationals and mobile workers from newer (enlargement)—EU-13—and older—EU-15—member states from the perspective of successful economic and social integration. The EU enlargement process has not completely removed the penalty for educated workers from EU-13 countries, but it has significantly reduced it, as has the premium received by mobile workers from other EU-15 member states, thus leading to their better integration and greater equality.

Depoilly, S. (2024). **Les contours d'une culture technique dans des formations féminines en lycée professionnel. Ce que transmettre et apprendre veut dire en baccalauréat professionnel Soins et services aux personnes**. *Revue française de pédagogie. Recherches en éducation*, (222), 69-81. https://doi.org/10.4000/12euw
Cet article se fonde sur une enquête ethnographique conduite dans des classes de baccalauréat professionnel Soins et services aux personnes et aux territoires (SAPAT). Ce bac pro vise l'apprentissage de pratiques professionnelles traditionnellement associées au « féminin » (soins d'hygiène, cuisine, entretien) et est de fait considéré comme de faible valeur technique. L'article propose de soumettre ce constat à la discussion en

s'intéressant aux savoirs techniques, technologiques, professionnels tels qu'ils sont transmis et appropriés par les enseignantes et les élèves. Nous montrons que le bac pro SAPAT vise la transmission d'une culture technique dont nous déterminons certaines des composantes : le passage des savoirs profanes aux savoirs techniques, l'usage des techniques du corps et des machines, l'apprentissage des savoirs de la relation, l'élaboration d'un ethos professionnel dans la confrontation au travail.

Diebolt, C., & Altinok, N. (2024, octobre 22). **Inégalités scolaires : la France, mauvaise élève, joue son avenir économique et social**. Consulté 23 octobre 2024, à l'adresse The Conversation website: http://theconversation.com/inegalites-scolaires-la-france-mauvaise-eleve-joue-son-avenir-economique-et-social-233496
En France, les inégalités scolaires entre les élèves se creusent, ce qui pose bien sûr des questions d'équité sociale mais pèse aussi sur les perspectives économiques du pays.

Diem, S., E. Iverson, D., Welton, A. D., & Walters, S. W. F. (2024). **A Path Toward Racial Justice in Education: Anti-Racist Policy Decision Making in School Districts**. *Educational Policy*, *38*(7), 1526-1562. https://doi.org/10.1177/08959048241271329
The U.S. education system has been a critical site in the nation's ongoing fight for racial equity. Yet, despite many attempts to promote equity within and across schools, efforts fall short in a system designed to uphold norms rooted in whiteness and white supremacy. We need anti-racist educational leaders who can identify and push back at the racial bias embedded in educational policies. Through a research-practice partnership with a Midwestern high school, we sought to understand how an anti-racist policy decision-making protocol can be used to redress inequitable policies to be racially just. The anti-racist policy decision-making protocol promotes social justice by empowering school practitioners to become policy agents. Implications from our findings point to the need for school practitioners to be critically introspective and identify and directly address the politics of whiteness that can ensue when working in partnership to do anti-racist policy change.

Dupré, F., Atlan, E., Treffé, C., & Lewi-Dumont, N. (2024). **Scolarisation des élèves déficients visuels et participation sociale**. *revue interdisciplinaire sur la déficience visuelle*, (1), en ligne. https://doi.org/10.5077/journals/rihv.2024.e1612
La plupart des systèmes éducatifs européens sont engagés sur le chemin d'une école plus inclusive. Cela se traduit en France par différentes modalités de scolarisations possibles pour les élèves déficients visuels, que ce soit en milieu ordinaire ou en milieu spécialisé. Dans cet article, nous réfléchissons aux effets de ces modalités de scolarisation du point de vue de la participation sociale des élèves et de l'accessibilité à l'étude des savoirs. Nos données sont issues de deux projets de recherche. Le premier vise à dresser un état des lieux du fonctionnement des dispositifs Ulis TFV à l'échelle nationale. Le second s'intéresse au processus d'externalisation d'une unité d'enseignement qui permet une scolarisation d'élèves aveugles et malvoyants au sein d'une école primaire. Ces deux études permettent de montrer que la scolarisation en milieu ordinaire ne garantit pas en soi la participation sociale des élèves et qu'une vision systémique permet d'identifier certains obstacles.

Fleming, M. C., Stevenson, H. C., Aisenbrey, E., & McWhirter, B. T. (2024). **Using RECAST theory to examine racial stress appraisal across high schools: Differences in racial threat**

and support. *Social Psychology of Education*, *27*(5), 2503-2526. https://doi.org/10.1007/s11218-024-09950-y

Data from 318 diverse high school students from three different types of high schools in the United States were collected. School types varied by location (e.g., suburban, urban), size, and student demographics (e.g., race, ethnicity, socioeconomic status). Exploratory Factor Analysis (EFA) was conducted to examine the factor structure of the STRESS-Y. Mean comparisons were performed to assess variations in Racial Stress Appraisal across different school types. The EFA of the STRESS-Y confirmed its factor structure, supporting its validity as a measure of RSA in youth and we were able to extract two robust factors—Racial Threat Appraisal and Racial Support Appraisal. Mean comparisons revealed that Racial Threat Appraisal and Racial Support Appraisal varied across different school types, highlighting the influence of school context on students' experiences of racial stress. This study provides evidence for the validity of the STRESS-Y as a measure of Racial Stress Appraisal in youth. The findings demonstrate the importance of considering school type as a factor influencing students' experiences of racial stress as well as how support, racial coping, and stress management skills may help mitigate ongoing interpersonal harm that youth are experiencing. The validated measure and the understanding of the factors contributing to Racial Stress Appraisal can inform interventions aimed at supporting students in managing and coping with racial stressors in their respective school environments.

Galos, D. R., Strauss, S., & Hinz, T. (2024). **Discrimination or a Competitive Climate? Why Women Cannot Translate Their Better High School Grades into University Grades**. *Research in Higher Education*, 65(8), 1804-1825. https://doi.org/10.1007/s11162-024-09815-5

While girls have better grades than boys in high school, this does not translate into better performance of young women, as compared to young men, in university. Due to the high signalling value of university grades for subsequent income and employment outcomes, this has important consequences for gender inequalities at labour market entry. However, previous studies have not yet examined the potential barriers that might limit women's ability to maintain their previous academic achievement at the university level. Drawing on the nation-wide Student Survey, this study addresses this shortcoming by investigating perceived discrimination against women and perceived competition among students as two potential correlates. Our findings first confirm that while girls have better grades in high school than boys, this has reversed at the university level. Further, high school grades are less strongly correlated with university grades for girls compared to boys. Our results highlight that young women perceive there to be more discrimination against women as well as higher levels of competition within their field of study, than do their male peers. The study further demonstrates that an increased level of perceived discrimination is strongly associated with lower university performance for young women, thereby plausibly hindering their ability to reach their full academic potential.

Groza, I. A., Ceobanu, M. C., & Tofan, C. M. (2024). **Motivational persistence and academic procrastination: the moderating role of behavioural deactivation for Romanian female students**. *European Journal of Psychology of Education*, 39(4), 3989-4001. https://doi.org/10.1007/s10212-024-00835-4

Academic procrastination has been a subject of particular interest in research due to its frequent association with heightened levels of anxiety, stress, and the long-term risk of emotional and behavioural vulnerability (Hoge et al., 2013). Our study tests the

correlation between motivational persistence as a trait and academic procrastination, as well as the impact of behavioural disengagement on this relation. A total of 426 female students aged 18 to 30 years participated in the study (M = 1.77, SD = 1.39). The results demonstrate a significant and negative correlation between motivational persistence and academic procrastination, and a weak correlation between behavioural disengagement and academic procrastination. Behavioural disengagement has a significant impact on the association between motivational persistence and academic procrastination; academic procrastination decreases irrespective of the level of behavioural disengagement. We discuss the practical implications from a feminine viewpoint and the extent to which coping strategies remain stable or vary depending on the situation.

Hudson, K., Hamilton-Hinch, B., Harkins, M. J., Barchuk, Z., & Seselja, D. (2024). **Exploring an Africentric High School Cohort from the Parents' Perspectives**. *Canadian Journal of Education / Revue Canadienne de l'éducation*, *47*(2), 562-590. https://doi.org/10.53967/cje-rce.6187
Au Canada, la population noire constitue le troisième groupe de minorités visibles. Cependant, les étudiants d'ascendance africaine continuent de faire face à des inégalités dans le système scolaire canadien. Les étudiants d'ascendance africaine peuvent tirer profit d'un apprentissage fondé sur une perspective africaine qui favorise leur bien-être et leur réussite tout en mettant l'accent sur leur expérience vécue en tant qu'individu d'ascendance africaine. La recherche ayant démontré l'importance de la participation des parents dans l'éducation afrocentrique, l'objectif de cette étude est d'explorer, du point de vue de leurs parents, une cohorte d'étudiants d'une école secondaire afrocentrique. Sur la base du cadre conceptuel de Nguzo Saba, du cadre théorique de l'éducation afrocentrique et de la théorie critique de la race, une analyse thématique des résultats a été effectuée. Les thèmes suivants ont servi de base à l'analyse : l'engagement parental, le développement positif des jeunes et les défis à relever. Enfin, l'article propose quelques suggestions pour les cohortes afrocentriques futures.

Jacquot, A. (2023). **" Les décrocheurs du coin. Caractéristiques sociales des élèves en ateliers relais et catégorisations scolaires locales "**. *Sociétés et jeunesses en difficulté*, (29). Consulté à l'adresse https://hal.science/hal-04237023

Jeng, A. (2024). **Individualism and collectivism's impact on students' academic helping interactions: an integrative review**. *Social Psychology of Education*, *27*(5), 2771-2807. https://doi.org/10.1007/s11218-024-09920-4
In academic settings, help-seeking and help-giving are two learning behaviors that have been shown to support student interaction and success. However, existing conceptualizations of these behaviors often overlook the influence of a student's cultural context. Specifically, there remains a lack of clarity around how students' attitudes and behaviors related to academic help-seeking and help-giving may differ in predominantly individualist versus collectivist cultural contexts. To address this issue, an integrative review of 18 sources from PsycINFO, ERIC, and Google Scholar was conducted to examine individualism and collectivism's relationship to students' academic help-seeking and help-giving behaviors. Results demonstrated that cultural orientation plays an important role in impacting students' willingness to seek and provide academic help, their motivations for participating in or avoiding helping interactions, as well as their preferred

avenues for seeking and providing academic help. Ultimately, this review highlights the intertwined nature of culture and students' helping behaviors, as well as enhances existing understandings of how future research and educators can support students' help-seeking and help-giving behaviors in a culturally sensitive manner.

Jha, S., Singh, A. K., & Chauhan, R. (2024). **Deploying fuzzy analytic hierarchy process and sensitivity analysis to identify and prioritize the barriers faced by early-career social science researchers during research collaborations**. *Higher Education Quarterly*, *78*(4), e12542. https://doi.org/10.1111/hequ.12542
Research is about an individual's intellectual acumen and rationality, and inter-researcher collaboration capability magnifies the outcomes. Despite common belief, there exist fundamental asymmetries in the goals, orientations and expectations among the research collaborators. Seldom studied in-depth and empirically validated, the challenges and barriers faced by early-career researchers (ECRs) in social sciences are crucial to understand. In this study, we aim to identify, categorize and rank the order of priority of the research collaboration barriers and their sub-barriers. This analysis highlights which barrier is likely to impact the research collaboration outcome more as compared to other barriers, as seen through the pairwise comparison. We contribute to the literature on research collaborations by providing a much-needed assessment of the barriers faced by ECRs in social sciences to develop a nuanced understanding of the dynamics within collaboration research. Key barriers identified and explored in this research relate to research design, interpersonal and interprofessional relationships, team-level dynamics, spatial and temporal factors, cultural differences and institutional variables. The fuzzy AHP tool was used to prioritize and rank the barriers, check the consistency ratio and then perform the sensitivity analysis. Research design barriers emerged as the most challenging barrier to research collaborations, implying researchers place huge emphasis on the compatibility of research goals, objectives, paradigms and perspectives. The study provides insights for individuals/institutions leading and managing research collaborations into improving the collaborative dynamics in social sciences.

Kang, S., & Park, H.-S. (2024). **Correlates of creativity and elementary school students' perceptions of individual and sociocultural factors**. *European Journal of Psychology of Education*, *39*(4), 4365-4391. https://doi.org/10.1007/s10212-024-00876-9
The study investigated the relationships between individual and sociocultural factors and students' creativity based on a sociocultural perspective. The participants are 7,324 fifth graders from 242 schools obtained from the Korean Educational Longitudinal Study 2013. Through multilevel modeling, student gender, self-regulation behaviors, academic achievement, extrinsic motivation, and perceived parenting style at level 1, and school characteristics such as teacher's teaching methods, students' relationship with their teacher, and their teacher's academic pressure at level 2 were incorporated. The final model incorporating both level 1 and level 2 variables showed that the most significant variable related to students' creativity was self-regulation, followed by peer attachment, academic achievement, gender, relationship with their parents, academically supportive parenting style, and relationship with the teacher in the order listed. It is assumed that creativity is supported not only by elementary school children's cognitive ability but also by sociability in school, especially with peers.

Kim, J., Kim, H., Woo, H. R., Chen, C.-C., & Park, S. (2024). **Beyond the model minority myth: Student–counselor interactions and college enrollment of Asian American students**. *Psychology in the Schools*, 61(11), 4095-4111. https://doi.org/10.1002/pits.23271
Due to the model minority myth, scant attention has been given to the college preparation of Asian American (AA) students. Using the national sample of High School Longitudinal Study of 2009–2013, this study examined associations among student–counselor interactions, school connectedness, and college enrollment of AA students. The results of the structural equation modeling indicated that school connectedness fully mediated the association between student–counselor interactions and college enrollment. The findings from the current study suggest that when AA students interact with school counselors in the 9th grade, they tend to feel more connected to their school, which, in turn, leads to increased college enrollment decisions in the 12th grade. Implications for helping professionals in schools are discussed.

Kipchumba, E., Porter, C., Serra, D., & Sulaiman, M. (2024). *The Impact of Role Models on Youths' Aspirations, Gender Attitudes and Education in Somalia* (IZA Discussion Paper Nᵒ 17261). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17261.htm
We evaluate the impact of a role model intervention on the gender attitudes, college aspirations and education outcomes of youths in Somalia. In 2018, we randomly selected elementary schools to receive a visit from a college student. Within each treatment school, we selected four grades, two to receive a visit from a female college student and two from a male college student. The « role models » gave unscripted talks about their personal study journeys, including challenges and strategies to overcome setbacks. Six months after the intervention we found a significant and large impact of (only) female role models on boys' and girls' attitudes toward gender equality but no impact on college aspirations. Data collected two and four years later from the cohorts graduating primary school produce smaller and non-significant treatment effects on the survey outcomes, but positive impacts on enrollment in high school and a lower probability of early marriage as reported by teachers.

Kitchen, J. A., Bowman, N. A., Todorova, R., Irwin, L. N., & Corwin, Z. B. (2024). **The Relationship Between Low-Income College Students' Time Use and Well-Being: A Mixed Methods Exploration**. *Research in Higher Education*, 65(8), 1934-1964. https://doi.org/10.1007/s11162-024-09812-8
Recent reports show that low-income students make up a significant share of those participating in higher education, and their well-being constitutes a key factor that influences their college success. This mixed-methods study examined first-year, low-income students' time use and its relationship to well-being framed by an equity-oriented lens that recognizes the time constraints low-income students navigate. Our mixed methods findings identified the link between time use and well-being and—critically—empirical explanations for these links. First, leveraging a unique experience sampling survey design and multilevel analyses, we found that attending class, studying or doing homework, and working for pay were consistently and adversely related to low-income students' well-being. Low-income students who were also first-generation in college fared worse than continuing-generation students when engaging in these experiences. On the other hand, socializing was positively related to low-income students' well-being. Second, an exploration of longitudinal data from hundreds of student interviews illuminated two primary factors that shaped the relationship between low-income

students' time use and well-being: (a) structuring time and developing a routine, and (b) the power of reflection and meaning-making. These findings provide important novel insights about low-income students' college experiences and the relationship between their time use and well-being, and offer crucial guidance for educators on how to support low-income students' well-being as they navigate college.

Kudrnáč, A., Bocskor, Á., & Hanzlová, R. (2024). **The role of empathy in support for inclusive education**. *Social Psychology of Education*, *27*(5), 2367-2391. https://doi.org/10.1007/s11218-024-09928-w
According to UNESCO, educating all children in the same classrooms, with adequate support and taking into consideration their different needs, provides benefits for everyone. However, public opinion about inclusive education is rarely uniform and often unsupportive. While public support for placing pupils with special needs in regular classes is crucial for both legislation and the implementation of effective inclusive practices, knowledge about the predictors of this support is limited. Additionally, we know relatively little about how support for inclusion varies depending on the type of disadvantage. In this study, we examine the role of different empathy-related processes (perspective taking, empathic concern, personal distress) in public support for the inclusion of six different groups involving pupils disadvantaged by their social background, physical disabilities, and intellectual disabilities. Using data from a Czech nationally representative survey (2022), and multilevel ordinal logistic models, we found differences in the effects of empathy on the support for inclusion depending on the type of pupils' disadvantage. While perspective taking is not associated with support for any group, and personal distress lowers the support for inclusion, individuals with higher levels of empathic concern are more supportive of inclusion regardless of the type of disadvantage. Furthermore, we found that extended contact with a disadvantaged child increases support for inclusion.

Laguerre, S. (2023). *Les inégalités scolaires en Haïti : le cas de l'enseignement fondamental* (Phdthesis, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-04715277
Cette thèse analyse les inégalités scolaires en Haïti, en mettant l'accent sur l'enseignement fondamental qui couvre les neuf premières années scolaires, après la maternelle. Nous partons d'un constat : si les principaux dispositifs juridiques haïtiens véhiculent la généralisation de l'éducation et notamment sa gratuité en ce qui concerne les deux premiers cycles du fondamental, force est de constater que cette accessibilité reste théorique, la gratuité scolaire est loin d'être effective, les écarts d'âges entre les élèves y compris d'un même cycle sont considérables, sans oublier la forte domination de l'offre éducative non publique. Nous nous appuyons sur une approche méthodologique mixte qui consiste à croiser à la fois la méthode qualitative et quantitative, même s'il faut préciser que la première est utilisée en priorité, et la deuxième intervient à titre complémentaire. Notre enquête qualitative a été menée auprès de nombreux acteurs tels que des élus locaux, des directeurs d'écoles, des enseignants, des parents d'élèves à la fois dans une zone à dominance urbaine (Port-au-Prince) et rurale (Kenscoff). Ensuite, nous avons pu recueillir des données quantitatives complémentaires à travers, entre autres, les statistiques institutionnelles, les recensements scolaires, les Enquêtes démographiques et de santé (EDS) et les questionnaires que nous avons adressés aux élèves. L'ensemble de ces données nous ont permis de relever une combinaison de facteurs structurels et conjoncturels tels que la pauvreté, les infrastructures scolaires inappropriées, le manque de ressources pédagogiques, les

inégalités de genre, les catastrophes naturelles, les épidémies et l'instabilité politique qui concourent à la reproduction des inégalités scolaires. Ces différents facteurs ont été aggravés par la montée en puissance des gangs armés à la suite de la dégradation des conditions de sécurité au cours des dernières années, les manifestations récurrentes dont le mouvement « pays lock » en 2019, qui s'accompagnent d'actes de violence et de la multiplication des cas d'enlèvements dit « kidnapping ». Nous pouvons également citer les conditions de transport (manque de transport en commun, bouchons, route en terre battue), la distance entre la résidence des enfants et le lieu de scolarisation qui sont autant d'obstacles d'accès à la scolarisation. Si les acteurs que nous avons interrogés évoquent l'existence de ces inégalités scolaires et mentionnent de nombreux facteurs qui semblent les favoriser, cependant, ces inégalités semblent aussi prendre place dans les représentations sociales au point qu'elles sont tolérées ou acceptées socialement comme quelque chose de l'ordre de la normalité. Nos entretiens ont permis entre autres de relever un discours fortement déterministe de la part de nombreux acteurs sur les inégalités scolaires. Des proverbes haïtiens ou expressions locales tirés des entretiens mettent en évidence ce constat. Par exemple, « chak moun kroke makout yo kote yo ka rive » ce qui signifie littéralement « à chacun selon sa capacité ». De même, l'expression en créole haïtien « Pitit Sòyèt » « fils de rien » traduit une forme de légitimation des inégalités entre les enfants au sein de la société. Aussi, les stratégies familiales de scolarisation favorisent également par les représentations sociales en vigueur le maintien des inégalités scolaires et les logiques dichotomiques, dominants/dominés, nègres en haut/en bas, riches/pauvres, lettrés/illettrés. Notre enquête et notamment nos entretiens révèlent comment les inégalités scolaires sont perçues, vécues dans la conscience collective. Si chacun souligne des inégalités d'accès à l'éducation, ils sont très peu nombreux à tenir un discours de lutte contre ces inégalités.

Lecomte, A. (2023). ***Éduquer au(x) territoire(s) au lycée professionnel : les régimes d'habiter des « Gens du Voyage » : une proposition de géographie critique*** (Phdthesis, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-04750271
« Il faut que je vous raconte. Mon père et moi avons vu des gitans se poser dans notre champ. On a appelé la police pour qu'ils viennent les chercher, mais ils n'ont pas voulu y aller parce qu'ils ont peur. Nous alors, on y est allés, parce qu'on n'a pas peur, mais aussi parce qu'on avait besoin de moissonner notre champ. Mais voilà, ils font chier aussi les gitans, ils se mettent là, on ne sait pas pourquoi. Il y a plein de place partout, pourquoi dans les champs, comme ça ? » Au cours d'une sortie scolaire, un élève s'exprime au sujet de l'installation de caravanes dans une commune de l'Essonne. Les « gitans », comme il dit, sont décrits comme un ensemble indéfini de personnes qui s'installent, et repartent dans des endroits non autorisés. Entre ancrages pluriséculaires et circulations, les Voyageurs et leur manière d'être au monde sont sources de représentations et de préjugés négatifs récurrents, non seulement en classe ou comme dans le cas présent, en contexte de sortie scolaire, mais aussi dans les discours politiques et médiatiques. Les Voyageurs appelés « Gens du Voyage » en France sont une catégorie administrative définie par le mode d'habiter au départ, mais à laquelle est associée une vision ethnique (Cossée, 2016). L'appellation Voyageurs ici est un autonyme, renvoyant aux territoires de circulations et d'ancrages. L'expression d'une pluralité d'acteurs locaux entre en compte dans la production de la ville et occasionne des tensions qui se manifestent dans des territoires « ordinaires », proches physiquement des élèves. Ces éléments font des régimes d'habiter voyageurs une « question sociale ordinaire » (Vergnolle-Mainar, 2020). Ce travail de thèse propose de recueillir et d'analyser les manifestations de cette QSO

dans deux communes du département de l'Essonne, du point de vue de différents acteurs en prise avec les espaces concernés ainsi que les enjeux de leurs positionnements : les enseignant.e.s sur le terrain, les acteurs de la fabrication des programmes scolaires, inspecteur/trice.s, formateur/trice.s, acteurs associatifs, et politiques. Elle explore les possibilités de s'emparer de cette thématique en classe en lycée professionnel dans une perspective critique du récit géographique dominant et a fortiori, en faveur d'une pratique de la géographie permettant une citoyenneté active. Dès lors, la thèse articule la géographie sociale critique - dans ses méthodes de recueil de données, la définition du sujet et la posture de recherche-, la didactique de la géographie -pour l'entrée par les démarches d'apprentissages et l'analyse des curricula et les « éducations à » comme contribution à la discipline.

Lee, T. T.-L., & Chiu, S. W.-K. (2024). **Educational Value Priorities of Chinese Parents in a Global City: A Mixed-Methods Study in Hong Kong**. *Education and Urban Society*, 56(9), 1142-1161. https://doi.org/10.1177/00131245241262019
This study examines the value priorities of Chinese parents regarding their children's education in globally competitive context. Although Chinese parents are often viewed as being excessively controlling of their children and preoccupied with their academic performance, research indicates that contemporary Chinese families hold diverse beliefs and values influenced by globalization and socio-cultural transformations. Via a mixed-method study primarily using responses to surveys (n = 867) and semi-structured interviews (n = 18) among Chinese parents in Hong Kong schools, the study sheds light on multiple and competing educational priorities among Chinese parents of a new generation. Findings reveal the complex landscape of value orientations as the parents navigated the challenges of supporting their children's schooling. Parents' concerns about whole-child development appeared to sometimes conflict with the school system's academic focus. Implications concerning the difficulties of aligning family-school values for collaboration and intensifying educational competition are discussed.

Leroy, G. (2024). **Critiques de l'école et émancipations, vues par la sociologie de l'éducation et par les pédagogies critiques : convergences et divergences**. *La Pensée d'Ailleurs. Pour une reconstruction de la forme scolaire*, (6). https://doi.org/10.57086/lpa.988
Introduction Sur les questions éducatives et pédagogiques, les champs que sont la sociologie de l'éducation et l'étude de la pédagogie dialoguent assez peu, constituant des espaces académiques et réseaux un peu hermétiques l'un à l'autre. Dans la continuité de la démarche de dialogue épistémologique mise en œuvre dans un de nos ouvrages (Leroy, 2022), nous souhaitons ici proposer quelques comparaisons entre les épistémologies sous-jacentes à la sociologie de l'éducation d'une part, et aux péd...

Lockhart, M. E., Kwok, O.-M., & Yoon, M. (2024). **Investigating science identity classifications of rural high school students: a person-centered approach**. *International Journal of Science Education*, 46(16), 1671-1689. https://doi.org/10.1080/09500693.2023.2293681
The construct of science identity has been gaining attention across various domains in the educational arena. To date, however, no studies have used a person-centered quantitative approach within science identity research that is based upon traditional identity theory. Hence, there is an absence of a theoretical underpinning of the number of science identity classes that might be derived from using person-centered techniques

or descriptive dialogues of such classes. Due to this gap in the research and the potentially significant impact of science identity on students' pursuit of STEM studies and subsequent careers, our project team tested the Science Identity Scale rooted in traditional identity theory with a group of rural high school students. Using latent class analysis, an optimal 4-class science identity solution emerged that reflected the four traditional identity statuses – Achieved, Foreclosed, Moratorium, and Diffused. These classifications predicted student science career interest but also suggested the existence of social inequalities for low socioeconomic students, Latinxs, and African Americans. More study is needed to investigate classification stability over time and to identify factors that contribute to existing social inequalities, thereby providing insight into the effective cultivation of students' science identities and culminating in greater STEM persistence with less inequality.

Louie, D. W. (2024). **Barriers to Engaging with Reconciliation in Canadian Education: Confusing Colonial and Western Knowledge**. *Canadian Journal of Education / Revue Canadienne de l'éducation*, *47*(2), 466-491. https://doi.org/10.53967/cje-rce.6325
Dans cet article, j'examine les réalités et les confusions concernant la colonisation. J'explore la question de la fusion entre les pratiques coloniales et occidentales à travers la littérature existante et dans des exemples concrets de rapports au temps, à la Loi sur les Indiens et au terme « colon ». En établissant d'abord des définitions accessibles et partagées de la réconciliation et de la colonisation, des conceptions erronées communes et des pièges prévisibles relatifs aux mouvements indigènes peuvent être résolus. En remédiant à la confusion qui entoure ces termes, il est possible d'étendre quelque peu le cercle afin d'accueillir davantage d'alliés au sein du mouvement. Des récits intentionnellement trompeurs présentent le travail de réconciliation, ou tout autre mouvement de justice sociale, comme étant antiblanc et polémique. Dans la poursuite de l'équité et de la guérison, il est essentiel de maintenir les valeurs fondamentales de souci des autres et de dignité dans les méthodes d'émancipation, et de résister aux tactiques coloniales de délégitimation de tout système de connaissance, y compris celui de nos oppresseurs.

Ma, T., Tellegen, C. L., Hodges, J., & Sanders, M. R. (2024). **The Associations Between Parenting Self-Efficacy and Parents' Contributions to the Home-School Partnership Among Parents of Primary School Students: a Multilevel Meta-analysis**. *Educational Psychology Review*, *36*(3), 93. https://doi.org/10.1007/s10648-024-09937-3
High-quality partnerships between families and schools can bring enormous benefits to the development, learning, and wellbeing of children. Decades of research has identified parenting self-efficacy as a key factor influencing parents' contributions toward effective home-school partnerships. However, the strength of this association has varied significantly across studies with the aggregated strength remaining unclear. This meta-analysis aimed to investigate the associations between parenting self-efficacy and various aspects of parents' contribution to the home-school partnership, namely home-based involvement, school-based involvement, home-school communication and relationships, as well as parental expectations and aspirations among parents of primary school students. Moderator effects were also examined. Through systematically searching six databases and screening papers, we included 50 independent studies involving 185 effect sizes (N = 20,043 children). Results showed a small to medium correlation between parenting self-efficacy and the multidimensional construct of home-school partnership outcomes (r = .189). The associations were stronger for education-

focused parenting self-efficacy (r = .183) than general parenting self-efficacy (r = .114) and were stronger still for home-based participation (r = .248) and parental expectations and aspirations (r = .248) than school-based participation (r = .124) and parent-teacher communication/relationship (r = .090). We detected limited moderating effects of child gender, parent gender, ethnicity, sample type (general or targeted), and socio-economic status and publication bias. Overall, this meta-analysis provides evidence to support the positive relationship between parenting self-efficacy and parents' contributions to the strength of the home-school partnership. Implications and suggestions for future research are discussed.

Martinez-Yarza, N., Solabarrieta-Eizaguirre, J., & Santibáñez-Gruber, R. (2024). **The impact of family involvement on students' social-emotional development: the mediational role of school engagement**. *European Journal of Psychology of Education*, *39*(4), 4297-4327. https://doi.org/10.1007/s10212-024-00862-1
Family involvement has been identified as a mechanism that explains the differences in academic performance and well-being between students from different socioeconomic backgrounds. The implications of family involvement in students' non-academic outcomes have often been overshadowed by a focus on the academic domain. This study focuses on one type of non-academic attributes which is currently most critical to navigate in school and beyond: social-emotional development. In addition to that, the potential mediating role of school engagement in the association between family involvement and students' social-emotional development remains to be explored. This study aimed to investigate whether family involvement was associated with students' school engagement and social-emotional development and to clarify the underlying mechanism in the relationship. The sample consisted of 170 students from 8 to 17 years old and their parents who live in economically vulnerable situations and experience social exclusion. The analyses were performed using Jamovi statistical software and a GLM Mediation Model module. To address the research objectives, a series of mediation analysis were performed to fit the hypothesized relations among the study variables. The mediational analysis suggested that home-based family involvement could not predict students' social-emotional development, and that the effect of home-based family involvement on students' social-emotional development was fully mediated by school engagement, a variable not included in previous research. The results suggest that families who are actively engaged in their child's education at home positively influence students' level of participation in school, which, in turn, promotes the development of students' social-emotional competences.

Morady Moghaddam, M. (2024). **"I feel self-conscious about my accent": International students' communication challenges in the higher education context**. *European Journal of Psychology of Education*, *39*(4), 4617-4646. https://doi.org/10.1007/s10212-024-00896-5
This exploratory study investigates how international students perceive and experience communication challenges in Iran's higher education context. This study explores the real-life experiences of international students enrolled in various academic programs. This study employs a qualitative approach using interviews to gather data. This study involved 70 international students from different countries. Participants were enrolled in various programs at Iranian universities. The findings revealed five communication challenges: linguistic barriers, cultural differences, lack of confidence, ineffective teaching practices, and poor teacher rapport. As mentioned by the participants, these challenges influence effective communication and participation in academic settings. This study found that

these communication challenges often co-occur together and can lead to other communication challenges. In this regard, linguistic barriers among international students can contribute to a lack of confidence, and ineffective teaching practices can lead to language barriers. The most common pattern observed in the data was linguistic barriers leading to a lack of confidence. This study emphasizes the importance of addressing these challenges to establish a more inclusive and engaging learning environment for international students. By acknowledging and actively addressing the communication challenges faced by international students, educators and policymakers can play a crucial role in establishing a supportive and inclusive learning environment that enhances students' communication skills and overall academic success.

Morse, T. E. (2024). **Revisiting the Multi-Tiered System of Supports Framework: An Important Mechanism for Realizing Equitable Education in Urban Schools**. *Education and Urban Society*, *56*(9), 1051-1064. https://doi.org/10.1177/00131245241262013
Before the COVID-19 pandemic, the multi-tiered system of supports (MTSS) framework was established as a comprehensive, equitable approach for addressing urban students' academic, behavioral, and social-emotional needs. Still, confusion surrounded its implementation. On returning to in-person instruction, urban educators have been challenged to resurrect their school's MTSS framework while simultaneously confronting many other issues, such as increased student absenteeism, academic achievement deficits, and staffing shortages. Consequently, revisiting this matter is warranted, particularly concerning operating MTSS frameworks in high-poverty urban schools. Accordingly, this paper explains the design and operation of an MTSS and then discusses its historical evolution and current relevance. Next, the article identifies drivers of well-functioning MTSS frameworks while discussing the circumstances surrounding high-poverty urban schools. The paper concludes with a discussion of a core component of an MTSS framework that urban educators have identified as one for which they need more information: intensifying instruction. Properly addressing this component will equip urban educators with the foundational knowledge they need to design and implement an MTSS framework tailored to their unique circumstances.

Navarro, R., Víllora, B., Rodríguez-Álvarez, J. M., Yubero, S., & Larrañaga, E. (2024). **Unpacking the differences in social impact and social preference among Spanish preschool aggressors, victims, aggressor-victims, and defenders whilst controlling for emotional competences**. *Psychology in the Schools*, *61*(11), 4391-4413. https://doi.org/10.1002/pits.23288
Peer status among preschool children has been associated with their roles in aggression-related interactions. This study analyses the differences between aggressors, victims, aggressor-victims and defenders on two measures of peer status (social impact and social preferences) whilst controlling for individual factors. The sample comprised 394 preschool children (184 girls, 210 boys) between the ages of 3–6 years old ($M = 4.36$, $SD = 0.87$) and their parents supplying information about socio-demographic variables and children's emotion regulation. Teachers rated emotional competences for each child in their class. Analysis of covariance along with Bonferroni-adjusted post-hoc comparisons were conducted to compare mean scores between the aggression roles for social impact and social preference while controlling for significant individual factors. The results revealed that aggressors and aggressor-victims exhibited higher social impact but lower social preference after controlling for individual factors. In contrast, defenders enjoyed higher social status among their peers, characterized by both higher social preference

and social impact. Victims were associated with lower social preference and social impact. Uninvolved children consistently exhibited lower social impact. Results underscore the need for interventions that focus on promoting prosocial behaviors, addressing aggressive tendencies, and enhancing emotional competences to create a more positive and supportive peer environment.

Noguera, I., & Salsa, A. (2024). **Home numeracy environments: effects of socioeconomic status and number book type on mother–child shared reading**. *European Journal of Psychology of Education*, *39*(4), 4231-4248. https://doi.org/10.1007/s10212-024-00864-z
The home learning environment that parents provide for their children is an important context for mathematical development. This study describes the home numeracy environment of Argentinean 5-year-old children of low and high socioeconomic status (SES), specifically in the context of mother–child shared reading of a commercial counting book (Book 1) and a purpose-designed book (Book 2). Results show that the frequency and type of home numerical activities varied depending on SES. However, mothers in both SES groups reported reading to their children regularly, but rarely number books. The results also indicate differences in reading styles and number talk according to SES and book type. On the one hand, low-SES mothers gave more numerical responses than high-SES mothers, while high-SES children solved more utterances correctly than their low-SES peers. On the other hand, variations in number talk by SES were observed only during the reading of Book 2, including the total number of numerical utterances, counting large quantities, and comparing sets of different sizes. The findings contribute to research on the variability of learning activities that adults engage in with their children at home as precursors to numerical development.

Observatoire des inégalités. (s. d.). **Les inégalités d'accès à la formation professionnelle**. Consulté 4 novembre 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Les-inegalites-d-acces-a-la-formation-professionnelle
68 % des cadres ont suivi au moins une formation au cours de l'année, contre 33 % des ouvriers. La formation professionnelle profite aux plus diplômés, ce qui accroit les inégalités de parcours professionnels.

Oľhová, S., Brachtlová, M., & Urban, M. (2024). **The ups and downs of online intergroup contact interventions: popular narratives and secondary transfer effect**. *European Journal of Psychology of Education*, *39*(4), 4597-4615. https://doi.org/10.1007/s10212-024-00887-6
Narrative texts may represent a specific form of indirect contact, i.e., vicarious contact between the members of different groups. The present study introduces an online reading intervention promoting intergroup trust between children from the majority Czech population and the Vietnamese minority, reducing their perceived social distance and intergroup anxiety, as well as improving their behavioral intentions towards the minority. Forty-three primary school children were either part of a control group or participated in an online study, where stories about intergroup relations were read in three individual sessions. Selected stories represented the daily experiences of a same-aged boy from a Vietnamese minority. The control group only filled in the pre- and post-test questionnaires. The intervention group exhibited improvements in positive attitudes and reduction of negative attitudes with strong effect size. The subsequent goal of the study was to test whether secondary transfer would be manifested towards eight other minorities living in the country, i.e., whether the shift in attitudes would also generalize to

minorities about whom the stories were not read. The manifested transfer varied from weak to very strong. The most profound change was exhibited in explicit attitudes towards Muslim and Roma, followed by the Ukrainian minority and homosexuals. The online reading intervention is therefore a promising tool for prejudice reduction in primary school children.

Pehar, L., Biruški, D. Č., & Rebernjak, B. (2024). **The role of perceived ingroup norms about intergroup contact in intergroup friendship effects**. *Social Psychology of Education*, *27*(5), 2289-2319. https://doi.org/10.1007/s11218-024-09947-7
While intergroup contacts and social norms both have important roles in regulating intergroup relations, their effects on intergroup outcomes have mostly been examined independently from each other. The purpose of this longitudinal study was to explore the role of perceived ingroup norms about intergroup contact in the relationships between both direct and extended intergroup friendships and positive and negative outgroup orientations. To provide a more comprehensive normative perspective of intergroup contact, we tested for both cross-sectional and longitudinal, as well as moderation and mediation effects of perceived peer, parental, and school contact norms. The research was carried out in two waves on a sample of 1,128 majority and minority adolescents from four multiethnic communities in the Republic of Croatia. The results indicated that all three types of perceived ingroup contact norms exclusively mediate the cross-sectional, but not longitudinal, relationships between both forms of friendships and positive and negative outgroup orientations, highlighting the importance and consistency of perceived parental and school normative influences.

Pöysä, S., Kiuru, N., Muotka, J., Sorkkila, M., Palmu, M., Perander, K., ... Pakarinen, E. (2024). **Parents' perceptions of their child's school adjustment during the COVID-19 pandemic: a person-oriented approach**. *European Journal of Psychology of Education*, *39*(4), 4025-4045. https://doi.org/10.1007/s10212-024-00831-8
The present study examined the profiles of parental perceptions of their child's school adjustment in terms of learning loss and school well-being during the COVID-19 pandemic in Finland. Furthermore, the extent to which the profiles differed with respect to the different children and their family characteristics, as well as their parents' stress about their child's schooling, were examined. Parents (N = 26,313) completed a questionnaire in spring 2021 concerning parental stress and their children's schooling. The five-profile solution was identified using latent profile analysis: (1) slightly-higher-than-average-school-adjustment (n = 8198, 31.2%); (2) high-school-adjustment (n = 3017, 11.5%); (3) slightly-lower-than-average-school-adjustment (n = 5025, 19.1%); (4) low-school-adjustment (n = 6777, 25.7%); and (5) mixed-school-adjustment (n = 3296, 12.5%). The low-school-adjustment profile was overrepresented among parents of boys, older children, and children with special education needs as well as among parents with lower education levels, higher numbers of children, and in single-parent households. In addition, the results showed that parental stress about their child's schooling was associated with their perceptions of their child's school adjustment during the COVID-19 pandemic. Overall, the results demonstrate that parents' views of their children's school adjustment varied widely during the COVID-19 pandemic. At schools, particular attention should be given to at-risk families (e.g., families with low education levels and children with special education needs) in which children may be prone to learning loss and low well-being due to the COVID-19 pandemic.

Quenan, C., & Emilie, R. (2023). *Éducation, numérique, cohésion sociale et politiques publiques : Regards croisés Europe-Amérique latine-Caraïbes*. https://doi.org/10.3917/pua.weiss.2022.01.0007

De façon globale, les années 2020 et 2021 auront irrémédiablement été marquées par la fermeture des établissements, à des degrés divers, pour limiter la propagation de la Covid-19. Dans les secteurs scolaire, universitaire, professionnel et économique, le tout numérique s'est majoritairement imposé sans transition, avec ses succès et ses échecs. Cet épisode, qui a engendré une digitalisation accrue des sociétés sans précédent, marquera un tournant technologique. Dans ce contexte, cet ouvrage propose d'alimenter les débats sur les liens complexes et étroits entre éducation, numérique, cohésion sociale et politiques publiques. Il explore les politiques éducatives face aux défis de l'inclusion et des métiers de demain, sans oublier les facteurs économiques nécessaires au développement des innovations, ainsi que les actions de coopération internationale, tout particulièrement entre l'Europe, l'Amérique latine et les Caraïbes.

Ray Chaudhury, A., Sarkar, S., & Sinha, M. (2024). **Disparity in Educational Participation in the Lenses of Educational Returns and Family Background: Evidence from India**. *Journal of Asian and African Studies*, 59(8), 2461-2486. https://doi.org/10.1177/00219096231158342

The paper attempts to investigate the origin of inequality in educational participation across Indian social groups in terms of inequality in the expected monetary educational returns and other demand-side factors responsible behind educational decision. We employ the binary logit model of regression for the accomplishment of the objective of this study. In addition, we decompose the discrepancy in educational participation into 'response effect' and 'attribute effect' to examine whether there is any discrimination in educational participation against the members of the disadvantaged social groups.

Roshanaei, M. (2024). **Towards best practices for mitigating artificial intelligence implicit bias in shaping diversity, inclusion and equity in higher education**. *Education and Information Technologies*, 29(14), 18959-18984. https://doi.org/10.1007/s10639-024-12605-2

Artificial Intelligence (AI) strives to create intelligent machines with human-like abilities. However, like humans, AI can be prone to implicit biases due to flaws in data or algorithms. These biases may cause discriminatory outcomes and decrease trust in AI. Bias in higher education admission may limit access to opportunities and further social inequalities, often due to implicit biases in data processing and decision-making. Addressing and recognizing implicit biases in AI is essential to create equal access to higher education admission and opportunities for students. To combat AI implicit biases, it is necessary to monitor and assess their performance and train them using unbiased data and algorithms. This ensures that all students have equal access to higher education and the opportunities it provides them. While the recent studies reviewed the algorithmic approaches to reducing bias, this article focuses instead on exploring the current understanding of the impacts of AI implicit bias in higher education and its implications for admissions. Furthermore, it evaluates the interactions between AI technology and education, specifically in mitigating AI implicit bias algorithms that can be leveraged to achieve inclusive and equitable quality education and promote lifelong learning opportunities for all.

Sadaf, F., Bano, S., & Rahat, R. (2024). **First-Generation Female Professors from Low-Income Families in Pakistan: The Influence of Parents on Access to and Involvement in Higher Education**. *Sociological Inquiry*, *94*(4), 1025-1040. https://doi.org/10.1111/soin.12601

This paper presents findings of qualitative analysis of female professors' views about the role of their parents' attitudes and family backgrounds in shaping their access to and participation in university education in Pakistan. Structural barriers in the form of lack of education, in particular, high education facilities and opportunities were linked to disadvantaged rural places of residence and geographical inequities, whereas parental values of believing in the importance of gaining professional education were commonly highlighted across the sample. Similarly, the family culture of encouraging and supporting children's education, and parental role in overcoming barriers in gaining access to university education were more likely reported than traditional gender role beliefs and gendered practices. Additionally, parents' positive and reinforcing attitudes toward their daughters' education played a mediating role in shaping study participants' academic dispositions and agencies that lead to their academic and career success. The analysis revealed that parents' positive educational values, encouraging attitudes, and supportive behaviors for their daughters were embedded in parents' personal histories and experiences of deprived status in education and occupational attainments.

Schwerter, J., Stang-Rabrig, J., Kleinkorres, R., Bleher, J., Doebler, P., & McElvany, N. (2024). **Importance of students' social resources for their academic achievement and well-being in elementary school**. *European Journal of Psychology of Education*, *39*(4), 4515-4552. https://doi.org/10.1007/s10212-024-00877-8

Based on the relationships motivation theory, it can be assumed that social interactions in elementary school are essential for students' development and especially for their school success. Thus, this study examined how vital social resources, more precisely social interactions with peers and teachers, are for two central aspects of school success, namely academic achievement and well-being. To this end, the representative German PIRLS 2016 data of 3959 fourth-grade students (MAge = 10.34 years; N = 1,940 girls, 71% white) were analyzed. Social interactions were operationalized using factors indicating whether students experienced bullying from peers, and how much teacher support they perceived. We found that fewer bullying experiences and more perceived teacher support were positively related to academic achievement and enjoyment of school as a prominent aspect of school-related well-being. Applying machine-learning methods to avoid overfitting while including important control variables, only the effects of bullying experiences and perceived teacher support on well-being remained robust. The results underlined that positive relationship experiences were particularly important for students' well-being but not necessarily incremental to students' academic achievement.

Shiller, J. T. (2024). **The Transformative Capacity of Baltimore's Community Schools: Limits and Possibilities in a Spatially Unjust Urban Context for Black Communities**. *Education and Urban Society*, *56*(8), 951-975. https://doi.org/10.1177/00131245241233555

Community schools are schools which recognize that children are apart of communities, and therefore, attempt to directly address the outside of school factors that impact student learning by offering services to students, their families, and the broader community through a variety of partnerships with governmental and community-based organizations. Based on empirical research, this paper argues that while the community schools provide a much-needed approach to educating students beyond their

academic needs, the schools work within deeply-rooted racist systems and structures. Seen through the lens of racial capitalism, in particular, the work of community schools may be quite limited in what they can accomplish. Using census data from the Baltimore Neighborhood Indicators Alliance (BNIA) combined with GIS mapping, this paper investigated the racially segregated contexts in which community schools operated in Baltimore. In so doing, the paper argues that the potential of community schools is circumscribed by the spatial injustice that the neighborhoods experience.

Sinclair, M. P., & Brooks, J. S. (2024). **School Funding and Equity in Australia: Critical Moments in the Context of Text Production Phase of the Education Policy Cycle**. *Educational Policy*, *38*(7), 1751-1779. https://doi.org/10.1177/08959048241268250
Education policy has long been analyzed as a cycle where various actors influence different stages. However, few such studies have focused on identifying and interrogating the specific moments that shape an education policy's overall equity trajectory. This article uses Bowe, Ball, and Gold's policy cycle as an exploratory theoretical framework, focusing on the historic Review of Funding for Schooling (2011) in Australia, which evaluated the nation's school funding policy. The authors concentrate on the Context of Text Production phase of its policymaking process, and consider the implications for equity. From this work, the authors highlight two "critical moments" that they argue significantly influenced how the appointed panel approached equity. Their theorizing of a "critical moment" offers valuable insights for researchers and stakeholders seeking to understand or influence education policy.

Slobodin, O., Samuha, T., Hannona-Saban, A., & Katz, I. (2024). **When boys and girls make their first career decisions: Exploring the role of gender and field in high school major choice**. *Social Psychology of Education*, *27*(5), 2455-2478. https://doi.org/10.1007/s11218-024-09933-z
Although choosing a high school major is often adolescents' first significant career decision, little is known about the factors that enable adolescents to choose a high school major autonomously (i.e., a major that reflects their values and preferences) or the familial and individual constellations that affect this decision. The current study examined the mediating role of adolescents' identity processing style in the association between perceived parental need support and adolescents' level of autonomous motivation when choosing their high school major. Second, we examined whether these proposed relationships differed for gender-stereotyped and non-stereotyped fields. The sample was composed of 571 9th -grade students (296 boys) who self-reported their perceived parental need support, motivation for choosing a high school major, identity processing style, and their preference for a high school major. Results showed that an informative identity style mediated the relationship between parental need support and adolescents' autonomous motivation. Gender played a moderating role in this relationship so boys' autonomous motivation for choosing a non-STEM major was more strongly linked to parental support than girls' motivation to make a similar choice. In contrast, girls' autonomous motivation for choosing a STEM major was more strongly related to the provision of parental support than boys. These findings emphasize the importance of nuanced parental need-support considering the students' gender and major (STEM vs. non-STEM) and the need to promote self-exploration when deciding on a high school major.

Steenwegen, J., Clycq, N., & Vanhoof, J. (2024). **Minoritized pupils' reflections on their student-teacher relationship in mainstream and supplementary schools**. *Social Psychology of Education*, 27(5), 2725-2746. https://doi.org/10.1007/s11218-024-09907-1
This paper investigates the student-teacher relationship among minoritized primary school pupils in Flanders, Belgium, who attend both mainstream and supplementary schools, educational initiatives organized by their communities in the weekend. Despite the recognized significance of this relationship, research often overlooks the experiences of students with migration backgrounds, and especially those of primary school pupils. This study aims to comprehensively understand the student-teacher dynamic by exploring both the academic and the affective side of the relationship from the perspective of the children. While prior research mainly focuses on secondary school students and mainly uses quantitative data, this qualitative study delves into the primary school context. Minoritized pupils, who attend supplementary schools in addition to their mainstream schools, provide a unique opportunity to examine student-teacher relationships across varied educational settings. Through 13 open ended in-depth interviews with a total of 29 pupils aged 9 to 12 attending both types of schools, the study uncovers which aspects of their student-teacher relationships the pupils perceive as supportive, in each setting. The findings reveal both shared and distinct experiences within different contexts, shedding light on the intricate interplay of expectations, teacher attitudes, and relationships. By investigating affective and academic dimensions of the student-teacher relationship from the experience of minoritized pupils, this paper adds to our understanding of the student teacher relationship. The insights emphasize the need to support the diverse needs of minoritized pupils in complex educational environments, offering recommendations for policymakers and suggesting future research directions.

Trinidad, J. E. (2024). **An Organizational Sociology of Education: Using Structural, Network, and Ecological Perspectives to Study Schools**. *Sociological Inquiry*, 94(4), 968-993. https://doi.org/10.1111/soin.12583
Highlighting changes in education and organizational theorizing since the 1950s, this review integrates three perspectives for an organizational sociology of education. The structural perspective focuses on how the formal organization of resources, relationships, and information can influence student outcomes and inequalities through opportunities to learn. The network perspective highlights the role of informal interactions and interpretation as well as social and cultural capital to bring about changes. The ecological perspective illustrates how schools are affected by other schools (horizontal dimension), the educational bureaucracy (vertical dimension), and organizations outside schools (community dimension). An organizational perspective can concretize often abstract sociological topics on stratification, social reproduction, and socialization. The perspective can also reconceptualize often individualistic views on contemporary education issues like student well-being, teacher shortage, racial inequalities, and school politics. The review ends with a discussion on how to incorporate these organizational perspectives and how they can complement current studies in education, sociology, and public policy.

Van Eycken, L., Demanet, J., & Van Houtte, M. (2024). **He's up to no good, is he? Teachers' self-efficacy as related to gender role attitudes and schools' sex composition**. *European Journal of Psychology of Education*, 39(4), 3867-3892. https://doi.org/10.1007/s10212-024-00828-3

Schools' sex composition and gender role attitudes are often overlooked in teachers' self-efficacy studies, while research suggests that gender role attitudes may color teachers' perceptions of students. This study investigates the association of schools' sex composition and teachers' gender role attitudes with teachers' self-efficacy in instructional strategies, classroom management and student engagement, and how this latter association might differ between schools with more boys or girls. A multilevel analysis was carried out on data of 1247 teachers in 59 schools (2012–2013). Teachers feel more efficacious in classroom management in schools with more boys, especially male teachers with traditional gender role attitudes. Male teachers with traditional gender role attitudes feel less efficacious in classroom management in mixed schools. Female teachers feel less efficacious in all dimensions when holding traditional gender role attitudes, regardless of schools' sex composition. The results highlight the importance of addressing gender bias in teacher training in order to improve teachers' self-efficacy across all dimensions.

Wen, B., Wang, Q., Grasso, F., Chen, Q., & Shen, J. (2024). **Is motherhood a burden or an asset to female computer science and engineering faculty? Case studies in China and Italy**. *Higher Education Quarterly*, *78*(4), e12540. https://doi.org/10.1111/hequ.12540
The problem of gender disparity in computer science and engineering has persisted despite longstanding efforts made in higher education. This study drew data from ten female computer science and engineering faculty in China and Italy to demonstrate the gender-specific challenges they face. The researcher applied positioning theory to analyse female faculty's motherhood experiences. Findings suggest that the dual mother-and-educator role conflict in the intersectional space of work and family can be both a burden and an asset to female faculty. As a burden, the sociocultural expectations of the mother's role drive females to take on primary childcare responsibilities. It leads to significant barriers to female faculty's career advancements. As an asset, the study finds that the female faculty's motherhood experience allowed them to generate new insights into their identities as educators and teaching practices. Their learning from motherhood prompts them to reflect and gain an appreciation of their educator identity. Such realisation enables them to improve their teaching practices and interactions with students. The study offers policy recommendations for higher education institutions to support female faculty navigating the dual roles of mother and educator. Finally, the researcher discusses the limitations and directions for future study.

Wu, R., Gardner, M. J., & Todd, P. R. (2024). **Cam or professor Lee? How instructor seniority and address term influence student perceptions in the United States**. *Higher Education Quarterly*, *78*(4), e12533. https://doi.org/10.1111/hequ.12533
In this research, we explore the effect of college instructors' use of formal versus casual titles on student perceptions as a function of the instructors' academic ranks. We conducted two studies: the first surveying students to study their expectations and preferences of formality and rank, and the second using experimental manipulations of title formality and instructor rank to examine the effects on student perceptions of instructors and their classes. Our data indicate that a full professor is perceived more favourably than a graduate assistant when using a casual title (their first name). Conversely, the pattern goes the opposite when they use a formal title. These insights were assessed through course favourability and enrolment intention and were rooted in two fundamental individual traits: competence and approachableness. In addition, the effects are less pronounced for students with previous exposure to the course content,

suggesting course experience as a moderator. This study offers guidance on student–instructor interactions and provides insights for educators in presenting themselves through different titles.

Zenasni, S., Kuppens, T. E., Vaesen, J., Surmont, J., & Stiers, I. (2024). **Conceptualizing Education for Sustainable Development in Urban Secondary Schools**. *Education and Urban Society, 56*(8), 976-1001. https://doi.org/10.1177/00131245241238001
This conceptual paper explores the characteristics of education for sustainable development (ESD) within urban secondary schools. Despite the discourse about the importance of sustainability, there has been a lack of research on this topic. The authors employed theory synthesis, which resulted in a concept for Education for Sustainable Development in Urban Contexts (ESDUC). This presents a comprehensive view on the interconnected characteristics that facilitate the successful implementation of ESD in urban secondary schools, (1) developing sustainability competences among both students and teachers, encompassing intercultural competences for teachers and self-regulating skills for students, (2) utilizing teaching methods that are both transformative and culturally responsive, (3) engaging the wider community in the educational process, and (4) shifting the school culture toward embracing diversity and adopting a whole-school approach. This study is valuable for researchers and urban secondary schools seeking to effectively integrate ESD into their educational framework.

Zhang, Z., Xu, H., Liu, R., & Zhao, Z. (2024). *Free Education and the Intergenerational Transmission of Cognitive Skills in Rural China* (Working Paper N° 2024-017). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://econpapers.repec.org/paper/hkawpaper/2024-017.htm
This paper estimates the impact of the Free Education Policy, a major education reform implemented in rural China in 2006, as a natural experiment on the intergenerational transmission of cognitive skills. The identification strategy relies on a difference-in-differences approach and exploits the fact that the reform was implemented gradually at different times across different provinces. By utilizing nationally representative data from the China Family Panel Studies, we find that an additional semester of exposure to the Free Education Policy reduces the intergenerational transmission of parent and child cognitive scores by an approximately 1% standard deviation in rural China, indicating a reduction of 3.5% in intergenerational cognitive persistence. The improvement in cognitive mobility across generations might be attributed to enhanced school attainment, the relaxation of budget constraints, and increased social contact for children whose parents are less advantaged in terms of cognitive skills.

Zheng, Y., Shen, J., Johnson, M. R., Krenn, H. Y., & Carter, K. (2024). **School Effectiveness Factors and Student Achievement: A Longitudinal Study in an Urban School District**. *Education and Urban Society*, *56*(8), 931-950. https://doi.org/10.1177/00131245241230086
In this study we explore the longitudinal impact of effective school factors on student achievement over a five-year period in an urban school district. By collecting teacher survey data from urban schools in a Midwest school district and analyzing the survey data alongside student achievement, we identified several factors associated with student achievement growth. Our findings reveal that Shared Vision and Goals is positively associated with student achievement growth in math and reading. Furthermore, Student Behavior Expectations and Behavior Management Practices are positively associated with growth in reading achievement. Our research contributes to the understanding of

effective school factors from a longitudinal perspective, particularly in an urban school setting.

Climat de l'école

António, R., Guerra, R., & Moleiro, C. (2024). **The benefits of common inclusive identities for adolescent bystanders' intentions to help homophobic bullying victims**. *Social Psychology of Education*, 27(5), 2249-2263. https://doi.org/10.1007/s11218-024-09934-y
Bystanders' helping behaviors are essential to mitigate bullying and its consequences, although bystanders do not always intervene on behalf of those who are victimized. One study (N = 170) tested, experimentally, the impact of different forms of common identities (one-group and dual-identity vs. control) on youth (aged between 12 and 19 years) bystanders' helping behavioral intentions in the context of a common form of bias-based bullying (i.e., homophobic bullying). Results showed that dual-identity triggered more behavioral intentions to help victims of homophobic bullying. Overall, these findings extended previous studies illustrating the potential of common identities to foster bystanders' helping responses to homophobic bullying episodes in the school context.

Bakchich, J., Claes, N., Carré, A., & Smeding, A. (2024). **Examining the effects of socioeconomic status indicators on the association between growth mindset and sense of belonging to school**. *Social Psychology of Education*, 27(5), 2747-2769. https://doi.org/10.1007/s11218-024-09900-8
In school settings, students' mindset about intelligence (i.e., fixed versus growth mindset) and their sense of belonging to school (SBS) have both been shown to predict academic attainment. However, these constructs have rarely been examined together although both were found to be impacted by students' socioeconomic status (SES). Across the literature, findings are inconsistent concerning this moderating effect of SES. In the present preregistered study, we used data from the French sample of the Programme for International Student Assessment 2018 (PISA; N = 6308) to examine whether growth mindset positively predicted SBS and whether this association was moderated by students' SES. Results showed that growth mindset was positively associated with SBS. On the confirmatory linear regression analyses, we found no moderation effect of any of the SES indicators on the association between growth mindset and SBS. However, pre-registered supplementary multigroup analyses showed descriptively that this association was stronger for high than for low SES students and notably when SES indicators concerned family financial resources. Limitations of this research and perspectives for future studies are discussed, with a focus on why the literature should care about the different meanings and consequences of SES indicators.

Bakker, A. B., & Mostert, K. (2024). **Study Demands–Resources Theory: Understanding Student Well-Being in Higher Education**. *Educational Psychology Review*, 36(3), 92. https://doi.org/10.1007/s10648-024-09940-8
This article reviews the literature on student well-being (burnout and engagement) and their relationships with study demands and resources, student behaviors (proactive and self-undermining study behaviors), and student outcomes in higher education. Building on research that used Job Demands–Resources and Study Demands–Resources models to investigate student well-being, we develop the Study Demands–Resources (SD–R) theory to delineate the various processes, mechanisms, and behaviors involved in student burnout and engagement. Study demands and resources have unique and

combined effects on higher education students' well-being. In addition, students can influence their own well-being and study-related outcomes by either proactively optimizing their study demands and resources or displaying self-undermining behaviors that can adversely affect their study environment. We discuss several avenues for future research, including (a) rigorous tests of SD–R propositions; (b) trait versus state effects in SD–R theory; (c) the impact of the higher education climate and lecturer influence; and (d) an expanded SD–R theory.

Bilz, L., Fischer, S. M., Kansok-Dusche, J., Wachs, S., & Wettstein, A. (2024). **Teachers' intervention strategies for handling hate-speech incidents in schools**. *Social Psychology of Education*, *27*(5), 2701-2724. https://doi.org/10.1007/s11218-024-09929-9
Despite ongoing global efforts to combat discrimination, hate speech is a growing problem in many countries. Hate speech is also widespread among young people and thus also affects schools. Because of the negative consequences of hate speech for the targeted individuals and for society in general, schools and teachers are generally encouraged to moderate hate speech. This binational study examines intervention strategies for hate speech in schools using the newly developed Hate-Speech Interventions Scale for Teachers. Data from German and Swiss teachers (N = 486) were analyzed. Self-reported strategies were best described using a three-factor structure. Teachers primarily direct their interventions at those directly involved in hate speech and frequently employ teaching-oriented strategies. In comparison, external partners and colleagues are relatively rarely involved. Measurement invariance testing supported the scales' construct validity. A link was found between the use of these strategies, teachers' task-specific self-efficacy, gender, and professional experience. These results indicate that schools should play an important role in moderating hate speech and that increasing teachers' confidence in their own ability to address this phenomenon could be an important element of teacher training.

Boboc, R. G., & Damaševičius, R. (2024). **Confronting bullying in the digital age: Roleof Extended Reality**. *Education and Information Technologies*, *29*(14), 1-30. https://doi.org/10.1007/s10639-024-12557-7
This paper examines how Extending Reality (XR) technologies, such asVirtual and Augmented Reality, can provide innovative solutions for preventing andaddressing bullying. A search for relevant articles was conducted in five electronicdatabases (ACM, Emerald, Science Direct, Scopus, and Web of Science), resulting inthe identification of 867 articles published between 2010–2023, from which 20 wereselected for analysis. The selected articles provide insights into the potentialapplications of XR in addressing bullying, including immersive empathy training andvirtual simulations of bullying scenarios. The paper concludes by highlighting thepotential of XR technologies and providing recommendations for bullying recognition,prevention, and reduction to create safer communities in schools. The study resultshave implications for future research in designing and implementing XR technology inthis field.

Braun, S. S., Schornick, Z. T., Westbrooks, A. K., Eickholz, E. R., Parker, J. G., & Hooper, A. L. (2024). **Teachers' social competencies, occupational health, and personal well-being are associated with their use of snark in the classroom**. *Social Psychology of Education*, *27*(5), 2265-2288. https://doi.org/10.1007/s11218-024-09940-0
Snark is a form of verbal aggression that uses humor to diminish a victim. The present study explored predictors of U.S. teachers' use of snark in the classroom. Kindergarten-12th

grade teachers (N = 516) self-reported on their social and emotional competencies (i.e., perspective taking, forgiveness, mindfulness, expressive suppression, and decision-making skills), experiences of occupational health and personal well-being (i.e., burnout, job satisfaction, depression, and life satisfaction) and snark use. Stepwise multilevel models indicated that teachers' social and emotional competencies, and subsequently, their occupational health and well-being, explained significant portions of the variance in snark use. Specifically, teachers with greater perspective taking skills reported less frequent snark use, and those who used expressive suppression reported more frequent snark use. Burnout, job satisfaction, depression, and life satisfaction were all positively associated with greater snark use. Results are described in relation to research on adult social and emotional competencies, teachers' occupational health and well-being, and teachers' conflict management strategies. This study sets the stage for future research to investigate the effects of teachers' snark use on student outcomes.

Burdick-Will, J., & Stein, M. L. (2024). **Running Late: Student Commutes and High School Tardiness in Baltimore City**. *Educational Researcher*, *53*(7), 412-419. https://doi.org/10.3102/0013189X241256963
In this study, we use estimated public transit routes for high school students in Baltimore City to predict the number of days they are late during the school year. We find that after adjusting for individual and school characteristics, school preferences, and neighborhood fixed effects, total travel time and transit use are not predictive of tardiness, but requiring a bus transfer is. These estimates do not vary by student or school characteristics, indicating that this is a general phenomenon that has more to do with system-level reliability than individual motivation or school climate. These findings highlight the hidden costs imposed on some students who wish to leave their neighborhood and travel across town for better educational opportunities.

Ciavaldini-Cartaut, S. (2024). **Ancrage des pratiques pédagogiques dans la bienveillance éducative orientée vers le bien-être scolaire et effets sur la satisfaction et le sens de la collaboration professionnelle**. *Revue hybride de l'éducation, 8*(4), 1-24. https://doi.org/10.1522/rhe.v8i4.1698
This study examines the impact of professional practices based on educational benevolence (Réto, 2017, 2019) and geared towards school well-being on job satisfaction and collaboration within a lieu d'éducation associé (LéA). The quasi-experimental approach employed in this study demonstrates that these practices, which are regarded as social innovations, significantly enhance teachers' work relationships. Despite the preliminary nature of the statistical results and the limited sample size, the findings highlight the positive impact of emotional skills and attentive presence towards pupils. This study provides insights into potential avenues for further research into the effectiveness of educational benevolence in diverse school context

Clerc, P. (2024, octobre 23). **Sécurité des établissements scolaires : toujours plus de dispositifs de contrôle ?** Consulté 25 octobre 2024, à l'adresse The Conversation website: http://theconversation.com/securite-des-etablissements-scolaires-toujours-plus-de-dispositifs-de-controle-235807
La multiplication de portails, grilles, tourniquets, badges ou caméras à l'entrée des établissements scolaires est-elle un toujours gage de protection des élèves ? Sécuriser rime-t-il avec sécurité ?

Groeninger, F., Steyaert, S. V., & Wagnon, S. (2024, novembre 3). **Le silence en classe : classe silencieuse, classe studieuse ?** Consulté 4 novembre 2024, à l'adresse The Conversation website: http://theconversation.com/le-silence-en-classe-classe-silencieuse-classe-studieuse-241307
Pour bien apprendre, les élèves doivent-ils être silencieux ? Si le silence a longtemps été lié au seul exercice de l'autorité, il recouvre aujourd'hui d'autres enjeux.

Jancaric, M., Jewett, P., & Borowsky, I. W. (2024). **Students' perspectives and utilization of school resource officers after experiences with school discipline or law enforcement**. *Psychology in the Schools*, 61(11), 4273-4285. https://doi.org/10.1002/pits.23280
School resource officer (SRO) programs were expanded to improve school safety, but limited research has assessed factors impacting students' perspectives on and intended utilization of SROs. We analyzed the relationships of students' experiences with law enforcement and school discipline with views and intended use of SROs. We used multilevel logistic regression models based on the 2019 Minnesota Student Survey to estimate odds ratios of negative attitudes toward SROs. Among all students, 94.4% agreed having an SRO at school was a good idea, 62.1% said they would feel comfortable going to their SRO with a problem, and 68.1% that they would tell their SRO if they saw something unsafe. Among students with recent suspensions, a parent/guardian who was ever in prison, or attending alternative learning centers, there was still widespread support for SROs, albeit lower support for SROs. Furthermore, only about half of students with recent suspensions or impacted by parental incarceration stated they would utilize SROs. These findings highlight discrepancies in students' attitudes toward versus utilization of SROs, especially for those disproportionately impacted by law enforcement or school discipline. This is relevant, as having trusted adults to turn to with problems has been identified as a cornerstone of school safety.

Klocek, A., Kollerová, L., Netík, J., & Havrdová, E. (2024). **Florence Bullying-Victimization Scales: Validation Study and Victimization Associations With Well-Being and Social Self-Efficacy**. *Journal of Psychoeducational Assessment*, 42(8), 969-987. https://doi.org/10.1177/07342829241275719
This study provides a thorough psychometric evaluation of construct and criterion validity and measurement invariance of the promising Florence Bullying-Victimization Scales (FBVS). A special focus was devoted to the concurrent criterion validity of the victimization scale with regard to well-being and social self-efficacy. Exploratory and confirmatory multidimensional item response theory and structural equation modeling were applied to cross-sectional data retrieved from 3rd to 6th-grade Czech primary school students (N = 1795; 49% female; Mage = 10.42, SD = 1.25). The results supported the use of unidimensional factor structure that demonstrated acceptable model fit and measurement invariance across genders and grades. Moderate to high correlations of the FBVS scores with bullying and victimization measured by the Olweus Bully/Victim Questionnaire and other instruments indicated very good convergent validity. Regarding criterion validity, higher victimization was associated with lower levels of well-being and social self-efficacy.

Lauricella, M. (2024). **Harcèlement en milieu scolaire: construction d'un problème public**. *ÉduBref*, (23), 1-4. Consulté à l'adresse https://veille-et-analyses.ens-lyon.fr/EB-Veille/Edubref-octobre-2024.pdf

Comment le harcèlement en milieu scolaire est-il passé de la sphère privée – considérée comme une forme de conflit entre élèves qui ne concerne pas les adultes – à une problématique relevant de la sphère publique, donc sujet à débats et objet de politiques éducatives ? L'Édubref n° 23 « Harcèlement en milieu scolaire : construction d'un problème public » vise à analyser l'évolution de cette prise en compte, de la conceptualisation du phénomène aux dispositifs contemporains de prévention et de lutte contre cette forme de violence entre pairs. La définition du harcèlement scolaire émerge dans les années 1970 grâce aux travaux de psychologues scandinaves et anglais. Près de vingt ans plus tard, la traduction du terme bullying en langue française permet aux chercheur·es et expert·es de l'hexagone de s'y intéresser. Au début des années 2010, la médiatisation de cas sévères de harcèlement en milieu scolaire marque un tournant dans sa prise en compte par les pouvoirs publics. Le phénomène est désormais l'objet d'enquêtes orchestrées par le ministère de l'Éducation nationale. Cette démarche permet d'objectiver cette forme de violence. Les facteurs du harcèlement en milieu scolaire restent néanmoins l'objet de débats et de controverses. Si les premiers travaux tendaient à psychologiser le phénomène, les plus récents mettent en lumière les interactions entre groupes – d'adultes et d'enfants – et le climat scolaire. Cette traduction de la problématique vers des considérations plus collectives permet aux dispositifs de prévention et de lutte de cibler une multitude d'aspects qui peuvent agir sur la réduction des cas de harcèlement en milieu scolaire.

Ma, W., Khan, A. J., Fayyaz, S., Curle, S., & Gigauri, I. (2024). **Am I Safe at My Educational Place? Creating Secure and Sustainable Urban Learning Spaces Through Green Infrastructure and Ecological Education**. *Education and Urban Society, 56*(9), 1118-1141. https://doi.org/10.1177/00131245241249980
Green infrastructure has become a critical part of society for environmental sustainability. Students studying in public urban spaces seem less satisfied with their living standards and environmental conditions. This research aims to determine the impact of perceived danger in urban public spaces, green infrastructure, and ecological education on student satisfaction. Additionally, this study considers the moderating effects of ecological education and green infrastructure. Data were collected from 350 students at public schools and colleges. The Partial Least Squares Structural Equation Modeling (PLS-SEM) method was used for data analysis. The study found a significant direct relationship between perceived danger in urban public spaces, green infrastructure, ecological education, and student satisfaction. Moreover, the moderating effects of green infrastructure and ecological education are significant in increasing student satisfaction. This research is based on a novel idea and contributes a newly developed model to the body of knowledge on student satisfaction and ecological education. The research has both theoretical and practical implications for improving student satisfaction through ecological education and green infrastructure. The limitations of this research are described, along with future directions to guide researchers in their future studies.

Martin, C., & Diter, K. (2023). ***Well-being at school, an introduction***. Consulté à l'adresse https://shs.hal.science/halshs-04738639
In recent decades, child well-being has become a key political and academic issue that has gained importance both in public policy and in the social sciences. It has historically been associated with a number of social and political variables: parenting practices and parental investment; quality of home life; the development of digital tools; and, crucially,

a child's school experiences, which form the core of children's daily lives. Initially defined negatively – that is, as an absence of health problems, illness, or feelings of failure or low self-esteem – well-being has come to be viewed as a more positive concept. This more positive definition has also attempted to take better account of the child not just as an adult in the making, but as a being "in the present" with needs and expectations different from those of an adult, in light of the advances and findings of the new sociology of childhood. In this introduction, we will review the questions raised by the issue of well-being at school, before presenting this book's contribution to understanding it. This book aims to address several aspects of the global issue of child and adolescent well-being at school, articulating several of the dimensions and factors involved. It takes an international perspective, with chapters devoted to countries as diverse as the United Kingdom, the United States, New Zealand, Australia, Belgium, and, more broadly, Europe, while giving a central place to France, which poses a series of original questions in this respect. In the first section, we have grouped together the authors who approach child and adolescent well-being at school from the angle of public policy, be it educational policy in the UK or New Zealand, or early childhood care policy in Europe more generally. This first section provides the reader with an overview of the issues at stake in terms of public policy, from the ways in which governments in the UK and New Zealand have responded to what has been seen as a deficit in the well-being in newer generations, to the ways in which, on a European scale, an early childcare policy has been imagined as an equalizer of inequalities and an instrument for combating child poverty, the main obstacle to the well-being of the new generations. The second section of the book shifts the focus to the French case, and takes a closer look at the environment, that is, the everyday context where children live their lives. It brings together contributions that examine the role of school-family relations on the well-being of girls and boys, both in primary and secondary school. The focus on France is particularly interesting here, as it is characterized both by a major investment of public funds in its education policy and by a level of pupil achievement far below this investment when compared on an international scale (particularly in the OECD's PISA surveys). The third section enters the school setting and looks more specifically at the (socially differentiated) way in which peer relations or student-teacher relations affect children's level of well-being, at school and in general, – and in doing so, their academic success. Despite the diverse geographical areas studied (USA, the UK, France and Portugal), the three chapters in this section underline the importance of the school climate, particularly for children from working-class backgrounds or in precarious situations. What's more, they highlight the unequal importance of peer sociability or relationship quality, which depends on the child's gender, social background, and geographical context, thus underlining the need for a multidimensional, contextualized approach to well-being or ill-being, whether in terms of research or public policy.

Navarro, R., Víllora, B., Rodríguez-Álvarez, J. M., Yubero, S., & Larrañaga, E. (2024). **Unpacking the differences in social impact and social preference among Spanish preschool aggressors, victims, aggressor-victims, and defenders whilst controlling for emotional competences**. *Psychology in the Schools*, *61*(11), 4391-4413. https://doi.org/10.1002/pits.23288
Peer status among preschool children has been associated with their roles in aggression-related interactions. This study analyses the differences between aggressors, victims, aggressor-victims and defenders on two measures of peer status (social impact and social preferences) whilst controlling for individual factors. The sample comprised 394

preschool children (184 girls, 210 boys) between the ages of 3–6 years old (M = 4.36, SD = 0.87) and their parents supplying information about socio-demographic variables and children's emotion regulation. Teachers rated emotional competences for each child in their class. Analysis of covariance along with Bonferroni-adjusted post-hoc comparisons were conducted to compare mean scores between the aggression roles for social impact and social preference while controlling for significant individual factors. The results revealed that aggressors and aggressor-victims exhibited higher social impact but lower social preference after controlling for individual factors. In contrast, defenders enjoyed higher social status among their peers, characterized by both higher social preference and social impact. Victims were associated with lower social preference and social impact. Uninvolved children consistently exhibited lower social impact. Results underscore the need for interventions that focus on promoting prosocial behaviors, addressing aggressive tendencies, and enhancing emotional competences to create a more positive and supportive peer environment.

Oeschger, T. P., Makarova, E., Raman, E., Hayes, B., & Döring, A. K. (2024). **The interplay between teachers' value-related educational goals and their value-related school climate over time**. *European Journal of Psychology of Education*, 39(4), 3633-3660. https://doi.org/10.1007/s10212-024-00849-y
Values education within the school context is, among other elements, shaped by a value-related school climate as well as teachers' value-related educational goals. This longitudinal study investigated the interplay between these two elements over fifteen months, starting in March 2021, and including four points of measurement (t1 – t4). The sample consisted of 118 primary school teachers (years 1 and 2) from primary schools in Switzerland. Teachers' value-related educational goals were measured with the Portrait Values Questionnaire, and teachers' perception of their school climate was measured with the 12-Item School Climate Measure Scale. Random Intercept Cross-Lagged Panel Models along with Multiple Imputation for missing data were used to investigate the reciprocal relationships along the four dimensions of value-related educational goals represented by Schwartz's Higher-Order Value Types: Openness to Change, Conservation, Self-Enhancement, and Self-Transcendence and their corresponding dimensions of a perceived value-related school climate of Innovation, Stability, Performance, and Support. For the dimensions "Innovation and Openness to Change," the analyses revealed that the perceived value-related school climate of Innovation predicted teachers' value-related educational goals of Openness to Change significantly from t1 to t2, while an effect in the opposite direction from t2 to t3 and from t3 to t4 was found. For the dimension "Stability and Conservation," the analyses revealed that the perceived value-related school climate of Stability predicted teachers' value-related educational goals of Conservation from t3 to t4. These findings are discussed in light of the dynamic processes of values education within the school environment as well as in the context of environmental and societal developments.

Pansu, P., Freyssinet, I., & Le Hénaff, B. (2024). **Using differential reinforcement for all to manage disruptive behaviors: three class interventions at kindergarten and primary school**. *Frontiers in Education*, 9. https://doi.org/10.3389/feduc.2024.1411743
Introduction Disruptive behaviors produce harmful effects, which reduce students' well-being and learning opportunities. This paper presents a new strategy named Differential Reinforcement for All (DR-All), which has been inspired by DR and Social Learning Theory. Methods We conducted one study in which we applied DR-All to three classes with first

grade students (intervention 1), then in kindergarten (intervention 2), and fifth grade students (intervention 3). In all three interventions, the measurements of student–student relationships and disruptive behaviors were taken 1 week before implementation and after 2 weeks of implementation. In intervention 1, disruptive behaviors were measured again 1 year after, among the 10 students who remained with the same teacher the following year. Results Concerning student–student relationships, we only observed one effect, which was a positive effect on the most rejected pupils in the first-grade intervention, who were significantly less rejected by their classmates after the implementation. However, the results of all three interventions showed a significant decrease in the frequency of disruptive behaviors after the strategy implementation. This was also true for the intervention 1 measurement 1 year later. Discussion To conclude, the consistent application of DR-All can reduce disruptive behaviors in the classroom.

Zhai, X., Yuan, W., Liu, T., & Wang, Q. (2024). **Machine learning investigation of optimal psychoemotional well-being factors for students' reading literacy**. *Education and Information Technologies*, 29(14), 18257-18285. https://doi.org/10.1007/s10639-024-12580-8
Psychoemotional well-being factors have been recognized to have a significant impact on students' reading literacy. However, identifying which key psychoemotional well-being factors most significantly influence students' reading performance is still not fully explored. This research examines the psychoemotional well-being factors that distinguish the reading literacy of high-level students from low-level ones using machine learning methods in four regions of China, including Beijing, Shanghai, Jiangsu, and Zhejiang. In total, 3497 samples were drawn from the public database of the PISA 2018, including 2935 high-level students (with proficiency level at or above Level 5) and 562 low-achieving students (at Level 2 or below). By applying Recursive Feature Elimination with Cross-Validation feature selection and Support Vector Machine classifiers approach, this study successfully identifies 15 key factors (e.g., students' socioeconomic status and learning goals) from the total 25 psychoemotional well-being factors that synergistically distinguish high-level students from low-level students with a high accuracy score (0.905). Further, using the Shapley Additive exPlanations method, the feature importance of the features set is shown, and 10 factors relevant to the psychoemotional well-being show the feature importance of reading literacy of high-level students. This study provides important insights into the factors of psychoemotional well-being that influence students' reading literacy development.

Évaluation des dispositifs d'éducation-formation

Grégoire, S., Saules, G., Cyr, E., & Lachance, L. (2024). **L'expérience d'étudiants universitaires ayant agi comme pairs aidants dans le cadre du programme Korsa**. *Canadian Journal of Education / Revue canadienne de l'éducation*, 47(2), 411-437. https://doi.org/10.53967/cje-rce.5741
Au cours des dernières années, des établissements postsecondaires ont implanté des programmes de soutien par les pairs afin de promouvoir le mieux-être. Bien que des études aient évalué la portée de ces programmes auprès des aidés, peu de chercheurs se sont intéressés à l'expérience des étudiants qui oeuvrent comme pairs aidants. Dans cette étude, l'équipe de recherche a mené un groupe de discussion et des entretiens semi-dirigés afin d'explorer l'expérience de 11 étudiants universitaires ayant agi comme pairs aidants dans le cadre d'un programme de soutien par les pairs offert dans 3

universités montréalaises. Les résultats permettent de mieux comprendre ce qui a motivé les pairs aidants à entreprendre ce programme, leurs inquiétudes, leur expérience, ce qu'ils ont apprécié et trouvé difficile, de même que les retombées qu'a eues le programme pour eux. Cette étude permet aussi de dégager certaines recommandations pour implanter un programme de soutien par les pairs en milieu postsecondaire.

Formation continue

Allegret, G. (2024). **Âgisme, sexualité et vieillesse : réflexions pour une éducation sentimentale et intime tout au long de la vie**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (69). Consulté à l'adresse https://pratiquesdeformation.fr/659
L'âgisme désigne l'ensemble des discriminations, préjugés et stéréotypes fondés sur le critère d'âge dont sont principalement victimes les personnes âgées et les enfants. L'un des stéréotypes âgistes banalisés est celui d'un désintérêt pour toute activité sexuelle au-delà d'un certain âge. Pourtant, les études statistiques internationales sur la vie intime des personnes âgées démentent depuis des décennies cette représentation d'une vieillesse désexualisée et des personnes âgées comme asexuelles. L'âgisme sous ses différentes formes contribue à la persistance de l'invisibilisation et de la répression de la sexualité des personnes âgées. Les femmes en particulier sont exposées à la double charge du sexisme et de l'âgisme (désignée par le concept d'âgisme genré) qui les marginalise précocement du marché de la sexualité et les expose à de nouvelles injonctions esthétiques à « l'effacement de l'âge ». Ainsi, les rapports sociaux de pouvoir âgistes s'opposent à la préservation et au renouvellement d'une vie sentimentale et intime épanouie à tous les âges de l'existence. À rebours d'une vieillesse pensée exclusivement sur le registre du déclin et de la déficience, cet article propose de reconsidérer la sexualité dans le grand âge comme un « nouvel espace érotique » et l'intime comme un processus d'éducation tout au long de la vie.

Carré, P., Frétigné, C., & Vergnas, O. L. (2024). *Traité des sciences et des techniques de la Formation* (5e édition). Consulté à l'adresse https://www.dunod.com/sciences-humaines-et-sociales/traite-sciences-et-techniques-formation-1
La cinquième édition complètement refondue et réactualisée de cet ouvrage rassemble les contributions des plus grands spécialistes de la formation et fournit un panorama des savoirs de référence des sciences et techniques de la formation des adultes aujourd'hui.

Lafont, P., & Pariat, M. (2024). *Doctorat et Validation des Acquis de l'Expérience: Entre certification académique et titre professionnel*. Consulté à l'adresse https://www.editionspetra.fr/livres/doctorat-et-validation-des-acquis-de-lexperience-entre-certification-academique-et-titre
Cet ouvrage analyse les questionnements inhérents à l'inscription des savoirs professionnels dans le champ académique au moyen de processus de scientifisation, voire de l'articulation entre la recherche et la pratique professionnelle sur laquelle les acquis de l'expérience des candidats se fondent. Défi auquel de nombreux individus sont confrontés tout au long de leur vie dans une perspective de reconnaissance de leurs compétences, socle d'une identité professionnelle et sociale inachevée. Les différentes contributions rendent compte de parcours de vie et de formation à travers

des cheminements tant biographiques qu'institutionnels et mettent en exergue un processus formatif d'obtention du doctorat par la validation des acquis de l'expérience (VAE) dans un univers académique traversé par des tensions complexes. Le doctorat, objet convoité entre certification académique et titre professionnel, parce que titre le plus élevé dans l'échelle de graduation des diplômes, tend à être le plus protégé par les tenants de l'académisme au motif du risque de sa dévalorisation. Aussi, s'agit-il de convoquer, dans une dynamique réflexive, les rapports à l'institution en fonction des interactions avec ses représentants, entre accompagnateurs VAE et candidats, entre employeurs et employés, les premiers cherchant à favoriser l'engagement dans des parcours de validation des seconds. Les motifs d'engagement en formation doctorale par VAE, les enjeux suscités par le doctorat par VAE à travers l'institutionnalisation des dispositifs de reconnaissance des acquis de l'expérience, les relations pédagogiques qui marquent les modalités d'accompagnement individuel et collectif, l'outillage permettant une forme d'évaluation sommative, composent les parties de cet ouvrage, y compris dans une visée européenne et internationale.Cet ouvrage, qui analyse un fait symptomatique de société, s'adresse aussi bien à un public d'étudiants, de chercheurs, que d'acteurs de la société en quête de reconnaissance.

Observatoire des inégalités. (s. d.). **Les inégalités d'accès à la formation professionnelle**. Consulté 4 novembre 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Les-inegalites-d-acces-a-la-formation-professionnelle
68 % des cadres ont suivi au moins une formation au cours de l'année, contre 33 % des ouvriers. La formation professionnelle profite aux plus diplômés, ce qui accroit les inégalités de parcours professionnels.

Singhal, S., & Prakash, N. (2024). **A narrative inquiry into the meaning of careeridentity of Indian emerging adults amid Covid-19**. *International Journal for Educational and Vocational Guidance*, 24(3), 1-26. https://doi.org/10.1007/s10775-023-09590-2
This paper studied the career experiences of emerging adults amid thepandemic and how they make sense of their career identities during this time. TwentyIndian Emerging adults (18–25 years) wrote narratives about their career stories duringthe pandemic. Using thematic analysis, three key themes of (1) Perceived Impact ofPandemic Crisis on Career Identity, (2) Positive Meaning-Making of Career Identity amidthe Crises, and (3) Negative Meaning-Making of Career Identity amid the Crises wereidentified. The study concluded that despite the negative impact of Covid-19 on careerexperiences, most emerging adults cognitively reframed negative experiences aspositive.

Wang, Y., & Wang, X. (2024). **Using AR-assisted approach in Chinese character acquisition for adult CFL learners**. *Education and Information Technologies*, 29(14), 18023-18047. https://doi.org/10.1007/s10639-024-12562-w
Augmented Reality (AR) technology, as one of the emerging innovative technologies, is proven to have the potential to facilitate second language acquisition in terms of contextualized visualization and learning interactivity. Nevertheless, no empirical research has been conducted on the use of an AR-assisted approach to help adult Chinese language learners (CFL) acquire Chinese characters, which is a major challenge in CFL education. This study utilized a quasi-experimental research method to examine the effects of the AR-assisted approach on adult CFL learners' Chinese character recognition, writing, and memorization, as well as their attitudes and perceptions toward this kind of learning approach. Fifty elementary CFL learners, divided into an AR learning

group and a traditional learning group, participated in this study. The results indicated that 1) the AR-assisted approach facilitated the recognition of semantic traits of a Chinese character, but not its morphological and phonological features, that 2) the AR-assisted approach enhanced the learners' command of the stroke order of a Chinese character but did not aid in writing the overall structure of a character, that 3) the AR-assisted approach promoted the memorization of the meaning of a character, however, failed to extend the memory retention of other aspects of the character, and that 4) learners were generally interested in the AR-assisted approach and held positive attitudes toward it, willing to use it more in their future education. In a word, the AR-assisted approach is worth trying in Chinese character acquisition for adult CFL learners though it still needs improvement.

Zainuddin, Z., Chu, S. K. W., & Othman, J. (2024). **The evaluation of gamification implementation for adult learners: A scale development study based on andragogical principles**. *Education and Information Technologies*, *29*(14), 18591-18620. https://doi.org/10.1007/s10639-024-12561-x
This study utilised scale development analysis to evaluate the effectiveness of gamification based on Knowles' andragogical principle in facilitating online learning for adult students. An exploratory sequential mixed-method research design was employed, incorporating interviews and field notes to gather qualitative data for scale construction. The Gamification for Adult Questionnaires (GAQ) scale was developed via questionnaires and analysed quantitatively. The thematic analysis of qualitative interviews revealed 23 sub-themes based on the five main andragogical principles used as a foundation for the quantitative analysis scales. Initially, 47 items were constructed, but five items with low communalities were excluded and an EFA with varimax rotation was performed on the remaining 42 items. The KMO and Bartlett test yielded a satisfactory value of 0.90 Williams et al. (2010). The Chi-square test (Bartlett's method) resulted in a significant sphericity level of $p < .01$. The EFA results enabled the categorisation of the 42 items into four factors: independent learning (9 items), learning engagement (15 items), knowledge-experience sharing (7 items), and application to real-life situations (11 items). The high alpha coefficient of 0.97 suggests the scale is reliable, and the 42 items account for 81% of the variance. The results indicate that the GAQ scale is a valid and reliable tool for evaluating gamification based on andragogical principles in adult learning settings. This study provides a foundation for future researchers interested in exploring gamification with contemporary teaching methods and technology for adult learners using Knowles' andragogical principles.

Marché du travail

Amior, M. (2024). **Education and Geographical Mobility: The Role of the Job Surplus**. *American Economic Journal: Economic Policy*, *16*(4), 341-381. https://doi.org/10.1257/pol.20230279
Better educated workers accept many more long-distance job offers, and relocate quicker following local shocks. I attribute this to a fundamental feature of their labor market experience, unrelated to geography: large returns to job match quality. If a good offer happens to originate from far away, the match surplus is then more likely to justify the cost of moving. This « lubricates » labor markets spatially. Using wage transition data (and a jobs ladder model), I show this can explain the bulk of mobility differentials. These

differentials can be closed by subsidizing long-distance matches, and I quantify the cost of doing so.

Balas, S., & Touzet, V. (2024). **La complexité du travail au coeur des référentiels et de l'évaluation**. *Evaluer. Journal international de recherche en education et formation*, *10*(2), 3-22. https://doi.org/10.48782/e-jiref-10-2-3
The professional certifications which certify the capacity of people to mobilize a certain number of skills in situation, are built, in France, based of referential systems which describe the profession, the skills required for its exercise and the methods of their evaluation. In this text, we seek to show how the approaches to analyzing the activity of professionals in the targeted profession, make it possible to produce more authentic and rich reference systems and, in particular, to propose situations of certifying evaluation which, while being more adjusted to the mobilization of the skills they seek to observe, are learners. Indeed, these situations, because they make the candidates relive the confrontation of the complexity of reality, also favor, in a certain way, the construction of authentically professional experiences. As part of this work, we present three examples from design projects for professional certification referential systems conducted with supplementary pension professionals, but we also observe the limits of this demonstration, as it is fragile to offer everyone a certification system, to maintain with rigor the point of view of the complexity of the work.

Basbug, G., & Sharone, O. (2024). **Job Search Interventions for Long-Term Unemployed Job Seekers: Comparing Approaches to Effective Support**. *Journal of Career Development*, *51*(6), 660-674. https://doi.org/10.1177/08948453241282975
Drawing from the psychology of working and social resilience frameworks, this study introduces a novel intervention program to address the complex needs of long-term unemployed individuals. We examine the effectiveness of this novel intervention with a randomized, controlled field experiment where we test two versions of this program: one-on-one coaching and group coaching. Our findings show that long-term unemployed job seekers who received either form of coaching had higher reemployment rates and lower levels of self-blame than a control group that did not receive any support. Our in-depth interviews with group and one-on-one support receivers reveal that each type of support helped the long-term unemployed in distinct ways. Our findings suggest that a combination of group and one-on-one coaching to assist long-term unemployed individuals would help diminish the self-blame associated with unemployment and foster reemployment.

Corrales-Herrero, H., & Rodríguez-Prado, B. (2024). **Mapping the Occupations of Recent Graduates. The Role of Academic Background in the Digital Era**. *Research in Higher Education*, *65*(8), 1853-1882. https://doi.org/10.1007/s11162-024-09816-4
The progressive robotisation and the introduction of artificial intelligence imply economic and social changes. In this paper, we investigate their impact on the occupations of recent Spanish graduates and examine how graduates with different skills can expect their occupations to be transformed by the digital era. To this end –using a three-step approach—we first map occupations in terms of the level of the transformative and destructive effects of digitalization, and determine which groups are most threatened. Second, we characterize the technological occupational groups according to dimensions related to worker and job requirements, such as abilities, skills and tasks performed. Finally, we explore the influence of educational background on the

probability of belonging to each group. The analysis relies on three data sources—the main one being microdata from the Survey on Labour Market Insertion of University Graduates (EILU-2019)—which provide exhaustive information about students' education and training during and after their degree. Results show that only about 15% of graduates hold jobs that have a high probability of being replaced by machines over the next 10–20 years, although a significant number will still face changes in their occupations that will affect skill requirements. Graduates working in these occupations will need a high level of flexibility if they are to adjust to rapid changes and not be displaced. Moreover, certain features of students' academic background –such as the field of study or more formal education– play a key role and offer some tips to mitigate possible disruptions in graduate employability.

del Rey Poveda, A., Stanek, M., García-Gómez, J., & Orfao, G. (2024). **Patterns of overeducation among highly educated mobile intra-EU workers, 2005–2016: Enlargement, financial crisis, and mobility**. *International Journal of Comparative Sociology*, 65(6), 782-808. https://doi.org/10.1177/00207152241229400
This study analyses the working conditions of highly educated mobile workers in five major European Union (EU) markets. The study uses the overeducation indicator, analyzing its transformation over the period 2005–2016. Using annual data from the European Union Labour Force Survey, the results reveal very different conditions between home country nationals and mobile workers from newer (enlargement)—EU-13—and older—EU-15—member states from the perspective of successful economic and social integration. The EU enlargement process has not completely removed the penalty for educated workers from EU-13 countries, but it has significantly reduced it, as has the premium received by mobile workers from other EU-15 member states, thus leading to their better integration and greater equality.

Deming, D., & Silliman, M. I. (2024). *Skills and Human Capital in the Labor Market* (NBER Working Paper N° 32908). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/32908.htm
This paper synthesizes the economics literature on skills and human capital, with a particular focus on higher-order capacities like social and decision-making skills. We review the empirical evidence on returns to human capital from both a micro and macro perspective, as well as the evidence on returns to human capital investment over the life-cycle. We highlight two key limitations of human capital theory as currently implemented. First, prior work mostly assumes that human capital is one-dimensional and can be measured by education or test scores alone. Second, human capital is typically modeled as augmenting the marginal product of labor with workers being treated as factors of production, just like physical capital. We argue for a new approach that treats workers as agents who decide how to allocate their labor over job tasks. Traditional cognitive skills make workers more productive in any task, while higher-order skills govern workers' choices of which tasks to perform and whether to work alone or in a team. We illustrate the value of this approach with stylized models that incorporate teamwork and decision-making skills and generate predictions about how returns to skills vary across contexts.

de Miribel, J., Champy-Remoussenard, P., & Denny, J.-L. (2024). **La formation à l'épreuve des formes entrepreneuriales de l'activité**. *TransFormations : Recherche en éducation et formation des adultes*, 27(2), 22-34. Consulté à l'adresse https://hal.science/hal-04763600

Les formes entrepreneuriales de l'activité prennent de plus en plus de place dans la sphère de travail, ce dont témoigne l'évolution croissante des créations d'entreprises, notamment des petites entreprises et micro-entreprises. Quelles que soient les formes concrètes que prennent ces créations, elles contribuent à transformer progressivement le travail et ses modes de définition. Cet article explore les formes entrepreneuriales de l'activité que révèlent ces micro-entreprises et la manière dont elles posent la question des besoins de formation et/ou d'accompagnement des micro-entrepreneurs. Le propos prend appui sur un travail de recherche commandité par une chambre des métiers soucieuse de mieux connaitre les activités et les compétences des micro-entrepreneurs.

Fontaine, I., Charlot, O., & Sopraseuth, T. (2024, novembre 3). **Quand la technologie change le marché du travail : des emplois moins stables et plus polarisés**. Consulté 4 novembre 2024, à l'adresse The Conversation website: http://theconversation.com/quand-la-technologie-change-le-marche-du-travail-des-emplois-moins-stables-et-plus-polarises-239744
Les personnes ayant un métier manuel, répétitif et peu qualifié sont plus à risque de perdre leur emploi face à l'automatisation, et ont ensuite moins de chances de retrouver un emploi stable.

Heller, S. B., & Kessler, J. B. (2024). **Information Frictions and Skill Signaling in the Youth Labor Market**. *American Economic Journal: Economic Policy*, 16(4), 1-33. https://doi.org/10.1257/pol.20220544
This paper provides evidence that information frictions limit the labor market trajectories of US youth. We provide credible skill signals—recommendation letters based on supervisor feedback—to a random subset of 43,409 participants in New York's summer jobs program. Letters increase employment the following year by 3 percentage points (4.5 percent). Earnings effects grow over four years to a cumulative $1,349 (4.9 percent). We find little evidence of increased job search or confidence; instead, signals may help employers better identify successful matches with high-productivity workers. Pulling youth into the labor market can, however, hamper on-time graduation, especially among low-achieving students.

Lee, B. (2024). **The association between work and family importance and job search behavior among career-interrupted men and women**. *International Journal for Educational and Vocational Guidance*, 24(3), 727-742. https://doi.org/10.1007/s10775-022-09577-5
The present study examined how the personal importance of work and family were associated with job search behavior, and whether there were any gender differences in those associations. A sample of 284 career-interrupted women and men participated in the study. Accordingly, job search behavior and antecedent variables—including personal importance of work and family—were measured. Using regression analyses, gender differences in job search behavior were found. Personal importance of work and family also played significant roles, but in different ways for men and women, suggesting that differential societal norms may be at play.

Makaya, C., & Meier, O. (2024, octobre 28). **Diversité psychologique en entreprise : penser et valoriser les « mad skills »**. Consulté 30 octobre 2024, à l'adresse The

Conversation website: http://theconversation.com/diversite-psychologique-en-entreprise-penser-et-valoriser-les-mad-skills-241510
Hard skills, soft skills… Et maintenant mad skills ? Comment valoriser les compétences singulières des personnes neurodivergentes, concernées par l'autisme, le TDAH ou la bipolarité par exemple ?

Observatoire des inégalités. (2024). **Les conditions de travail en France**. Consulté 4 novembre 2024, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Dossier-Les-conditions-de-travail-en-France
Pénibilité, accidents, maladies : contrairement à une idée reçue, la modernisation du travail ne va pas nécessairement de pair avec amélioration des conditions de travail. Malgré le coup de projecteur porté à ce sujet pendant l'épisode de la réforme des retraites, les inégalités de conditions de travail restent trop peu traitées. Le point sur les principales données disponibles.

Schilter, C., Lüthi, S., & Wolter, S. C. (2024). **Competitive Peers: The Way to Higher Paying Jobs?** (IZA Discussion Paper Nᵒ 17289). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17289.htm
We merge experimental data on competitiveness of a large sample of students with their complete educational history for up to ten years after the initial assessment. Exploiting quasi-random class assignments, we find that having competitive peers as classmates makes students choose and secure positions in higher-paying occupations. These occupations are also more challenging and more popular. On the cost side, competitive peers do not lead to a lower probability of graduating from the subsequent job-specific education, but they significantly increase the probability of requiring extra time to do so.

Turquois, Nicolas. (2023) **Travail à temps partagé aux fins d'employabilité**. https://www.senat.fr/dossier-legislatif/ppl23-265.html
proposition de loi visant à poursuivre l'expérimentation relative au travail à temps partagé aux fins d'employabilité

Métiers de l'éducation

Aalto, S., Kankaanpää, R., Peltonen, K., Derluyn, I., Szelei, N., Verelst, A., … Vänskä, M. (2024). **The effect of teacher multicultural attitudes on self-efficacy and wellbeing at work**. *Social Psychology of Education*, *27*(5), 2527-2557. https://doi.org/10.1007/s11218-024-09886-3
Teachers are pivotal in creating safe and efficacious learning environments for ethnic minority students. Research suggests that teachers' multicultural attitudes, self-efficacy, and wellbeing at work may all play important roles in this endeavor. Using survey data on 433 teachers in Belgium, Denmark, Finland, Norway, Sweden, and the United Kingdom, the present study used structural equation models to analyze the paths between teachers' multicultural attitudes and work-related wellbeing (work dedication and exhaustion), and whether self-efficacy mediates these paths. We further investigated how these associations differ between teachers of reception classes for migrant and refugee students versus teachers of multi-ethnic mainstream classes. The results show that positive multicultural attitudes were directly associated with high level of work dedication, but not with work exhaustion. Self-efficacy mediated the association

between multicultural attitudes and work-related wellbeing, indicated by both higher work dedication and lower work exhaustion. Concerning the role of teacher's class type, self-efficacy mediated the association between positive multicultural attitudes and work dedication for both types of teachers, whereas the mediation to low work exhaustion was only evident in mainstream class teachers. To conclude, teachers' multicultural attitudes and work-related wellbeing are mediated by self-efficacy and this important link should be acknowledged when designing professional development programs in order to create supportive and competent learning environments for all students.

Aghaz, A., Sheikh, A., Salmasi, S. D., & Tarighian, A. (2024). **How faculty members' organizational citizenship behaviours can be predicted by their personality traits: The moderating role of perceived university brand**. *Higher Education Quarterly*, *78*(4), e12554. https://doi.org/10.1111/hequ.12554
The qualifications of faculty members play a crucial role in the success of educational systems. Academics with a high level of organizational citizenship behaviour (OCB) are mostly valued due to the excellent services they offer to their students. This study aims to investigate the impact of faculty members' personality traits on their OCB. Additionally, it examines the moderating role of the perceived university brand in the relation between the two variables. This study is quantitative in nature and the sample includes professors working at seven prestigious Iranian universities. Overall, 422 questionnaires were gathered. By the use of Smart-PLS, the results indicate that academic members with conscientious, agreeable and openness personality traits tend to show higher levels of OCB. On the flip side, neuroticism negatively predicts academics' OCB. Moreover, this research indicates that perceived university brand significantly moderates only the effect of openness trait on faculty members' OCB, meaning that professors with openness to experience traits who are working at such universities, are more likely to engage in OCB.

Aksztejn, W., Dąbrowska, A., & Swianiewicz, P. (2024). **Catching up with the core or the Red Queen phenomenon? Publication strategies of top local government scholars in the context of centrality, institutional reforms and career length**. *Higher Education Quarterly*, *78*(4), e12528. https://doi.org/10.1111/hequ.12528
This paper investigates publication strategies of the most distinguished local government researchers in eight European countries. Drawing upon dependency theory, accumulative advantage theory and 'utility maximizing' theory, we compare publication strategies of scholars from countries that vary in terms of the distance from the core of academic knowledge production, also taking into consideration their career length (academic age). The two publication strategies compared are international visibility and domestic visibility. The analysis confirmed the hypothesis that younger scholars are more prone to adopt internationalization strategy which has been institutionally incentivized by NPM reforms. However, the difference among core, catching-up and peripheral countries is not as sizeable as expected.

Al-Asfour, A., Crocco, O., & Shield, S. W. (2024). **Leading tribal colleges and universities: Perspectives on the skills and experiences needed to lead indigenous higher education**. *Higher Education Quarterly*, *78*(4), e12535. https://doi.org/10.1111/hequ.12535
The purpose of this study is to investigate the essential experiences and skills required for successful and effective leadership at Tribal Colleges and Universities (TCUs) in the United States. Utilizing Weick's seven properties of sensemaking as a framework, this study examines how participants developed their sensemaking abilities regarding their

presidencies at TCUs. To conduct this research, a phenomenological qualitative research method was utilized, analysing 11 interviews with TCU presidents. The themes identified in this study included developing a vision plan that the Tribal community supports; learning to communicate with diverse stakeholders; understanding Tribal and non-Tribal politics for fundraising and accreditations; and eliciting mentors from Tribal leaders and other TCU presidents. These findings have vital implications for individuals interested in pursuing leadership positions at TCUs, as they highlight emic perspectives on the skills and experiences necessary for success in these roles.

Anghel, E., Littenberg-Tobias, J., & von Davier, M. (2024). **Educators' motivations in massive open onlinecourses for professional development**. *Education and Information Technologies*, *29*(14), 1-25. https://doi.org/10.1007/s10639-024-12590-6
Massive Open Online Courses (MOOCs) are increasingly popular for teachers' professional development (PD). Understanding why teachers take MOOCs and how this relates to course completion could help identify underserved needs in teachers' professional learning. In the current study, we explored this question, as well as potential gaps between intention to complete the course and actual completion. Using a sample of 3,212 participants in four PD MOOCs, we applied topic modeling to open-ended and Likert-style data to identify teachers' motivations. The results show that most participants had intrinsic or professional motivations, but a subgroup of participants had prosocial motivations, namely, they wanted to support their students. In a set of logistic regression predicting course completion, we found that participants with intrinsic motivations were less likely to complete a course and participants with prosocial motivations were more likely to do so even after controlling for their initial intention. Our study contributes to the field by, first, identifying an underexplored group of learners, the prosocial learners. More research is needed to better understand this group. We also found that among teachers taking MOOCs, intrinsic motivations were associated with lower levels of engagement, contrary to findings in other populations, making a contribution to motivation theory as well as online learning practice. We concluded that the motivation-engagement relationship is more complex than previously thought, and recommend researchers continue examining this association to understand this discrepancy. Finally, we suggest practitioners take learners' a-priori motivations into account when designing MOOCs, as these could be important for course engagement.

Ben Alaya, I., Frenette, É., & Gaudreau, N. (2024). **Processus d'élaboration et de validation d'un questionnaire francophone sur les compétences socioémotionnelles des enseignants**. *Canadian Journal of Education / Revue canadienne de l'éducation*, *47*(2), 375-410. https://doi.org/10.53967/cje-rce.5947
Cet article s'inscrit dans les recherches portant sur le bien-être des enseignants au Québec, plus spécifiquement, à brosser un portrait de leurs compétences socioémotionnelles (CSÉ) que les recherches ont jusqu'ici peu explorées. Face à l'absence de questionnaire en français (Yoder, 2014) pour évaluer les CSÉ, il a été proposé d'en élaborer un selon le processus en sept étapes de Frenette et al. (2019) qui maximise l'obtention de preuves de validité. Un échantillon de 401 enseignants a permis d'accumuler diverses preuves de validité soutenant l'utilisation de ce questionnaire. Les analyses effectuées ont montré que le modèle conceptuel à deux facteurs (intrapersonnel et interpersonnel) s'ajuste bien aux données. Selon la perception des enseignants québécois, les résultats pointent trois constats : 1) les CSÉ sont occasionnellement utilisées en classe ; 2) le volet interpersonnel est plus présent dans

leurs interventions que le volet intrapersonnel ; et 3) les jeunes enseignants présentent des moyennes plus faibles pour le volet intrapersonnel comparativement à leurs collègues plus âgés. De futures recherches devront être réalisées pour appuyer ces constats et justifier l'importance d'introduire les CSÉ dans la formation des enseignants au Québec.

Bichler, S., Sailer, M., Bauer, E., Kiesewetter, J., Härtl, H., Fischer, M. R., & Fischer, F. (2024). **Promoting diagnostic reasoning in teacher education: the role of case format and perceived authenticity**. *European Journal of Psychology of Education*, *39*(4), 3227-3252. https://doi.org/10.1007/s10212-024-00874-x
Teachers routinely observe and interpret student behavior to make judgements about whether and how to support their students' learning. Simulated cases can help pre-service teachers to gain this skill of diagnostic reasoning. With 118 pre-service teachers, we tested whether participants rate simulated cases presented in a serial-cue case format as more authentic and become more involved with the materials compared to cases presented in a whole case format. We further investigated whether participants with varying prior conceptual knowledge (what are symptoms of ADHD and dyslexia) gain more strategic knowledge (how to detect ADHD and dyslexia) with a serial-cue versus whole case format. We found that the case format did not impact authenticity ratings but that learners reported higher involvement in the serial-cue case format condition. Bayes factors provide moderate evidence for the absence of a case format effect on strategic knowledge and strong evidence for the absence of an interaction of case format and prior knowledge. We recommend using serial-cue case formats in simulations as they are a more authentic representation of the diagnostic reasoning process and cognitively involve learners. We call for replications to gather more evidence for the impact of case format on knowledge acquisition. We suggest a further inquiry into the relationship of case format, involvement, and authenticity but think that a productive way forward for designing authentic simulations is attention to aspects that make serial-cue cases effective for diverse learners. For example, adaptive feedback or targeted practice of specific parts of diagnostic reasoning such as weighing evidence.

Busso, M., Montaño, S., Munoz-Morales, J., & Pope, N. G. (2024). *The Unintended Consequences of Merit-Based Teacher Selection: Evidence from a Large-Scale Reform in Colombia* (IZA Discussion Paper N° 17294). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17294.htm
Teacher quality is a key factor in improving student academic achievement. As such, educational policymakers strive to design systems to hire the most effective teachers. This paper examines the effects of a national policy reform in Colombia that established a merit-based teacher-hiring system intended to enhance teacher quality and improve student learning. Implemented in 2005 for all public schools, the policy ties teacher-hiring decisions to candidates' performance on an exam evaluating subject-specific knowledge and teaching aptitude. The implementation of the policy led to many experienced contract teachers being replaced by high exam-performing novice teachers. We find that though the policy sharply increased pre-college test scores of teachers, it also decreased the overall stock of teacher experience and led to sharp decreases in students' exam performance and educational attainment. Using a difference-in-differences strategy to compare the outcomes of students from public and private schools over two decades, we show that the hiring reform decreased students' performance on high school exit exams by 8 percent of a standard deviation, and reduced the likelihood that students enroll in and graduate from college by more than

10 percent. The results underscore that relying exclusively on specific ex ante measures of teacher quality to screen candidates, particularly at the expense of teacher experience, may unintentionally reduce students' learning gains.

Café pédagogique. (2024, octobre 17). **« On ne peut renforcer l'attractivité du métier qu'en entrant par le sens et la qualité du travail » 3/3**. Consulté 18 octobre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/10/17/on-ne-peut-renforcer-lattractivite-du-metier-quen-entrant-par-le-sens-et-la-qualite-du-travail-3-3/
L'ouvrage La construction de la décision en éducation veut contribuer à la réflexion sur le système éducatif comme à l'action. Les auteurs, Frédérique Weixler et

Chand, S. P. (2024). **Teacher's views on professional learning and development in primary schools in Fiji**. *Asia Pacific Education Review*, 25(5), 1391-1402. https://doi.org/10.1007/s12564-024-10004-3
The importance of improving schools, increasing teacher quality, and improving student learning has led to an increased focus on teachers' professional learning and development (PLD). When organising PLD sessions in schools, it is crucial that they are well understood and that the needs of teachers are considered. This study aimed to examine teachers' views vis-à-vis their professional growth in primary schools in Fiji. Specifically, it investigated the type of PLD organised in schools and the factors that need to be considered during planning. Semi-structured interviews, participant observation, and document records were used as data collection instruments. Twelve participants were purposefully selected from twelve different primary schools. The data were analysed thematically in 3 phases: identifying patterns, creating codes, and arranging codes into themes. The results suggest that teacher education on PLD is vital and that all those involved in the education system understand what PLD entails and consider the teacher's needs when planning such sessions. The study also revealed that teachers participate in various forms of PLD that include school-based training organised on a regular basis and or when a teacher returns from workshops, and that information needs to be communicated to other teachers in school. Moreover, the study also revealed the critical role of change agents in facilitating PLD initiatives. However, to gain widespread acceptance, these change agents must demonstrate competence and earn the respect of their colleagues.

Coates, T. K. L. (2024). **Academic abuse: A conceptual framework of the dimensions of toxic culture in higher education and the impact on the meaning of work**. *Higher Education Quarterly*, 78(4), e12536. https://doi.org/10.1111/hequ.12536
This article provides a conceptual framework of the dimensions of a toxic culture in higher education and the impact it has on the meaning of work. Seven dimensions of a toxic culture in higher education are presented as follows: toxic leadership; bullying and mobbing; colleagues as enablers; reinforced toxic social norms; purposeful, chaotic change; manipulation of systems, structures and processes; and weaponization of the work itself. The article then discusses how the harmful individual outcomes of working in a toxic culture change the meaning of work from meaningful to meaningless, and the corresponding organizational outcomes. These include high turnover; decreased performance and productivity; lack of effective problem solving; increased expenses for legal, healthcare, unemployment, recruitment and the inability to recruit new talent. Recommendations are provided for systemic culture change.

Degoulet, M. (2024). **Les inspecteurs, les personnels de direction et « l'effet ChatGPT »**. *Administration & Éducation*, *183*(3), 112-114. https://doi.org/10.3917/admed.183.0112

Farmer, S. (2024). **Moving from transmissive to transformative: Closing the policy-practice gap in teacher professional learning in Scotland**. *The Curriculum Journal*, *35*(4), 724-726. https://doi.org/10.1002/curj.289

Faure, J., Foucher, A.-L., & Blanchard Rodrigues, C. (2024). **Favoriser le développement des compétences techno-sémio-pédagogiques des futur·es enseignant·es de langues étrangères à travers la pratique réflexive : quelles tâches pour quels objets de réflexion ?** *IMPEC - Interactions multimodales par écran. Créativité, innovation, éthique*. Présenté à Aix-en-Provence, France. Consulté à l'adresse https://hal.science/hal-04739799
Cette étude vise à appréhender les liens entre pratique réflexive et développement des compétences techno-sémio-pédagogiques d'enseignant·es de Français Langue Étrangère (FLE) en formation. À l'Université Clermont Auvergne (UCA), les étudiant·es de Master en 1ère et 2ème année sont amené·es à expérimenter l'enseignement du FLE en visioconférence face à des apprenant·es issu·es d'universités partenaires dans d'autres pays. Sont articulées à ces expériences différents types de tâches les encourageant à porter un regard réflexif sur leurs compétences et stratégies mobilisées lors des séances en visioconférence. Certaines compétences et stratégies semblant nécessiter une formation formelle (Cappellini, 2023), nous nous demandons sur lesquels de leurs agirs enseignants se penchent les étudiant·es lorsqu'iels sont amené·es à mettre en discours leurs réflexions. Nous interrogeons ainsi d'une part le guidage réflexif proposé aux étudiant·es, en nous demandant si les tâches et consignes impulsent des réflexions focalisées sur telle ou telle « régulation pédagogique » (Guichon & Drissi, 2008) ou stratégie multimodale à développer en vue d'enseigner en visioconférence. Il apparait que les étudiant·es se penchent en effet sur des régulations pédagogiques précises lorsque celles-ci sont focalisées par certaines tâches, tandis que des consignes plus ouvertes en termes d'objets de réflexion semblent laisser place une plus grande variété de compétences évoquées. Nous observons par ailleurs que certain·es étudiant·es établissent assez peu de liens entre la mobilisation de régulations pédagogiques et l'usage stratégies multimodales, vis-à-vis desquelles une conscientisation est pourtant visée par les dispositifs.

Feng, K. (2024). **Third space professionals and undergraduate teaching – A comparative study in China, the United Kingdom and Canada**. *Higher Education Quarterly*, *78*(4), e12541. https://doi.org/10.1111/hequ.12541
This research explores the emerging position of teaching professionals in research universities through the framework of 'third space professionals'. The third space is described as an overlapping space between the professional and academic domains in university and usually staff who are neither traditional academics nor traditional professionals work in this space and considered as the third space professionals. This research is achieved through three case studies, each in China, the United Kingdom and Canada. By investigating the role and positioning of teaching professionals in higher education, this research provides empirical evidence supporting the existence of the third space for professionals in higher education. The findings show that the responsibilities of the teaching professionals are relatively similar at each university, mainly including training academics and supporting curriculum development. However, their positioning

in the university and value in supporting teaching and learning can be influenced by their relationship with academics. Universities' expectations of teaching professionals play an important role in shaping their collective identities. By proposing a three-dimensional space model for higher education, this research builds on previous studies on the higher education space and offers an alternate framework for interpreting higher education space and analysing university staffing.

Frings, D., Albery, I. P., & Wood, K. V. (2024). **Mission impossible? Identity based incompatibilities amongst academic job roles relate to wellbeing and turnover**. *Social Psychology of Education*, 27(5), 2233-2248. https://doi.org/10.1007/s11218-024-09890-7
Academic staff experience high levels of work-related stress and poor mental health. As a result, many institutions face high staff turnover. These outcomes may be driven by complex and, at times, apparently oppositional objectives academics need to meet around research and teaching. These factors may present both practical and social identity-based incompatibilities. The current study tested the role of these incompatibilities upon mental well-being and turnover. A sample of 141 UK resident academics completed scales measuring levels of social identification with being an academic, an educator and a researcher, identity based and practical incompatibility, mental health, experience of the workplace and turnover intention. No direct links were found between practical incompatibility and outcomes. However, higher identity incompatibility was related to poorer mental health. Identity incompatibility was also related to turnover intention, mediated by both mental health and workplace experience. Contrary to predictions, these effects were not moderated by identity difference or identity strength. The current findings present evidence that role-based incompatibilities have both practical and identity-based foundations and highlight important caveats to the benefits of multiple identities on well-being observed in other domains. The findings also suggest practical steps through which complex occupational roles can be best structured to improve mental health and reduce turnover.

Geleyn, D. (2024). **Retraites des enseignants : des départs plus tardifs et des niveaux de pensions stables**. *Note d'Information*, (24.43), 1-4. Consulté à l'adresse https://www.education.gouv.fr/retraites-des-enseignants-des-departs-plus-tardifs-et-des-niveaux-de-pensions-stables-415633
Durant l'année scolaire 2021-2022, 19 800 enseignants du premier et du second degré sont partis à la retraite. L'âge moyen du départ est de 62 ans.

Ghasemi, F., & Herman, K. C. (2024). **Understanding teacher counterproductive work behavior: Tracing individual, occupational, and organizational factors**. *Psychology in the Schools*, 61(11), 4250-4272. https://doi.org/10.1002/pits.23279
Despite extensive research on antecedents and consequences of counterproductive work behavior (CWB), factors contributing to it in educational settings and teachers have not been adequately addressed. With participants of secondary school teachers working in public schools (270), private schools (302), and other educational institutions (319) in Iran, this study explored factors associated with CWB at the individual (age, gender, and perceived justice), occupational (interpersonal conflicts and working hours), and organizational (job content, class size, and teaching context) levels. Significant relationships, with small effect sizes, were found between CWB and younger male teachers with low perceived justice. The results also indicated a linear trend with occupational variables and CWB in the public sector. An escalation in CWB engagement

was observed with an increase in working hours and class size. There was a strong positive correlation between psychological demands and CWB, and negative associations were found for social support and decision latitude with significant differences in teacher categories. Hierarchal regression analysis confirmed the significant contributions of these variables to the variances in CWB. The implications have been discussed in light of study results by recommending policies and strategies to be used by school psychologists, administrators, and teacher educators to curtail dysfunctional behaviors and ultimately create school environments that promote teachers' job commitment and the delivery of high-quality education.

Glais, N., Degoulet, M., & Ringard, J.-C. (2024). **L'intelligence artificielle et les cadres de l'Éducation nationale : les besoins en formation et en accompagnement professionnel**. *Administration & Éducation*, *183*(3), 107-108. https://doi.org/10.3917/admed.183.0107

Goldhaber, D., Krieg, J., Liddle, S., & Theobald, R. (2024). **The Long and Winding Road: Mapping the College and Employment Pathways to Teacher Education Program Completion in Washington State**. *Educational Researcher*, *53*(7), 403-411. https://doi.org/10.3102/0013189X241247848
Nationally, more than 75% of individuals who are credentialed to teach are prepared in traditional college- or university-based teacher education programs (TEPs). But the college and employment pathways that prospective teachers take to TEP enrollment and completion have not been comprehensively examined. A better understanding of how credentialed individuals find their way into TEPs helps us understand the sources of new teacher supply early in the prospective teacher pipeline. With that in mind, we analyze pathways into and through TEPs using historical postsecondary and unemployment insurance data from Washington State. We find that the pathways are quite varied, with around 40% of bachelor's-level TEP completers spending at least some time in community colleges and fewer than 40% enrolling and finishing at the same university directly after high school. Pathways to master's TEP completion are even more varied, with almost half of the completers having prior employment experience. For researchers, this varied landscape raises important questions about the relationship between pathways, candidate persistence, and eventual job performance. For policymakers, the results suggest that efforts to recruit the next generation of teachers need to look beyond the pool of students already enrolled at a 4-year university to include students at 2-year colleges or in the labor force who might be interested in entering a TEP.

Grigg, R., Lewis, H., Morse, M., & Crick, T. (2024). **Rethinking student teachers' professional learning in Wales: Promoting reflection-in-action**. *The Curriculum Journal*, *35*(4), 690-705. https://doi.org/10.1002/curj.271
Nearly forty years ago, Stenhouse argued that the function of the curriculum was to stimulate teachers' everyday reflection about and learning from practice. This suggestion, alongside his support for teachers as researchers, aligns with the Welsh Government's commitment to build an evidence-informed profession as part of ongoing major education system-level reforms, including the implementation of the new Curriculum for Wales from September 2022. University initial teacher education (ITE) partnerships are playing an important role in building collaborative research capacity. This paper describes a case study of one such partnership which aims to promote research-informed, reflective practice among its postgraduate primary student teachers.

We use one of Stenhouse's principles of empirical study to frame our discussion of how student teachers' reflective practice is supported through brief conversations with their teacher educators (mentors) during lessons. Using a mixed methods approach, the findings show that student teachers value in-the-moment feedback. The intervention also helps them to question aspects of teaching and learning, although such reflection is at a technical level. Our study is useful for teacher educators who are interested in supporting reflective practice through coaching and mentoring. It also cautions school leaders and policymakers implementing major curriculum reforms not to lose sight of Stenhouse's view that 'it is teachers who, in the end, will change the world of the school by understanding it'. The paper concludes by discussing the research implications in shaping emerging practice and policy in the context of ongoing system-level reform and curriculum implementation in Wales, with potential applicability and portability to other contexts and jurisdictions.

Guillon, S., & Oget, D. (2024). *Données statistiques de l'enquête de 2024 sur l'activité de recherche en sciences de l'éducation et de la formation*. Consulté à l'adresse https://hal.science/hal-04740147

Haşlaman, T., Mumcu, F. K., & Uslu, N. A. (2024). **Fostering computational thinking through digital storytelling: a distinctive approach to promoting computational thinking skills of pre-service teachers**. *Education and Information Technologies*, 29(14), 18121-18147. https://doi.org/10.1007/s10639-024-12583-5
The present study illustrates digital storytelling (DS) as an open-ended learning environment, which is one of the ways of preparing pre-service teachers (PST) to practice computational thinking (CT) in their future teaching. An 8-week teacher training program was organized and presented. The study aims to investigate the program's impact on the PST's CT skills, CT-integrated DS design skills, and their perspectives. A study group of fifty-two second-year PSTs took part in the Instructional Technologies course. An embedded mixed-method design was used. The CT scale was used as a pre-test and post-test to examine the development of the PST's CT skills for quantitative data collection. The qualitative data comprise the CT-integrated DS projects developed by the PST during the training and the reflection reports they wrote at the end of the training. The paired samples t-test was used in the analysis of quantitative data. The DS projects were evaluated using the rubrics with the story/storyboard, DS, and CT skills dimensions. Reflection reports were analyzed using thematic analysis. The findings revealed a significant improvement in the PST's CT skills after the training program. The qualitative findings show the PST's perspectives on CT definitions, the perceived benefits of CT and DS, and the use of DS to promote CT. The qualitative findings also present evidence for the CT-integrated DS design skills of the PST. Therefore, the study presents early findings showing that CT components could be integrated with DS and used in teacher education effectively without any pressure to use programming tools. The study also shows how DS is gradually integrated with the CT components as a suggestion for future studies.

Holshouser, K. O., Holcomb, T. S., & Medina, A. L. (2024). **Teacher Mobility from "Starter School" to "Forever School": The Impact on Urban Schools and Students**. *Education and Urban Society, 56*(9), 1065-1093. https://doi.org/10.1177/00131245241253573
Bronfenbrenner's Ecological Framework was utilized to examine the complexity of the teacher turnover problem in regard to structural inequalities within education that need

to be dismantled to create equitable outcomes for all students. Hierarchical cluster analysis was implemented to investigate school report card data of elementary schools in a rural school district (n = 18) and an urban school district (n = 41) in geographical proximity in the southeastern United States. Clusters were formed using school level variables including the breakdown of student race/ethnicity, percentage of economically disadvantaged students, teacher turnover rates, years of teaching experience, and a school performance measure. Four clusters emerged from the analysis. Across all variables there were significant differences found between clusters (p < .001) in the school performance measure, teacher turnover rates, student race/ethnicity, and percentage of students receiving free/reduced price lunch. The percentage of teachers with between 4 and 10 years of experience was statistically equivalent across all cluster groups, differences were found in the number of initially licensed teachers (a low of 9.9% in Cluster 2 to a high of 27.0% in Cluster 4) and teachers with 10 or more years experience (ranging from 46.5% in Cluster 4 to 62.2% in Cluster 2).

Horta, H., & Jung, J. (2024). **The crisis of peer review: Part of the evolution of science**. *Higher Education Quarterly*, *78*(4), e12511. https://doi.org/10.1111/hequ.12511
Peer review in journals is in crisis, and its current situation and sustainability are increasingly concerning for academics and scientific communities. We identify this crisis as part of an evolutionary step in the continuous development of science, arguing that peer review maintains a central role. We analyse the emergence and historical development of peer review, identifying its role as crucial to the legitimisation of global science, particularly in guaranteeing quality control in the scientific process of massification—despite its flaws. We then focus on the crisis as part of the recent second wave of massification stemming from 'publish or perish' dynamics, which overburden those involved in peer review management and activities. Based on this crisis and given that the alternative models to peer review rely on the same core ideals, we argue that the current scenario represents a golden opportunity for the peer-review process to adapt by correcting some of its known biases, becoming more inclusive and relevant, and gaining recognition for its crucial role in career progression and in the training of the researchers of tomorrow.

Hulme, M., Comber, A., Jones, E., Grant, J., & Baumber, J. (2024). **Reclaiming accountability through collaborative curriculum enquiry: New directions in teacher evaluation**. *The Curriculum Journal*, *35*(4), 673-689. https://doi.org/10.1002/curj.272
Teacher evaluation and teachers' professional learning are too often confined to separate areas of research and professional practice. Rather than approach evaluation and enquiry as distinct or irreconcilable, this paper applies the ideas of Stenhouse to explore new possibilities for the reappropriation of mandated appraisal in ways that support teachers' professional growth. Illustrative case studies of laboratory schools in the United States and England are used to examine the interaction of local and lateral forms of professional accountability with external and hierarchical regulatory frameworks. The article reports the design and enactment of change in two schools (a US kindergarten through twelfth grade school and a UK high school) connected through the International Association of Laboratory Schools (IALS) that purposively redesigned appraisal over a three-year period to build capacity for collaborative curriculum enquiry. Attention is afforded to the space for manoeuvre between advisory and mandatory guidance, and the challenges to relational trust and collective responsibility posed by performance-based accountability systems. The findings provide new insights into how teacher-led collaborative enquiry (curricular co-design) can address the unintended consequences

of test-based accountability and rubrics-based observation as principal drivers of educational improvement.

Jha, S., Singh, A. K., & Chauhan, R. (2024). **Deploying fuzzy analytic hierarchy process and sensitivity analysis to identify and prioritize the barriers faced by early-career social science researchers during research collaborations**. *Higher Education Quarterly*, *78*(4), e12542. https://doi.org/10.1111/hequ.12542
Research is about an individual's intellectual acumen and rationality, and inter-researcher collaboration capability magnifies the outcomes. Despite common belief, there exist fundamental asymmetries in the goals, orientations and expectations among the research collaborators. Seldom studied in-depth and empirically validated, the challenges and barriers faced by early-career researchers (ECRs) in social sciences are crucial to understand. In this study, we aim to identify, categorize and rank the order of priority of the research collaboration barriers and their sub-barriers. This analysis highlights which barrier is likely to impact the research collaboration outcome more as compared to other barriers, as seen through the pairwise comparison. We contribute to the literature on research collaborations by providing a much-needed assessment of the barriers faced by ECRs in social sciences to develop a nuanced understanding of the dynamics within collaboration research. Key barriers identified and explored in this research relate to research design, interpersonal and interprofessional relationships, team-level dynamics, spatial and temporal factors, cultural differences and institutional variables. The fuzzy AHP tool was used to prioritize and rank the barriers, check the consistency ratio and then perform the sensitivity analysis. Research design barriers emerged as the most challenging barrier to research collaborations, implying researchers place huge emphasis on the compatibility of research goals, objectives, paradigms and perspectives. The study provides insights for individuals/institutions leading and managing research collaborations into improving the collaborative dynamics in social sciences.

Khuram, M. A., Ishida, Y., khan, G. D., Hotak, N., Moahid, M., & Yoshida, Y. (2024). **Measures to motivate teachers in Afghanistan: a proposal**. *Asia Pacific Education Review*, *25*(5), 1227-1243. https://doi.org/10.1007/s12564-022-09805-1
This study focused on job satisfaction and motivation factors of schoolteachers from the Islamic Republic of Afghanistan. Primary survey data from 378 teachers in Kabul were used in a randomized conjoint experiment to measure the causal effects of the proposed motivation policy's relevant attributes on teachers' satisfaction. The suggested hypothetical motivation policy comprised salary, number of classes per day, number of students per class, work desk, teacher training, and residential plot. We found that a higher than the current salary, a residential plot, and having fewer than 20 students per class and only three classes per day contributed to teachers' job satisfaction. The proposed teacher motivation policy was widely endorsed by the sample.

Kozhakhmet, S., & Moldashev, K. (2024). **Managing careers of academics in higher education institutions: A moderated mediation model**. *Higher Education Quarterly*, *78*(4), e12549. https://doi.org/10.1111/hequ.12549
This research examines the role of input and process-based approaches in enhancing faculty members' commitment to their research careers in the context of higher education. Specifically, we investigate the mediating effect of research self-efficacy on the relationship between professional research network and commitment to research career, as well as the moderating effect of career aspiration. Our findings reveal a direct

positive link between professional research network and commitment to research career. Moreover, research self-efficacy is found to mediate the relationship between professional research network and commitment to research career. We also find that career aspiration did not moderate the relationship between research self-efficacy and commitment to research career. Our study contributes to the literature by providing a more comprehensive understanding of how professional research networks may enhance research self-efficacy, leading to greater commitment to research careers among faculty members in higher education institutions. Additionally, our research sheds light on the important role of career aspiration as a key factor in shaping the relationship between research self-efficacy and commitment to research career.

Kwiek, M., Horta, H., & Powell, J. J. W. (2024). **Using large-scale bibliometric data in higher education research: Methodological implications from three studies**. *Higher Education Quarterly*, *78*(4), e12512. https://doi.org/10.1111/hequ.12512
All fields of knowledge are challenged to adopt newer, more sophisticated methodologies to cope with growing complexity. Phenomena under study require further multidisciplinary and mixed methods collaborations to achieve expertise able to improve research strategies and practices. Furthermore, traditional methodological approaches face limits to their analytical reach. Here, we demonstrate opportunities from adopting newer, more sophisticated methodologies in the field of higher education (HE) research by comparing three case studies. We argue that such methods and data innovate the mapping and understanding of global HE. These studies uncover novel field characterizations, enabled via analysis of tens of thousands of HE authors and articles over several decades to assess how journal publication, topics, and levels of analysis (individual, organizational, and system) have evolved. Our results imply that to better understand the future of HE worldwide and to address growing challenges, newer methodological directions and data sources will be key to facilitate more comprehensive examinations of the globalizing field. However, our analysis also highlights the technical and learning challenges in implementing these methodologies; thus, we argue for the need to promote more sophisticated methodological training of current and future generations of HE researchers as well as strengthened collaborations across disciplinary, methodological, and cultural boundaries.

Lin, S., Liu, J., & Hu, Y. (2024). **The distribution and mobility of academic talents in the Guangdong-Hong Kong-Macao Greater Bay Area**. *Higher Education Quarterly*, *78*(4), e12503. https://doi.org/10.1111/hequ.12503
The Guangdong-Hong Kong-Macao Greater Bay Area is becoming a new world economic centre, but research on the law of academic talent mobility in the Greater Bay Area is still scarce at present. This study builds an overall analysis framework, introduces the curriculum vitae analysis method, and systematically collects resumes of academics from universities in Guangdong, Hong Kong, and Macao. Through this, we try to find the stock, distribution, study origin and inflow of academic talents in the Greater Bay Area, the internal mobility of academic talents in the Greater Bay Area, and the global mobility network of academic talents in the Greater Bay Area. Academic mobility is a significant topic in higher education research, closely related to higher education's competitiveness and attractiveness. This research is of positive significance for clarifying the basic situation of academic talents in the Greater Bay Area, scientifically carrying out talent planning during the new stage of China's national economic and social development, and scientifically attracting talents based on the law of talent mobility.

Martín-Antón, L. J., Valdivieso, J. A., García-Alonso, J.-C., Carbonero-Martín, M. A., & Saíz-Manzanares, M.-C. (2024). **Situational evaluation of teachers' social-emotional competence: Spanish version of the test of regulation in and understanding of social situations in teaching (TRUST)**. *Social Psychology of Education*, *27*(5), 2857-2882. https://doi.org/10.1007/s11218-024-09927-x

Evaluating teachers' social-emotional competence is key to studying the effectiveness of education systems. This competence tends to be measured through self-reports, which might lead to a distorted vision. As an alternative, situational judgement tests have emerged. The present work seeks to adapt the Test of Regulation in and Understanding of Social Situations in Teaching (TRUST) to Spanish. The study involved 503 teachers from schools who teach in primary (n = 198, 106 female) or secondary education (n = 305, 201 female). Average age was 45.07 (SD = 9.94), and teachers had an average of 16.77 years' professional experience (SD = 10.17). In addition to responding to the TRUST, those who took part also responded to the ICQ-15, TEIQue-SF, and ERQ questionnaires. Confirmatory factor analysis provided a good fit of the two-factor model (emotional regulation and relationship management): $\chi2$ (89) = 198.49, p < .001, CFI = 0.93, TLI = 0.92, RMSEA = 0.049, 90% CI [0.040, 0.059], SRMR = 0.042, as well as reliability and convergent validity. Factorial invariance is seen to hold amongst both women and men as well as between teachers who teach at different stages of the education system. The Spanish version of TRUST emerges as a valid and reliable tool for measuring teachers' level of social-emotional competence, both in the Spanish education system at basic levels as well as with Spanish-speaking teachers from various countries, since situations are presented which are common in any type of school.

Piekoszewski-Cuq, P. (2024). **Intelligence artificielle : quelle formation pour les enseignants ?** *Administration & Éducation*, *183*(3), 97-105. https://doi.org/10.3917/admed.183.0097

Ravikumar, S., Lamin Gayang, F., Gonmei, T., & Boruah, B. B. (2024). **Does Affirmative Action in Indian Central Universities Impact Research Productivity?** *Journal of Asian and African Studies*, *59*(8), 2487-2504. https://doi.org/10.1177/00219096231158346

Affirmative action (AA) has long been viewed negatively in contemporary society. The political philosophies of AA are still widely misunderstood and fiercely debated around the world today. The argument against AA is that faculty hired through AA are less efficient than those hired through open/general category. This research attempts to empirically assess if professors from the Other Backward Class (OBC), Scheduled Caste (SC) and Scheduled Tribe (ST) categories in India's three Central Universities are equally productive and effective as their General category counterparts. The effectiveness of the four teaching categories (General/OBC/SC/ST) was evaluated using the CCR model of Data Envelopment Analysis, while the productivity of teachers was estimated using bibliometric analysis. The data analysis demonstrates that AA positively impacts the research productivity of marginalized groups, except ST, which has very low representation in Pure and Applied Sciences, with OBC and SC performing on par with their General counterpart when placed in higher productivity subjects.

Raybaud, A. (2024a, octobre 22). **Recours massif aux enseignants précaires : « La réalité, c'est que l'université n'a plus les moyens de fonctionner ».** *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/10/22/recours-massif-aux-

enseignants-precaires-la-realite-c-est-que-l-universite-n-a-plus-les-moyens-de-fonctionner_6357910_4401467.html
Faute de budget pour embaucher des titulaires dans un enseignement supérieur exsangue, plus de la moitié des personnels enseignants sont désormais des vacataires, auxquels s'ajoutent de nombreux contractuels. Reportage à l'université de Grenoble.

Raybaud, A. (2024b, octobre 23). **«On a atteint un point quasi ingérable»: les universitaires croulent sous les heures complémentaires**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/10/23/on-a-atteint-un-point-quasi-ingerable-les-universitaires-croulent-sous-les-heures-complementaires_6358441_4401467.html
Postes gelés, vacataires difficiles à recruter, les maîtres de conférences à l'université se retrouvent bien souvent à devoir accomplir d'autres cours que les leurs. Et à rogner sur leurs heures dévolues à la recherche.

Ringard, J.-C. (2024). **Propositions et pistes de travail: l'impact de l'IA sur les métiers de l'encadrement.** *Administration & Éducation*, *183*(3), 115-117. https://doi.org/10.3917/admed.183.0115

Rojas, J. C., Faure, J., Barril, J. P., & Almuna, J. (2024). **Construction of professional identity in novel teachers. Learning experiences: help or hindrance?** *European Journal of Psychology of Education*, *39*(4), 3825-3840. https://doi.org/10.1007/s10212-024-00824-7
This article offers the reader a socio-cultural examination of a series of fundamental processes related to the construction and development of the professional teaching identity. By way of illustration, we analyse 39 subjective learning experiences reported by 12 novice teachers in Chile. The objective is to examine aspects of their experiences that facilitated or hindered changes in their identity positions. Our results suggest that the processes involved in the construction and development of identity are closely linked to their assessments of certain specific aspects of their experiences. These include (i) the material and social conditions found in highly demanding work environments; (ii) certain socio-cultural characteristics such as vulnerability in educational contexts; (iii) personal learning trajectories; (iv) interactions with students or your own experiences as students; and (v) a series of other characteristics that are not part of the situation as such, but that nevertheless influence it, such as educational policy.

Skrzypek, C. (2024). **The Teachers' Mental Health Literacy Scale**. *Psychology in the Schools*, *61*(11), 4133-4150. https://doi.org/10.1002/pits.23274
Teachers play a critical role in school mental health. They aid in the identification and referral of students in need of mental health services and are key players in implementing interventions. Nevertheless, teachers often lack the education and training needed to support youths' mental health. Increasing teachers' mental health literacy (MHL) is recognized as a needed area of focus in improving systems' responses to youths' mental health needs, yet no current tools assess teachers' complete MHL. A measure of MHL for in-service teachers based on current conceptualizations of MHL in the context of schools was developed and tested. The 24-item scale was tested in a sample of 407 full-time teachers in the United States and initial psychometric testing supports its use. The analytic strategy included an exploratory factor analysis (EFA), reliability analysis via Cronbach's α, and convergent validity analysis via zero-order correlations between the Teachers' MHL Scale and theoretically linked constructs. The final scale includes four subscales that

measure teachers' understanding of how to promote well-being, recognize potential problems, link students in need to appropriate resources, and the link between well-being and school success. The underlying theory supporting the tool's development and suggestions for its use are discussed.

Tourneville, J. (2024). **La construction sociale et matérielle du temps de travail des enseignants : contribution à la compréhension du « malaise »**. *Revue française de pédagogie. Recherches en éducation*, (222), 83-97. https://doi.org/10.4000/12eux
Derrière ce qui pourrait sembler être un sujet simple, celui du temps de travail des enseignants et de leur organisation du travail en dehors de la classe (préparation, corrections, administration, réunions, etc.), cette contribution interroge l'hétérogénéité des enseignants dans les manières qu'ils ont de vivre le temps de leur travail. La focale est ici faite sur les variables discriminantes des manières de vivre le temps qui contribuent à déterminer le ressenti des enseignants, indépendantes et exogènes aux enseignants eux-mêmes.

Tupper, J. A., & Omoregie, A. E. (2024). **Challenges and Possibilities for Truth and Reconciliation In Teacher Education: An Engagement with the Literature**. *Canadian Journal of Education / Revue Canadienne de l'éducation*, *47*(2), 492-521. https://doi.org/10.53967/cje-rce.6307
Cet article explore le paysage évolutif de la formation des enseignants dans le contexte de la vérité et de la réconciliation, reconnaissant le rôle que l'éducation a joué dans la perpétuation de la violence coloniale contre les peuples autochtones. Pour évaluer les efforts de réconciliation dans la formation des enseignants, une recherche ciblée a été entreprise, aboutissant à l'analyse thématique inductive de 36 travaux universitaires et à l'émergence de cinq thèmes principaux : les perspectives antiracistes/anti-oppressives, la décolonisation, les formes critiques de pédagogie/narrativité, l'indigénisation et la pensée historique. L'analyse fournit des indications précieuses et souligne les défis à relever pour promouvoir la vérité et la réconciliation dans l'éducation, notamment la nécessité d'un changement de paradigme au sein des programmes de formation des enseignants, en les exhortant à adopter des approches axées sur la communauté, basées sur la terre et la décolonisation. En s'alignant sur l'esprit et l'intention de la vérité et de la réconciliation, et comme le démontrent les études, la formation des enseignants a le potentiel de contribuer de manière significative à faire avancer le processus de guérison, de justice et de compréhension mutuelle dans le cheminement vers un avenir plus équitable et plus harmonieux.

Uslukaya, A. (2024). **The relationships between teacher self-efficacy, optimism, perceived social support, and burnout: A moderated mediation analysis using the revised job demands–resources model**. *Psychology in the Schools*, *61*(11), 4112-4132. https://doi.org/10.1002/pits.23272
Using the revised job demands–resources model, this study aimed to analyze the direct relationship of teacher self-efficacy with burnout and its indirect relationship through perceived social support as well as the moderating roles of teacher optimism in these relationships. The study used a Bayesian estimator with structural equation modeling to examine the structural relationships among self-efficacy, optimism, perceived social support, and burnout, using data collected from a sample of 288 teachers in Elâzığ, a city in the eastern region of Turkey. The results demonstrated the negative relationships between teacher self-efficacy and optimism with burnout, and the indirect negative

relationship between teacher self-efficacy and burnout through perceived social support. In addition, the present study revealed that the direct relationship between teacher self-efficacy and perceived social support and the indirect relationship between teacher self-efficacy and burnout through perceived social support can be strengthened depending on the level of optimism. Recommendations for practitioners, policymakers, and researchers are presented.

Van Eycken, L., Demanet, J., & Van Houtte, M. (2024). **He's up to no good, is he? Teachers' self-efficacy as related to gender role attitudes and schools' sex composition**. *European Journal of Psychology of Education*, *39*(4), 3867-3892. https://doi.org/10.1007/s10212-024-00828-3
Schools' sex composition and gender role attitudes are often overlooked in teachers' self-efficacy studies, while research suggests that gender role attitudes may color teachers' perceptions of students. This study investigates the association of schools' sex composition and teachers' gender role attitudes with teachers' self-efficacy in instructional strategies, classroom management and student engagement, and how this latter association might differ between schools with more boys or girls. A multilevel analysis was carried out on data of 1247 teachers in 59 schools (2012–2013). Teachers feel more efficacious in classroom management in schools with more boys, especially male teachers with traditional gender role attitudes. Male teachers with traditional gender role attitudes feel less efficacious in classroom management in mixed schools. Female teachers feel less efficacious in all dimensions when holding traditional gender role attitudes, regardless of schools' sex composition. The results highlight the importance of addressing gender bias in teacher training in order to improve teachers' self-efficacy across all dimensions.

Wu, R., Gardner, M. J., & Todd, P. R. (2024). **Cam or professor Lee? How instructor seniority and address term influence student perceptions in the United States**. *Higher Education Quarterly*, *78*(4), e12533. https://doi.org/10.1111/hequ.12533
In this research, we explore the effect of college instructors' use of formal versus casual titles on student perceptions as a function of the instructors' academic ranks. We conducted two studies: the first surveying students to study their expectations and preferences of formality and rank, and the second using experimental manipulations of title formality and instructor rank to examine the effects on student perceptions of instructors and their classes. Our data indicate that a full professor is perceived more favourably than a graduate assistant when using a casual title (their first name). Conversely, the pattern goes the opposite when they use a formal title. These insights were assessed through course favourability and enrolment intention and were rooted in two fundamental individual traits: competence and approachableness. In addition, the effects are less pronounced for students with previous exposure to the course content, suggesting course experience as a moderator. This study offers guidance on student–instructor interactions and provides insights for educators in presenting themselves through different titles.

Numérique et éducation

Al Hemairy, M., Abu Talib, M., Khalil, A., Zulfiqar, A., & Mohamed, T. (2024). **Blockchain-based framework and platform for validation, authentication & equivalency of academic certification and institution's accreditation: UAE case study and system performance**

(2022). *Education and Information Technologies*, *29*(14), 18203-18232. https://doi.org/10.1007/s10639-024-12493-6

Academic credentials play an immensely significant role in the career of a person and in the progress of society. The system in place currently used for the issuance, storage & sharing of academic credentials is quite inefficient in its operations, due to being paper based in large. There is also widespread fraud committed every year in terms of academic credentials, ranging from diploma mills to plain forgery. There presents a need for a total digital transformation in this field, which ensures complete independent authenticity of credentials that could be proven in a fool-proof manner. Blockchain technology promises to alleviate the above identified problems by ensuring complete transparency & verifiable proofs of ownership using decentralized storage of credentials & Public Key Cryptography (PKC) in the form of Digital Signatures. This project implements the proposed solution by using the ECDSA algorithm to (i) sign the accreditation of institute by governing body, such as The Ministry of Education (MOE) (ii) sign the academic credentials by the issuing party (iii) sign the issued credentials by the learner to claim iv) sign the credentials by some governing body like the MOE. The learner can share the signed credential with any third party, such as a potential employer. The ECDSA algorithm can then authenticate the credential by programmatically verifying the signature proof by any party using the corresponding Public Key without going through tedious channels.

AlGhamdi, R. (2024). **Exploring the impact of ChatGPT-generated feedback on technical writing skills of computing students: A blinded study**. *Education and Information Technologies*, *29*(14), 18901-18926. https://doi.org/10.1007/s10639-024-12594-2

This research investigates the impact of ChatGPT-generated feedback on the writing skills of first-year computing students at a Saudi University. Employing a qualitative research design, the study involved 111 male students, blinded to the switch from human to ChatGPT-generated feedback, ensuring unbiased reflections on their experiences. Over six weeks, students' reactions to feedback were meticulously analyzed, revealing nuanced emotional, psychological, and educational impacts. The findings, organized into four distinct themes - Emotional and Psychological Responses, Perceived Quality and Usefulness, Progress and Development, and Feedback Content and Delivery - offer rich insights into the multifaceted experiences of students. While some students responded to the feedback provided during weeks 4 and 5 (ChatGPT-generated feedback), perceiving it as a catalyst for learning and self-improvement, others expressed concerns about its consistency and personalization. The study highlights the potential of ChatGPT in education, while also illuminating the need for a balanced, adaptive, and personalized approach to feedback that aligns with diverse learning styles, emotional responses, and educational needs.

Andler, D. (2024). **L'éducation avec et sans technologie : pour un bilinguisme éducatif**. *Administration & Éducation*, *183*(3), 35-43. https://doi.org/10.3917/admed.183.0035

Anghel, E., Littenberg-Tobias, J., & von Davier, M. (2024). **Educators' motivations in massive open onlinecourses for professional development**. *Education and Information Technologies*, *29*(14), 1-25. https://doi.org/10.1007/s10639-024-12590-6

Massive Open Online Courses (MOOCs) are increasingly popular forteachers' professional development (PD). Understanding why teachers take MOOCs andhow this relates to course completion could help identify underserved needs inteachers'

professional learning. In the current study, we explored this question, aswell as potential gaps between intention to complete the course and actualcompletion. Using a sample of 3,212 participants in four PD MOOCs, we applied topicmodeling to open-ended and Likert-style data to identify teachers' motivations. Theresults show that most participants had intrinsic or professional motivations, but asubgroup of participants had prosocial motivations, namely, they wanted to supporttheir students. In a set of logistic regression predicting course completion, wefound that participants with intrinsic motivations were less likely to complete acourse and participants with prosocial motivations were more likely to do so evenafter controlling for their initial intention. Our study contributes to the fieldby, first, identifying an underexplored group of learners, the prosocial learners.More research is needed to better understand this group. We also found that amongteachers taking MOOCs, intrinsic motivations were associated with lower levels ofengagement, contrary to findings in other populations, making a contribution tomotivation theory as well as online learning practice. We concluded that themotivation-engagement relationship is more complex than previously thought, andrecommend researchers continue examining this association to understand thisdiscrepancy. Finally, we suggest practitioners take learners' a-priori motivationsinto account when designing MOOCs, as these could be important for courseengagement.

Başaran, B. (2024). **Determining the factors affecting the ICT use of Turkish students attending PISA-2018: Multilevel profile analysis approach**. *Education and Information Technologies*, *29*(14), 18533-18560. https://doi.org/10.1007/s10639-024-12539-9
This study aims to classify student profiles based on the type and frequency of Information and Communication Technologies (ICT) usage. Each profile exhibits homogeneous characteristics and heterogeneous characteristics compared to other groups. Additionally, the study investigates whether covariates at the school and student levels create differences in these profiles. For this purpose, a mixed-method analysis (Latent Profile Analysis (LPA), Multi-level Latent Profile Analysis (MLPA) and Multi-level Logistic Regression Analysis (MLRA)) were used to identify ICT usage profiles. The study analysed data from 6,890 Turkish students across 186 schools participating in PISA 2018 (Program for International Student Assessment), revealing three distinct ICT usage profiles: Profile-1 (Low-Level ICT Users (19.06%)), Profile-2 (Intermediate-Level ICT Users (71.10%)), and Profile-3 (Advanced-Level ICT Users (9.84%)). The MLRA showed that students with low ICT usage have less access to ICT resources. Students in the Low-Level ICT Users profile also had lower scores on ICT-related motivation factors (interest, competence, social interaction, and autonomy). No significant effect of ICT usage on mathematics, reading, and science scores was observed. Variance differences at student and school levels could not be fully explained by covariates at the school level (type of school, ratio of computers connected to the internet per student, lack of educational materials and personnel). However, the ratio of computers per student effectively explained these differences. According to an MLPA, schools were categorised into two groups based on ICT resources: « high » and « low ». In schools with high ICT resources, the proportion of students in Profile-2 was found to be 45.8%, while those in Profile-3 accounted for 9%. In contrast, in schools with low ICT resources, the percentage of students in Profile-2 was 22.45%, and in Profile-3, it was 1.82%. These findings indicate that the level of a school's ICT resources significantly impacts students' technology usage skills. A significant finding of the research is that most Turkish students use ICT at an intermediate level at home for school lessons. The COVID-19 pandemic has further increased the importance of studying at home using ICT resources.

Bedel, E. F., İnce, S., & Başalev Acar, S. (2024). **Voices from the field: Integrating e-portfolios in early childhood education**. *Education and Information Technologies*, *29*(14), 18181-18201. https://doi.org/10.1007/s10639-024-12563-9
Digital technologies are increasingly integrated into early childhood education (ECE), prompting discussions regarding their potential benefits and drawbacks. Research has shown that technology designed for children's developmental needs can enhance learning and development, while also improving communication between parents, teachers, and children. However, issues like access, equity, ethics, and teacher workload require careful consideration. This qualitative study explores the expected outcomes of integrating e-portfolios into ECE through one-on-one interviews with key stakeholder groups. After gathering general opinions, the participants were asked to provide detailed feedback on how the application affects children, teachers, and parents. In addition to revealing a diverse range of voices regarding the implementation of e-portfolios, this study aims to utilize the information gathered from participants for informed decision-making, offering valuable insights for the improved e-portfolio design and implementation. The study involved 34 Turkish participants from five stakeholder categories: ECE and primary school teachers, faculty members from ECE and primary school education departments, and parents. Results revealed that e-portfolios were viewed as highly beneficial, providing permanent and comprehensive documentation, facilitating data transfer to subsequent schooling levels, enabling multidimensional assessment, promoting child-centred practices, improving communication, enhancing reflective thinking and digital skills, and allowing resource utilization. However, participants raised concerns about workload, documentation gaps, and ethical issues. While e-portfolios hold promise for integrating digital technologies into ECE, current teacher education may lack sufficient training in key areas like digital literacy, documentation, assessment, and ethics. Further education in these areas can help ensure effective implementation and positive outcomes.

Béranger, A., & Lamerenx, J. (2024). **Cadres et intelligence artificielle : les voies de l'adaptation**. *Administration & Éducation*, *183*(3), 125-129. https://doi.org/10.3917/admed.183.0125

Biset, É., Boudeau, D., Sfihi, M.-L., & Sultan, I. (2024). **De l'usage de l'intelligence artificielle chez les jeunes aujourd'hui, et des conséquences de cet usage sur l'évolution des métiers de l'éducation**. *Administration & Éducation*, *183*(3), 13-18. https://doi.org/10.3917/admed.183.0013

Boboc, R. G., & Damaševičius, R. (2024). **Confronting bullying in the digital age: Roleof Extended Reality**. *Education and Information Technologies*, *29*(14), 1-30. https://doi.org/10.1007/s10639-024-12557-7
This paper examines how Extending Reality (XR) technologies, such asVirtual and Augmented Reality, can provide innovative solutions for preventing andaddressing bullying. A search for relevant articles was conducted in five electronicdatabases (ACM, Emerald, Science Direct, Scopus, and Web of Science), resulting inthe identification of 867 articles published between 2010–2023, from which 20 wereselected for analysis. The selected articles provide insights into the potentialapplications of XR in addressing bullying, including immersive empathy training andvirtual simulations of bullying scenarios. The paper concludes by highlighting thepotential of XR technologies and

providing recommendations for bullying recognition,prevention, and reduction to create safer communities in schools. The study resultshave implications for future research in designing and implementing XR technology inthis field.

Brucker, B., Pardi, G., Uehlin, F., Moosmann, L., Lachmair, M., Halfmann, M., & Gerjets, P. (2024). **How Learners' Visuospatial Ability and Different Ways of Changing the Perspective Influence Learning About Movements in Desktop and Immersive Virtual Reality Environments**. *Educational Psychology Review*, 36(3), 65. https://doi.org/10.1007/s10648-024-09895-w

Virtual reality (VR) applications are developing rapidly, becoming more and more affordable, and offer various advantages for learning contexts. Dynamic visualizations are generally suitable for depicting continuous processes (e.g., different movement patterns), and particularly dynamic virtual 3D-objects can provide different perspectives on the movements. The present study investigated through a low immersive (desktop "VR", Study 1) and a high immersive virtual environment (immersive VR; Study 2) the effectiveness of different interaction formats to view 3D-objects from different perspectives. Participants controlled either the orientation of the 3D-objects (Study 1, mouse interaction; Study 2, hand interaction via VR controllers) or their viewpoint in relation to the 3D-objects (Study 1, camera position; Study 2, position of participants' own body). Additionally, the moderating influence of learners' visuospatial ability was addressed. Dependent variables were pictorial recognition (easy, medium, difficult), factual knowledge, presence, and motion sickness. Results showed that higher-visuospatial-ability learners outperformed lower-visuospatial-ability learners. In Study 1, higher-visuospatial-ability learners showed higher recognition performance (difficult items) by controlling the camera position, whereas lower-visuospatial-ability learners suffered from this interaction format. In Study 2, higher-visuospatial-ability learners achieved better recognition performance (easy items) by controlling the 3D-models, whereas lower-visuospatial-ability learners tended to profit from moving around the 3D-objects (medium items). The immersive VR yielded more presence and higher motion sickness. This study clearly shows that different interaction formats to view 3D-objects from multiple perspectives in Desktop-VR are not transferable on a one-to-one basis into immersive VR. The results and implications for the design of virtual learning environments are discussed.

Bruyen, C., & Fialaire, B. (2024). *IA et éducation* [Rapport d'information]. Consulté à l'adresse Sénat website: https://www.senat.fr/rap/r24-101/r24-101.html

Cabras, E., Pozo, P., Suárez-Falcón, J. C., Caprara, M., & Contreras, A. (2024). **Stress and academic achievement among distance university students in Spain during the COVID-19 pandemic: age, perceived study time, and the mediating role of academic self-efficacy**. *European Journal of Psychology of Education*, 39(4), 4275-4295. https://doi.org/10.1007/s10212-024-00871-0

The COVID-19 pandemic, and the associated confinement, imposed a novel personal and social context for university students; nevertheless, few studies have addressed the effects of this on distance university students. Indeed, defining the needs of these students under such unique circumstances will allow them to receive the support necessary to effectively reduce their perceived stress and improve their academic achievement. A predictive model was designed to examine the direct effects of the variables' age and perceived study time on stress and academic achievement in

students in an online learning context, as well as to assess the indirect effects through the mediating role of academic self-efficacy. Using path analysis, the model was tested on a sample of 1030 undergraduate students between 18 and 60 years old enrolled on a psychology degree course at the UNED (National Distance Learning University of Spain). The model provides a good fit to the data, confirming the mediating role of academic self-efficacy. Perceived study time is a factor negatively associated with stress and positively with academic achievement. However, it appeared that age was not related to academic achievement, indicating that academic self-efficacy had no mediating effect on these two variables. Academic self-efficacy is a mediator and protective factor in challenging times like the COVID-19 pandemic. These results may contribute to the design of educational and clinical interventions for students at an online learning university over an extended age range.

Café pédagogique. (2024, octobre 18). **Faut-il encore des équipements numériques individuels dans l'enseignement ?** Consulté 18 octobre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/10/18/faut-il-encore-des-equipements-numeriques-individuels-dans-lenseignement/
Dans sa chronique, Bruno Devauchelle mène une réflexion sur la transformation culturelle qu'apportent les usages et possibles numériques. Il interroge la période et se demande

Cagé, A. (2024). **Allier exigence et audace pour faire des intelligences artificielles génératives des outils au service des enseignants et des apprentissages des élèves**. *Administration & Éducation*, 183(3), 55-62. https://doi.org/10.3917/admed.183.0055

Çalhan, C., & Göksu, İ. (2024). **An effort to understand parents' media mediation roles and early childhood children's digital game addiction tendency: A descriptive correlational survey study**. *Education and Information Technologies*, 29(14), 17825-17865. https://doi.org/10.1007/s10639-024-12544-y
This study aims to determine whether parents' media mediation roles are related to their early childhood children's digital game addiction tendencies. In addition, it examines whether these variables are related to the child's and parent's digital device usage habits and whether they differ according to various sociodemographic variables and digital device usage habits. In this context, we collected data from 433 parents (mother = 336, father = 97) with children aged 3–6. We analyzed the data using correlation analysis, one-way ANOVA, and t-test. Active-supportive, restrictive-supportive, active-limiting, restrictive-limiting, and active-interpreter roles of parents were negatively related to children's digital game addiction tendencies. In addition, parents' and children's digital device screen time was negatively associated with parents' media mediation roles and positively with children's digital game addiction tendencies. Mothers found their children more likely to have digital game addiction than fathers. Children of parents who play digital games have higher digital game addiction than those of parents who do not play, male children than female, children who have their own digital devices than those who do not, and children who only watch YouTube videos than those who only watch television channels for kids. Finally, we observed that mothers are more active in media mediation roles than fathers and that parents behave more restrictive toward their daughters.

Chen, C.-H., & Chang, C.-L. (2024). **Effectiveness of AI-assisted game-based learning on science learning outcomes, intrinsic motivation, cognitive load, and learning behavior.**

This study aimed to investigate the effectiveness of using AI-assisted game-based learning on science learning outcomes, intrinsic motivation, cognitive load, and learning behavior. A total of 202 seventh graders were recruited and randomly assigned to the following three groups: (1) Game only (N = 70), (2) GameGPT (N = 63), and (3) GameGPT_examples (N = 69). The experimental groups received game-based learning with the assistance of ChatGPT with or without examples, while the control group received only game-based learning. The results showed that students in the GameGPT_examples group significantly outperformed those in the Game only group. Students in the GameGPT and GameGPT_examples groups reported significantly higher perceived competence than those in the Game only group. Furthermore, students in the Game only group reported a greater mental burden than those in the GameGPT_examples and GameGPT groups. The findings from learning behavioral analytics and interviews suggest that AI-assisted game-based learning can enhance students' intrinsic motivation, reduce cognitive load, and promote effective learning behavior in science learning. This study has important implications for the design and implementation of AI in game-based learning environments that aim to improve students' learning outcomes and motivation.

Chen, J., Perez-Felkner, L., Nhien, C., Hu, S., Erichsen, K., & Li, Y. (2024). **Gender Differences in Motivational and Curricular Pathways Towards Postsecondary Computing Majors**. *Research in Higher Education*, 65(8), 2013-2036. https://doi.org/10.1007/s11162-023-09751-w
Gender disparities persist in postsecondary computing fields, despite improvements in postsecondary equity overall and STEM fields as an aggregate. The entrenchment of this issue requires a comprehensive, longitudinal lens. Building on expectancy-value theory, the present study examines the relationships among students' gender-ability stereotypes, attainment values, course-taking, and major choices. Using data from the High School Longitudinal Study of 2009 (HSLS: 2009), we applied weighted t-tests and multiple-group structural equation modeling to investigate how motivational beliefs (i.e., gender-ability stereotypes, attainment values) and course-taking patterns in math and science may predict major choice in computing. Overall, we find gender differences in identity-based mathematics and science motivational beliefs have long-term effects. Gender-ability stereotypes in math and science shape attainment values in each domain, whereby stereotypes suppress girls' attainment values and enhance boys? attainment values ($p < 0.001$), in turn shaping course-taking and major decisions. Math- and sciencerelated motivational and curricular factors affect "other" STEM more than computing major outcomes. Specifically, computer science course-taking is completed more by boys ($d = 0.21$), but girls' chances of declaring computing majors are especially enhanced by completing these courses in high school. Advanced science course-taking and science attainment value positively predict boys' but not girls' likelihood of declaring computing majors. We discuss the implications of these findings for research, policy, and practice.

Chen, M.-J., She, H.-C., & Tsai, P.-Y. (2024). **The effects of online simulation-based collaborative problem-solving on students' problem-solving, communication and collaboration attitudes**. *Education and Information Technologies*, 29(14), 19141-19162. https://doi.org/10.1007/s10639-024-12609-y

Despite national curricula and instructional reforms calling for collaborative problem-solving skills (CPS), however, there is an absence of a theory-laden model showing how to effectively construct CPS for science learning. We therefore developed and validated a simulation-based CPS model that exploits its constructs, sequences, and causal relationships, and evaluating its effectiveness on students' problem-solving. Over the span of a two-week physics science course, 57 ninth-grade students were recruited from two intact middle school classes to engage in this online simulation-based collaborative problem-solving (CPS) program. This program consisted of nine electrochemistry problem-solving lessons spread across four class sessions, each lasting 45 min. Results indicated that the simulation-based CPS model was validated and proven to contribute to effective problem-solving by linking PS solution proposing, peer communication, implementing PS solutions with simulation, and providing evidence-based explanations. The simulation-based CPS model successfully improved the performance of both high- and low-achieving students. With the support and presence of high-achievers, low-achievers' collaboration attitude was boosted, which lead them to achieve similar learning success.

Chen, S., Liu, X., Bakhir, N. M., & Yu, Y. (2024). **A study of the effects of different animations on germane cognitive load during intangible cultural heritage instruction**. *Education and Information Technologies*, *29*(14), 19163-19196. https://doi.org/10.1007/s10639-024-12567-5
This paper studies the effect of learning efficiency through various animations in conjunction with instructional teaching of traditional Intangible Cultural Heritage (ICH) crafts projects. The germane cognitive load (GCL) is defined as an investment in cognitive resources for schema development and automation. This study employs four instructional experiments to assess schema construction and automation learning activities facilitated by four common types of animations in a curriculum setting. Additionally, comment collection and sentiment word summarization were conducted during other courses in ICH that examined Xiaoyu bamboo animation. Amongst four animations, motion graphics (MG) animation significantly enhanced learners' GCL and learning validity, and they also received positive comments from non-experimental students. Meanwhile, the 3D animation greatly affected learners' satisfaction with learning. This research analysis is based on the survey responses from a group of university students (n = 207) who participated in an ICH animation course in the Yiyang region of Hunan province, China. The study's findings indicate that two groups of animations, specifically based on the dimensions of validity and satisfaction, MG and 3D groups, using principles of GCL, have positively influenced students' understanding of traditional ICH. These different animation research results offered valuable insights for developing GCL, supporting the positive practical advancement in ICH.

Chim, H. Q., Dolmans, D. H. J. M., oude Egbrink, M. G. A., & Savelberg, H. H. C. M. (2024). **Experiences of face-to-face and online collaborative learning tutorials: A qualitative community of inquiry approach**. *Education and Information Technologies*, *29*(14), 18561-18589. https://doi.org/10.1007/s10639-024-12533-1
This study explores the experiences and the preferred schedule of face-to-face and online tutorials in a problem-based learning setting where students learn collaboratively, based on cognitive, social, and teaching presences. Seventeen experienced students and 13 tutors attended semi-structured interviews focusing on their experiences and preferences. The majority (15 students and seven tutors) preferred a 100% face-to-face

schedule as the default option to stimulate deep learning and social interactions, while two students and five tutors preferred a schedule with a majority of face-to-face tutorials with some online sessions. Overall, face-to-face tutorial meetings were perceived to deepen content discussions, create a sense of connection through social interactions and non-verbal communication, and protect student well-being.

Corrales-Herrero, H., & Rodríguez-Prado, B. (2024). **Mapping the Occupations of Recent Graduates. The Role of Academic Background in the Digital Era**. *Research in Higher Education*, 65(8), 1853-1882. https://doi.org/10.1007/s11162-024-09816-4
The progressive robotisation and the introduction of artificial intelligence imply economic and social changes. In this paper, we investigate their impact on the occupations of recent Spanish graduates and examine how graduates with different skills can expect their occupations to be transformed by the digital era. To this end –using a three-step approach—we first map occupations in terms of the level of the transformative and destructive effects of digitalization, and determine which groups are most threatened. Second, we characterize the technological occupational groups according to dimensions related to worker and job requirements, such as abilities, skills and tasks performed. Finally, we explore the influence of educational background on the probability of belonging to each group. The analysis relies on three data sources—the main one being microdata from the Survey on Labour Market Insertion of University Graduates (EILU-2019)—which provide exhaustive information about students' education and training during and after their degree. Results show that only about 15% of graduates hold jobs that have a high probability of being replaced by machines over the next 10–20 years, although a significant number will still face changes in their occupations that will affect skill requirements. Graduates working in these occupations will need a high level of flexibility if they are to adjust to rapid changes and not be displaced. Moreover, certain features of students' academic background –such as the field of study or more formal education– play a key role and offer some tips to mitigate possible disruptions in graduate employability.

Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Vighio, M. S., Alblehai, F., Soomro, R. B., & Shutaleva, A. (2024). **Investigating AI-based academic support acceptance and its impact on students' performance in Malaysian and Pakistani higher education institutions**. *Education and Information Technologies*, 29(14), 18695-18744. https://doi.org/10.1007/s10639-024-12599-x
The rapid advancement of artificial intelligence (AI) technologies has led to a transformation in higher education worldwide. AI tools provide academic support to students anywhere and anytime to enhance their knowledge and skills. Those facing difficulties have been relying on traditional support and guidance. However, this support has experienced difficulties, including availability and accessibility. This study examines the potential of AI-powered tools to address these challenges, aiming to make academic support more accessible, efficient, and effective. This study focuses on understanding the determinants of AI tools' acceptance and use for academic support among students, influencing student satisfaction and academic performance in Pakistan and Malaysia. The research on AI tool acceptance and use in the higher education Institutions (HEI) context is still new and less explored in Pakistani and Malaysian higher education institutions. A theoretical model based on the Unified Theory of Acceptance and Use of Technology (UTAUT) and other factors was employed to identify factors that affect AI tool adoption in higher education. The survey research design was employed,

and the total sample size was 305 respondents, with 203 students from Quaid-e-Awam University of Science and Technology (QUEST), Pakistan, and 102 students from Universiti Teknologi Malaysia (UTM). A "Partial least squares structural equation modeling (PLS-SEM) Analysis" was employed to assess the research model and hypotheses using SmartPls 4.0. In Pakistan and Malaysia, students are more concerned about using AI tools to improve their academic performance. The findings indicated that performance and effort expectancy, information accuracy of AI tools, pedagogical fit to meet the student's expectations, and student interaction with tools were important factors in predicting the acceptance and use of AI tools among students of both countries in higher education, and the rising use of these AI tools has improved students' satisfaction levels and significantly impacted students learning outcomes in both countries. Additionally, student engagement and personal innovativeness have not significantly affected the use of AI tools among students in both countries. This study provides a comprehensive analysis of AI tool adoption in the unique contexts of Pakistan and Malaysia, contributing to the broader discourse on technology integration in higher education.

Degoulet, M. (2024). **Les inspecteurs, les personnels de direction et «l'effet ChatGPT»**. *Administration & Éducation*, *183*(3), 112-114. https://doi.org/10.3917/admed.183.0112

El Ganbour, R., Dihi, M., & Bouali, A. (2024). **Adopting HyFlex in Higher Education in Response to COVID-19: Students' Perceptions and Perspectives**. *Distances et Médiations Des Savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jk2
When the coronavirus pandemic was declared as a Public Health Emergency, educational ministries and institutions unanimously opted for distance education as a solution to carry on teaching and learning worldwide. Flexible hybrid courses (HyFlex) are one of the innovative teaching devices that have emerged since the health crisis and aimed to achieve educational continuity and satisfy learners' various needs. Based on a research model inspired by the different extensions of the technology acceptance model (TAM), we conducted a study with 249 students from the faculty of medicine and pharmacy affiliated with Mohammed First University in Oujda (Morocco) who learned in a HyFlex environment during the 2020–2021 fall semester. The study addressed students' perceptions regarding the implementation of blended-learning and its dimensions. It aimed to analyse the perceptions of usefulness and ease of use of the HyFlex model and the facilitating conditions and individual characteristics, chiefly the availability of technological resources and the mastery of the computational tool on the behavioural intention of adopting this approach. The results show that attitude, perceived usefulness, perceived ease of use and availability of technological resources are the main factors favouring the acceptance of e-learning by the surveyed students.

El Aouifi, H., El Hajji, M., & Es-Saady, Y. (2024). **A hybrid approach for early-identification of at-risk dropout students using LSTM-DNN networks**. *Education and Information Technologies*, *29*(14), 18839-18857. https://doi.org/10.1007/s10639-024-12588-0
Dropout refers to the phenomenon of students leaving school before completing their degree or program of study. Dropout is a major concern for educational institutions, as it affects not only the students themselves but also the institutions' reputation and funding. Dropout can occur for a variety of reasons, including academic, financial, personal, and social factors. Therefore, understanding the factors that contribute to dropout and developing effective strategies to prevent it is a critical challenge for educational institutions. In this study, we propose a hybrid deep learning model based on Long Short-

Term Memory and Deep Neural Network algorithms for school dropout prediction. The proposed model was compared with previous works and several other machine learning algorithms, including Deep Neural Network (DNN), K-Nearest Neighbors (KNN), Naive Bayes (NB), Multi-Layer Perceptron (MLP), Decision Trees (DT), Support Vector Machine (SVM), and Random Forest (RF). The results showed that the proposed DNN-LSTM model outperforms the other models in terms of accuracy and efficiency.

Eryilmaz, A., & Basal, A. (2024). **The development of the student online learning patience scale (SOLPS)**. *Education and Information Technologies*, *29*(14), 18769-18787. https://doi.org/10.1007/s10639-024-12586-2
Learning does not happen immediately; it takes time and effort. Thus, patience is a virtue required for any type of successful learning. Given the increasing prevalence of online learning, understanding students' patience is necessary to devise ways to sustain it. In this study, we define online learning patience as the ability to steadily continue studying or practicing in the online learning environments, even when it becomes difficult or takes a long time. The present study aimed to develop and validate a new instrument, the Student Online Learning Patience Scale (SOLPS), using a cross-sectional research design. The study participants, distributed across four distinct groups: Exploratory (n = 250 students), Confirmatory (n = 266 students), Validity for Impulsivity and Test-anxiety (n = 486 students), and Validity for Self-control (n = 232 students). The items in the scale were based on the literature and analysis of interviews with students. The scale structure was examined through Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA), and reliability and validity were tested. The final SOLPS consists of 10 items with one dimension and can be used to create teaching methods and strategies that increase students' online learning patience.

Farhadi, B., & Winton, S. (2024). **E-Learning for the Public Good? The Policy Trajectory of Online Education in Ontario, Canada**. *Educational Policy*, *38*(7), 1676-1712. https://doi.org/10.1177/08959048241267953
Our critical historiography of e-learning policy in Ontario, Canada, traces the policy's trajectory through three settlements (2006-2022) and shows how successive governments have mobilized neoliberal discourses of personalization, access, and choice to justify new arrangements with private actors, within a broader sociopolitical context that includes increased privatization and commodification of public institutions, cuts to public spending, and imagines individuals as rational subjects driven to maximize their economic potential. This context exacerbates challenges students marginalized by schooling already face. Findings from our critical discourse analyses of government documents and news media reports also demonstrate that online learning in Ontario is neither personalized nor customizable but instead is centralized, standardized and, by design, operates independent of rather than interdependent with community. Further, our findings highlight the interdependence of schools – online and in-person – with social processes that create and perpetuate inequality, including gendered and racialized poverty, locally and abroad.

François, G., & Aubernon, M. (2024). **Brève histoire de l'intelligence artificielle**. *Administration & Éducation*, *183*(3), 119-124. https://doi.org/10.3917/admed.183.0119

Fung, K. Y., Lee, L. H., Sin, K. F., Song, S., & Qu, H. (2024). **Humanoid robot-empowered language learning based on self-determination theory**. *Education and Information Technologies*, *29*(14), 18927-18957. https://doi.org/10.1007/s10639-024-12570-w
With the ability to provide feedback and assistance, humanoid educational robots have been proven effective in assisting students to overcome learning challenges and enhancing individual learning outcomes. However, the strength of humanoid robots in promoting social and emotional skills has not been well investigated. Socially supportive behaviour can contribute more to students' learning engagement than knowledge transfer. This study focuses on the design of humanoid robots to engage students from functional and affective perspectives. To this end, a pilot test is conducted on 64 primary school students in Hong Kong, comprising a control group (N = 33) and an experimental group (N = 31). Questionnaires, observations, and language proficiency test are done to ensure the validity of the findings. The results show that the experimental group, which learned with the humanoid robots, significantly improved their behavioural engagement (+ 13.24%), emotional engagement (+ 13.14%), cognitive engagement (21.56%), and intrinsic motivation (12.07%). The impact of utilizing humanoid robots in education is elucidated through the lens of the self-determination theory (SDT), which pertains to students' learning motivation and engagement. These findings can provide valuable insights into the development of more captivating humanoid robots for extensive learning purposes.

Gaspich, T., & Han, I. (2024). **Immersive media and its influences on design thinking**. *Education and Information Technologies*, *29*(14), 18379-18402. https://doi.org/10.1007/s10639-024-12552-y
Design thinking and virtual reality continue to infiltrate the K-12 landscape, with incredible promise for fostering deeper engagement with content. Design thinking in particular embodies maker education's beliefs in learning through building, but with the added caveat of solving real-world problems with the consideration of others' perspectives. For leveraging the benefits of design thinking, understanding the perspective of the other person can be crucial. In this phenomenological study, thirteen high school students participated in a Design Thinking class which used two different media— one immersive virtual reality video, and one non-immersive traditional documentary— as a means to kickstart the design thinking process. Results showed that the traditional documentary allowed students to brainstorm problems to solve, while a more immersive media evoked stronger feelings in students and prompted more action; both media appear to help gain perspective. This research provides implications on how media immersion influences problem solving with design thinking.

Glais, N. (2024). **Une approche de l'intelligence artificielle et de ses enjeux**. *Administration & Éducation*, *183*(3), 108-111. https://doi.org/10.3917/admed.183.0108

Glais, N., Degoulet, M., & Ringard, J.-C. (2024). **L'intelligence artificielle et les cadres de l'Éducation nationale : les besoins en formation et en accompagnement professionnel**. *Administration & Éducation*, *183*(3), 107-108. https://doi.org/10.3917/admed.183.0107

Grégoire, S. (2024). **L'utilisation de la réalité virtuelle en éducation**. *Revue internationale d'éducation de Sèvres*, (96), 11-15. https://doi.org/10.4000/12fsj
Les technologies immersives, telles que la réalité virtuelle (RV), la réalité augmentée (RA) et la réalité mixte (RM), ont atteint un niveau de maturité suffisant pour ne plus être

considérées comme des technologies balbutiantes, confidentielles et uniquement utilisées à des fins de divertissement. Bien que les premiers casques d'expérience immersive aient fait leur apparition en 1968 et que le premier gant optique ait été inventé en 1982, ce n'est qu'avec l'arrivée des casques grand public d...

Gustafsson, U., Olofsson, A. D., & Bergström, P. (2024). **In service of school digitalisation in Sweden – a study on ICT coordinators' conditions for work in a local municipal context framed by national educational policy**. *Education and Information Technologies*, *29*(14), 18859-18881. https://doi.org/10.1007/s10639-024-12581-7
The aim of this study was to explore, analyse, and critically discuss conditions for Swedish ICT coordinators working on school digitalisation in a local municipal school context. More specifically, the study draws on findings from interviews with 13 Swedish information and communication technology (ICT) coordinators working in eight municipalities that have adopted two contrasting approaches to school digitalisation. One is a general approach with a strong element of individual within-school accountability in the work, and the other a specific approach in which such work is addressed more as an organisational process with involvement of municipal governing officials. Findings show that the two approaches set different conditions in terms of how and with whom the ICT coordinators work and the foci of their efforts although both are framed by the same national educational policy. A conclusion is that the ICT coordinators' role, function, and responsibility should be considered in parity to the level of support, in-school resources, and mandate given to them, not least when organisational instability and reorganisations hamper the work in progress.

Habeeb, K. (2024). **Assessing the role of methods in teaching courses in improving student/teachers' instructional skills and attitudes toward STEAM education in kindergartens**. *Education and Information Technologies*, *29*(14), 18049-18071. https://doi.org/10.1007/s10639-024-12541-1
Educational outcomes in Kuwait have lagged behind those of much of the world. This problem is compounded by Kuwaiti educators' struggle to introduce core math and science concepts to young learners. Starting from the premise that STEAM-oriented education will make these concepts more accessible, this study seeks to demonstrate the potential effectiveness of teacher training programs that emphasize the use of STEAM activities. Using surveys, classroom observations, and direct interviews with recipients of STEAM-oriented training, the study concludes that such training has a significantly positive effect on teachers' skills of implementing STEAM activities as well as their attitudes toward STEAM. The results are discussed in the context of future measures that could be taken to increase exposure to STEAM concepts and strategies and to improve overall student performance in Kuwait.

Haşlaman, T., Mumcu, F. K., & Uslu, N. A. (2024). **Fostering computational thinking through digital storytelling: a distinctive approach to promoting computational thinking skills of pre-service teachers**. *Education and Information Technologies*, 29(14), 18121-18147. https://doi.org/10.1007/s10639-024-12583-5
The present study illustrates digital storytelling (DS) as an open-ended learning environment, which is one of the ways of preparing pre-service teachers (PST) to practice computational thinking (CT) in their future teaching. An 8-week teacher training program was organized and presented. The study aims to investigate the program's impact on the PST's CT skills, CT-integrated DS design skills, and their perspectives. A study group of

fifty-two second-year PSTs took part in the Instructional Technologies course. An embedded mixed-method design was used. The CT scale was used as a pre-test and post-test to examine the development of the PST's CT skills for quantitative data collection. The qualitative data comprise the CT-integrated DS projects developed by the PST during the training and the reflection reports they wrote at the end of the training. The paired samples t-test was used in the analysis of quantitative data. The DS projects were evaluated using the rubrics with the story/storyboard, DS, and CT skills dimensions. Reflection reports were analyzed using thematic analysis. The findings revealed a significant improvement in the PST's CT skills after the training program. The qualitative findings show the PST's perspectives on CT definitions, the perceived benefits of CT and DS, and the use of DS to promote CT. The qualitative findings also present evidence for the CT-integrated DS design skills of the PST. Therefore, the study presents early findings showing that CT components could be integrated with DS and used in teacher education effectively without any pressure to use programming tools. The study also shows how DS is gradually integrated with the CT components as a suggestion for future studies.

Hebert, J., Hratisch, R., Gomes, R., Kunkel, W., Marshall, D., Ghosh, A., … Bhattacharyya, S. (2024). **High-performance computing in undergraduate education at primarily undergraduate institutions in Wisconsin: Progress, challenges, and opportunities**. *Education and Information Technologies*, *29*(14), 18451-18475. https://doi.org/10.1007/s10639-024-12582-6
High-performance computing (HPC) has become a strategic resource that drives innovation and economic growth. In addition, it is important to educate a workforce with advanced computational skills to maintain economic competitiveness. In this project, we studied 133 domestic and international university HPC centers to understand the status of HPC. Diverse operating models have been identified and analyzed. To explore the need for and challenges associated with HPC within Wisconsin, faculty and students within the University of Wisconsin System and personnel in local industries were surveyed; in addition, we engaged in conversations with university leaders and officials from government agencies. A strong need for HPC resources has been identified, as well as several serious challenges. A state-wide initiative, the Wisconsin Big Data Alliance, which requires legislative support, is recommended as the platform to foster public–private partnerships, drive scientific and technological innovations, and promote workforce development, leading to an efficient usage of computing resources.

Higuera, C. de la. (2024). **L'intelligence artificielle. Qui pour l'apprendre ? Qui pour l'enseigner ?** *Administration & Éducation*, *183*(3), 87-95. https://doi.org/10.3917/admed.183.0087

Hodedatov, S., Avidov-Ungar, O., & Hayak, M. (2024). **The integration of digital games in elementary schools: The principals' point of view**. *Education and Information Technologies*, *29*(14), 18003-18021. https://doi.org/10.1007/s10639-024-12568-4
The goal of the current study was to examine the perceptions of elementary school principals regarding the value of integrating digital games in teaching and learning and the steps they take to promote this initiative. The study was conducted using a qualitative-narrative methodology to analyze data retrieved through semi-structured in-depth interviews conducted with 18 school principals. The findings demonstrated that the school principals had a positive attitude toward the integration of digital games in

teaching although they are not experts in this field. They described several steps they take to promote digital games integration in teaching: (1) systemwide strategic steps, which include formulating a vision and mission; promoting teachers' professional development; and resource allocation; (2) individual-initiatives, which include modeling; empowering teachers; and creating a leadership group among the teachers. These steps are perceived as creating "islands of innovation," which are meant to infiltrate into the organizational culture of the school, so as to become integral and sustainable practices. These findings may help create new official policies for integrating digital games at school, thus instilling a change in the school culture. The study underscores the important role of school principals as agents of change in this context.

Hong, J.-C., Liu, M.-C., Ho, H.-Y., Tsai, C.-R., & Tai, K.-H. (2024). **The effects of live-streaming presence and extraneous cognitive load on learning performance in P-D/O-Q/D-E-T inquiry**. *Education and Information Technologies*, *29*(14), 18427-18450. https://doi.org/10.1007/s10639-024-12565-7
By using information technology, science learning can be widely disseminated, including, for example, to rural schools. However, the implementation of inquiry-based science learning with action-to-ground science concepts for rural learners needs to be explored. To address this purpose, the present study adopted "live stream" technology with a science inquiry model for rural students to learn four science concepts. Using different science knowledge representations, the predict-do/observe-quiz/discuss-explain-transform (P-D/O-Q/D-E-T) inquiry model was designed to be implemented via live streaming with local teachers' facilitation. Drawing on the cognitive-affective theory of multimedia learning and triadic reciprocal determinism, the present study focused on exploring how the live-streaming presence and external cognitive load can predict participants' flow and learning performance. A total of 45 participants completed the questionnaire, pre-test, and post-test, and structural equation modeling was adopted to test the hypotheses of this study. The results showed that live-streaming presence could positively predict flow, but external cognitive load can negatively predict flow, while flow can positively predict learning performance. This live-streaming method uses inexpensive and affordable educational technology that can be implemented at any rural elementary school to enable rural students to learn science remotely.

Huchon, T. (2024). **Désinformation : un péril démocratique, une urgence à agir**. *Administration & Éducation*, *183*(3), 71-78. https://doi.org/10.3917/admed.183.0071

Hunter-Mullis, K., Qing, C., & Decker, K. A. (2024). **Evaluation of remote and in-person instruction of a social-emotional learning curriculum in a rural midwestern middle school: A case study**. *Psychology in the Schools*, *61*(11), 4080-4094. https://doi.org/10.1002/pits.23270
Rural adolescents are at a greater risk for substance abuse and other mental health challenges. There is a need for enhanced evidence-based prevention efforts. This case study evaluated both remote and in-person instruction of Second Step®, a social-emotional learning (SEL) curriculum aimed to improve school-based prevention efforts. Second Step® was implemented in a rural Midwestern middle school from Fall 2020 to Spring 2022. Pre- and post-surveys were given to 7th grade (n = 233) and 8th grade (n = 146) students. To evaluate program implementation, t-tests were conducted. Post-survey scores were compared to evaluate remote versus in-person learning. Seventh grade students showed significant improvement of self-efficacy in overcoming obstacles, and

this was expanded via in-person instruction. Eighth grade students increased knowledge of identifying and disrupting bullying, and the goal-setting unit showed more success taught via remote instruction. Second Step® shows promise in increasing self-efficacy and knowledge of SEL topics. Exploratory results suggest both in-person and remote implementation should be considered.

Hwang, G.-J., Chuang, W.-H., & Hsia, L.-H. (2024). **Comprehending complex chemistry problems in a structured and enjoyable manner: A concept mapping-based contextual gaming approach**. *Education and Information Technologies*, *29*(14), 18745-18767. https://doi.org/10.1007/s10639-024-12615-0
Many scientific concepts and theorems are often abstract and challenging to relate to real-life problems, making it difficult for students to grasp them. Therefore, some researchers have attempted to enhance students' understanding by employing a contextual learning approach, which allows students to apply scientific knowledge to real situations in their daily lives. The aim is to improve students' learning experiences by moving away from rote memorization. However, if a contextual gaming approach is offered without encouraging deep reflection, students may focus solely on the game itself and overlook the importance of fully understanding the knowledge and contemplating the meaningful relationships between scientific concepts. To address this issue, for this study we developed a Concept Mapping-based Digital Game-Based Learning for Complex Chemistry Problems (short for CM-DGBL-CCP) learning system to assist students in understanding complex chemistry problems. To verify the effects of the proposed approach, the experiment was conducted in a secondary school with two groups. The experimental group with 49 students adopted the CM-DGBL-CCP learning model, while the control group with 56 students utilized the traditional digital game-based learning for complex chemistry problems (T-DGBL-CCP) learning model. The experimental results revealed that there were no significant differences between the two groups of students in terms of learning achievement and cognitive load. However, the experimental group students outperformed the control group in areas such as problem-solving tendency, scientific self-efficacy, scientific learning strategies, and the ability to use deep-level strategies to solve problems.

Hwang, Y., & Lim, C. (2024). **Development of instructional design principles for using ICT in resource-limited learning environments: a case of Bangladesh**. *Asia Pacific Education Review*, *25*(5), 1465-1481. https://doi.org/10.1007/s12564-024-09996-9
The integration of ICT in education in developing countries has become a significant focus in various ODA projects and educational research. With the increasing demand for teachers to incorporate ICT in their classrooms, the precise methods for effectively integrating ICT resources have not been thoroughly explored. Therefore, this research aimed to develop the most optimal instructional design principles that may systematically guide teachers in planning their lessons using ICT, specifically in the context of Bangladesh. By employing the design and development research method, this research developed an initial set of instructional design principles based on literature review and field research, then elaborated on the principles through three sets of internal validation tests and a usability test by conducting in-depth interviews to confirm the applicability of the principles in real classroom settings in Bangladesh. The final version of instructional design principles is composed of five components, ten principles, and 22 specific guidelines. Two distinct features of the principles are discussed for further research. In discussion, this research underscores the necessity of providing practical

instructional design principles to guide teachers in effectively utilizing ICT, particularly within a resource-limited learning environment like Bangladesh.

İbïlï, E., Ölmez, M., İbïlï, A. B., Bïlal, F., Cïhan, A., & Okumuş, N. (2024). **Assessing the effectiveness and student perceptions of synchronous online flipped learning supported by a metaverse-based platform in medical English education: A mixed-methods study**. *Education and Information Technologies*, *29*(14), 18643-18673. https://doi.org/10.1007/s10639-024-12542-0
Understanding the potential transformation brought about by integrating the flipped classroom methodology with rich and dynamic learning platforms like the Metaverse, in terms of usability, students' academic performance, and intrinsic motivation, holds critical importance for adopting innovative strategies in the field of education. This study describes an attempt to integrate flipped learning method into a medical English course by using an active learning strategy supported by a Metaverse-based environment. Therefore, the present study aims to compare the synchronous online flipped medical English classroom supported by a Metaverse-based platform and the conventional medical English classroom supported by the synchronous distance education and to examine the effectiveness of Metaverse-powered synchronous online flipped learning on medical students' academic achievement. For this purpose, a mixed method was used to conduct the study. A quasi-experimental design was adopted for the quantitative dimension of the research. The students in the experimental group engaged in the activities with the help of the Spatial AR environment, a Metaverse platform enhanced with three-dimensional (3D) objects and allowing peer interaction, In the qualitative aspect of the study, the data were collected through a focus group interview, in which a semi-structured interview form was used. The participants of the study consisted of 100 first-year medical students at a state university in Türkiye. The results revealed that the experimental group students outperformed the control group students regarding academic achievement. In addition, the mean score of male students was higher than that of female students in the experimental group. As a result of the qualitative data analysis, eight themes emerged from the created codes. Students stated that learning medical English through the flipped classroom supported by Metaverse-based technology was enjoyable and that it increased their interest. Regarding learning outcomes, the most prominent benefits were permanent learning, comprehending the subject easily, deep learning, and embodying abstract concepts. Concerning language skills, students expressed that synchronous online flipped learning assisted by Metaverse-based technology helped develop their reading and listening skills as well as to learn new vocabulary. On the other hand, some students reported negative thoughts about the Metaverse platform due to technical problems and about flipped classroom activities because they found some of them time-consuming. The present study suggested that synchronous online flipped medical teaching model assisted by the Metaverse could positively affect the academic achievement of students. However, it is recommended to investigate the most effective practices that will meet the needs of students in different contexts.

Johnson, J. H., Thüne, E.-M., & Caruso, C. (2024). **University Lecturers' Experiences from the Classroom to a MOOC. Are they ready?** *Distances et Médiations Des Savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jk3
This article explores the experience of contributors to a MOOC designed mainly for students embarking on second-cycle Master's degree courses. Following the COVID

pandemic, university lecturers were forced to adapt their traditional courses and lecture style in order to continue teaching. This involved a sudden shift to video conferencing platforms and the transformation of the format of learning objects. Teaching staff rapidly had to become familiar with new technologies and teaching strategies. Although all educators in Higher Education had to develop these new skills, getting involved in creating asynchronous online courses was yet another step into unfamiliar territory. A departmental research group designed a MOOC which will award university credits to users completing it. An initial survey to assess willingness to be involved and create content revealed considerable interest among teaching staff. Throughout the design and production process, the drop-out rate remained low. Teaching staff remained keen to contribute to the MOOC. Our hypothesis was that the recent disruption caused by the pandemic meant that teaching staff would be more open to new methods of teaching, and this would affect their approach to the design process in the future. Through the use of surveys and interviews to evaluate contributors' attitudes, experience and knowledge, we focus on the connections between traditional F2F teaching, online teaching and asynchronous teaching via MOOC, as well as highlighting lessons for both contributors and organisers.

Jugembayeva, B., & Murzagaliyeva, A. (2024). **Innovation readiness for digital learning within the University 4.0 Model**. *Asia Pacific Education Review*, *25*(5), 1363-1377. https://doi.org/10.1007/s12564-023-09909-2
Industrial Revolution 4.0 is fundamentally changing the economy, the labor market, and the requirements for training professionals. The Concept of Education 4.0 and the Model of the University 4.0 link the requirements of the new industry and the information economy with the development and transformation of education. The study purpose is to identify areas for growth and areas of research excellence in the field of university readiness for the transition of the University 4.0 Model. The study is based on the method of systematic review. The study sample included initially 8389 research articles from the Scopus, World of Science, and Google Scholar databases, from which duplicate sources were filtered and 128 articles relevant to the research area of knowledge were selected. As a result of the algorithmic and human-assisted identification of the main research domains, it was found that the transformation of education toward University 4.0 is actively developing and has reached a peak in terms of the number of publications in 2022; discovery of significant differences in the processes of transformation of university education in different countries and the manifestation of special forms of digital inequality; the crucial role of distance learning and the formation of a digital environment for the transformation toward the University Model 4.0; and the greatest attention to the level of readiness of students and teachers to the processes of transformation of education. The significance and novelty of the study lies in closing the research gap of reviews of this field of research and predicting further research.

Kangwa, D., Msafiri, M. M., Wan, X., & Fute, A. (2024). **Self-doubt and self-regulation: A systematic literature review of the factors affecting academic cheating in online learning environments**. *Social Psychology of Education*, *27*(5), 2809-2855. https://doi.org/10.1007/s11218-024-09939-7
Online and computer-assisted learning have become widespread in the rapidly evolving education landscape. However, these learning modalities uniquely challenge academic integrity, escalating the potential for academic cheating. This systematic review used thematic and narrative syntheses to examine the relationships and the effects of self-

doubt and self-regulation on academic cheating in online and computer-assisted learning environments. It involved a sample of 93 peer-reviewed empirical studies published between 1998 and 2023 across five electronic databases adhering to the principles of the PRISMA framework. Findings reveal that different emotional, motivational, and cognitive factors act as primary mediators, while the individual, situational, and environmental factors were significant moderators. These findings underscore the context-dependent and inconsistent effects of self-doubt and self-regulation on academic cheating. Notably, while self-doubt and self-regulation exert opposing influences on academic cheating, other factors, such as gender, culture, performance, feedback, peer pressure, and proctoring, significantly modify these effects. Hence, the relationship between self-doubt, self-regulation, and academic cheating in online and computer-aided learning is thus intricate and dynamic, depending upon various individual, situational, and contextual elements that shape students' motivation, emotions, and cognition. Therefore, this study contributes to the broader discourse on online and computer-aided learning by offering strategies to prevent and reduce academic cheating. Recommendations include promoting self-regulation, reducing self-doubt, focusing on specific mediators and moderators, and utilizing different resources and techniques to measure and identify academic cheating. The results underline the importance of a concerted, multi-faceted approach to upholding academic integrity in the era of digital learning.

Kátai, Z., Osztián, P.-R., & Iclanzan, D. (2024). **Enacting algorithms: Evolution of the algorythmics storytelling**. *Education and Information Technologies*, 29(14), 19197-19228. https://doi.org/10.1007/s10639-024-12617-y
Visual storytelling, particularly through dance choreographies as showcased in previous AlgoRythmics performances, has been effective in communicating relatively straightforward algorithms in an engaging and memorable way. Nevertheless, when addressing complex algorithmic concepts, an approach with greater expressiveness and flexibility becomes necessary. Consequently, this study introduces stage performances as an innovative solution, using cinematic representation to successfully convey and communicate these intricate concepts and processes. To evaluate the effectiveness of this approach, a short film was designed, produced, and showcased to a second-semester CS2 university course audience studying programming techniques. Following an opening scene that establishes the context, the subsequent three acts vividly depict ad hoc, greedy, and dynamic programming solutions in response to the posed programming challenge. After the screening, a questionnaire was administered, built on four key constructs of the Technology Acceptance Model, as well as other potential facilitating factors. The study reveals 100% positive perceptions of educational benefits, with the vast majority of students expressing agreement regarding the utility, enjoyment, engagement, creativity, filmic quality, and cognitive benefits of short films. Additionally, a remarkable 96% reported the intent to utilize this approach. Our subsequent Structural Equation Modeling analysis discovered that students whose learning styles were in sync with this approach demonstrated a robust correlation between their perception of the method's value, their enjoyment of the process, and their overall attitude towards this pedagogical method. This study confirms the potential of visual storytelling through short films as an effective tool for delivering programming education. The findings provide valuable insights for computer science educators seeking to engage learners and convey complex information in an attractive and effective way.

Khera, S. N., & Pawar, H. (2024). **Modelling student issues with MOOCs using TISM-P linkages**. *Higher Education Quarterly*, *78*(4), e12515. https://doi.org/10.1111/hequ.12515
To date, student issues with Massive Open Online Courses (MOOCs) have only been explored in context-specific environments. Mainstream problems such as declining student motivation during a course, massive student dropout rates, accountability, user experience, etc., persist due to the permutations and combinations of these issues. Literature is replete with a deep understanding of such problems, but the causal relationships among these issues are less focused upon. We delve into these problems by studying the interrelations among student issues that cause such problems. Garnering insights from students (N = 149) and using Total Interpretive Structural Modelling with Polarity (TISM-P), the study has established direct and transitive relations among nine detrimental MOOC-related student issues. The results of the study depict clear positive, negative and transitive relationships between the student issues. Matrice d'Impacts croises-multipication applique' an classment (MICMAC) analysis was also used to assess the driving and dependence power of all issues that further allowed the model to trace out negative and positive pathways of influence. The model constructed in the study will provide a platform for future research to test these interconnections as independent factors affecting problems such as dropout rates, motivation, etc. Therefore, the TISM-P model could further be explored to understand the behaviour of such issues, which might have far-reaching consequences on major existing problems with MOOCs.

Kormos, E. (2024). **Bridging the Gap: Exploring Urban High-Needs Teachers' Perceptions of Online Teaching Readiness and the Digital Divide**. *Education and Urban Society*, *56*(9), 1094-1117. https://doi.org/10.1177/00131245241261088
This research study investigated the perspectives of urban K-12 educators regarding the challenges they confronted when endeavoring to implement online learning effectively. The quantitative investigation involved 204 full-time urban teachers in a Midwestern state, all completing a researcher-developed questionnaire. The findings illustrated that participants encountered diverse obstacles, encompassing aspects related to readiness, along with external and internal factors. Educators identified a need for more time for crafting impactful online lessons as the most prominent barrier to preparedness. Respondents selected dependable student access to the internet at home as the primary external factor influencing their capacity to instruct in a virtual setting. The findings offer a specific perspective and an opportunity to stimulate dialogues concerning the provision of resources to enhance preparedness. By cultivating a deeper comprehension of how urban educators perceive their aptitude for online teaching, this study empowers current educators, educational leaders, and teacher preparation faculty to formulate more contemplative curricula. Future research should expand across multiple states to better equip aspiring educators and keep practicing professionals informed about empirically supported best practices.

Koyunkaya, M. Y., & Dede, A. T. (2024). **Using different digital tools in designing and solving mathematical modelling problems**. *Education and Information Technologies*, *29*(14), 19035-19065. https://doi.org/10.1007/s10639-024-12577-3
While existing studies acknowledge the importance of using technology in the mathematical modelling process, questions about how to integrate digital tools into mathematical modelling are not still answered. This study aims to examine pre-service mathematics teachers' designing and solving mathematical modelling problems by using different digital tools through the collaboration of two different courses in their

education program. The GeoGebra-supported modelling cycle was adopted as the conceptual framework of the study. The case study was used to design the research. The participants of the study were three volunteer pre-service secondary mathematics teachers, who were able to use and integrate digital tools in mathematics education. The pre-service teachers were asked to design a mathematical modelling problem by integrating different digital tools as the final assignment in both courses. The designed mathematical modelling problem, the video records of pre-service teachers' explanations including the designing and solving process, and the video records of the focus group interview were the data of the study. The results showed that the pre-service teachers were able to design and solve an effective and comprehensive mathematical modelling problem using technology by combining their skills that they had learnt through different courses. In particular, they were able to use different digital tools in both designing and solving a mathematical modelling problem. Their solution also led to the extension of the adopted framework by adding new technological actions into the modelling stages.

Kuczinski, X., & Machuré, N. (2024). **L'intelligence artificielle au profit d'un pilote de ligne : l'exemple de l'Airbus A350**. *Administration & Éducation*, *183*(3), 24-28. https://doi.org/10.3917/admed.183.0024

Lawson, A. P., Martella, A. M., LaBonte, K., Delgado, C. Y., Zhao, F., Gluck, J. A., … Mayer, R. E. (2024). **Confounded or Controlled? A Systematic Review of Media Comparison Studies Involving Immersive Virtual Reality for STEM Education**. *Educational Psychology Review*, *36*(3), 69. https://doi.org/10.1007/s10648-024-09908-8
A substantial amount of media comparison research has been conducted in the last decade to investigate whether students learn Science, Technology, Engineering, and Mathematics (STEM) content better in immersive virtual reality (IVR) or more traditional learning environments. However, a thorough review of the design and implementation of conventional and IVR conditions in media comparison studies has not been conducted to examine the extent to which specific affordances of IVR can be pinpointed as the causal factor in enhancing learning. The present review filled this gap in the literature by examining the degree to which conventional and IVR conditions have been controlled on instructional methods and content within the K-12 and higher education STEM literature base. Thirty-eight published journal articles, conference proceedings, and dissertations related to IVR comparison studies in STEM education between the years 2013 and 2022 were coded according to 15 categories. These categories allowed for the extraction of information on the instructional methods and content characteristics of the conventional and IVR conditions to determine the degree of control within each experimental comparison. Results indicated only 26% of all comparisons examined between an IVR and conventional condition were fully controlled on five key control criteria. Moreover, 40% of the comparisons had at least one confound related to instructional method and content. When looking at the outcomes of the studies, it was difficult to gather a clear picture of the benefits or pitfalls of IVR when much of the literature was confounded and/or lacked sufficient information to determine if the conditions were controlled on key variables. Implications and recommendations for future IVR comparison research are discussed.

Lejeune, F., & Gentaz, É. (2024). **Se développer dans un monde hyperconnecté - Numérique/Écrans, quels effets sur le développement et les apprentissages ? Apports et**

limites. *ANAE - Approche Neuropsychologique des Apprentissages chez l'Enfant*, (191). Consulté à l'adresse http://www.anae-revue.com/
Cliquez sur l'image pour l'agrandir

Li, W., Kuang, Z., Leng, X., Mayer, R. E., & Wang, F. (2024). **Role of Gesturing Onscreen Instructors in Video Lectures: A Set of Three-level Meta-analyses on the Embodiment Effect**. *Educational Psychology Review*, 36(3), 67. https://doi.org/10.1007/s10648-024-09910-0

Although gesturing onscreen instructors are widely included in video lectures, it is still unclear whether, when, and how they are conducive to learning. To clarify this issue, we conducted a set of three-level meta-analyses of 662 effect sizes from 83 articles, spanning Web of Science, PsycINFO, ERIC, Education Research Complete, ProQuest Dissertations & Theses, and Google Scholar up to March 2024. We included randomized controlled trials of gesturing instructors in multimedia learning, measuring retention test score, transfer test score, fixation time, fixation count, cognitive load, and/or social perception across all languages of publication. Funnel plot and Egger sandwich test were used to assess risk of bias. Results showed that adding gesturing instructors improved retention (g = 0.28, 95% CI:[0.19,0.37]) and transfer test scores (g = 0.31, 95% CI:[0.21,0.41]), yielding an embodiment effect. This effect was stronger when the instructor displayed deictic, metaphorical, or a mixture of multiple gestures; when the instructor in the control condition was not visible; when the lecture was learner-paced and longer. Moreover, it increased learners' social connection ratings and eye fixation time and count on core learning material (but only when deictic gestures were used). Thus, gesturing onscreen instructors may promote learning by social and cognitive paths, deepening our understanding of the role of gesturing onscreen instructors in multimedia learning and providing guidance for designing effective video lectures. More studies with clear experimental descriptions and eye-tracking studies are needed.

Li, Xinlei, Sang, G., Valcke, M., & van Braak, J. (2024). **Computational thinking integrated into the English language curriculum in primary education: A systematic review**. *Education and Information Technologies*, 29(14), 17705-17762. https://doi.org/10.1007/s10639-024-12522-4

Computational thinking (CT) is valued as a thinking process that is required to adapt to the development of curriculum in primary education. In the context of modern information technology, English as a language subject emphasizes the necessity for changes in both learning and teaching modes. However, there is a lack of up-to-date synthesis research and a comprehensive overview surrounding CT integrated into English language curriculum learning and teaching in primary education. To address this research gap, this study conducted a systematic literature review on CT in the primary English curriculum, based on papers published from 2011 to 2021. The purpose of this review is to systematically examine and present empirical evidence on how CT can be integrated into the teaching and learning of the primary English language curriculum in educational contexts. The review was conducted based on the PRISMA 2020 statement and presents a synthesis of 32 articles. The CT-TPACK model was adopted as a lens and framework to analyze these articles. The results indicate that the relationship among CT, content knowledge of English language curriculum, pedagogy and learning knowledge, technology and resources is highlighted. Research on the integration of CT into English courses using unplugged activities is still insufficient. The research about how teachers

and students use CT to support content knowledge of the English language curriculum in various educational contexts is still in its infancy.

Li, Xu, Jiang, S., Hu, Y., Feng, X., Chen, W., & Ouyang, F. (2024). **Investigating the impact of structured knowledge feedback on collaborative academic writing**. *Education and Information Technologies*, *29*(14), 19005-19033. https://doi.org/10.1007/s10639-024-12560-y
While the importance of feedback in education is well established, the effects of structured knowledge in collaborative academic writing remains uncertain. This study introduces an academic writing feedback tool that combines structured knowledge mining, analysis, and visualization. An empirical experiment was conducted in a second-year university class with fifty-five students to examine the impact of the tool on different writing phases. Multiple data sources (i.e., scores, peer comments, discussions, surveys, and interviews) are collected and analyzed using a mixed-method approach. The findings demonstrate that structured knowledge feedback significantly improves specific metrics used to assess academic writing, leading to an overall enhancement in writing quality. The intervention also influences students' engagement, both behaviorally and cognitively, during online discussions and peer comment phases. Moreover, all students exhibited a positive perception of the writing feedback tool and considered peer comments as the most beneficial collaborative phase when structured knowledge intervention was employed. However, their preferences regarding the presentation form of feedback varied. Finally, the study provides implications for the development and research of NLP-powered (Natural Language Processing) feedback tools. These insights aim to inspire future studies on collaborative academic writing, emphasizing the potential of structured knowledge feedback in fostering effective writing practices.

Li, Z., Oon, P.-T. E., & Chai, S. (2024). **Examining the impact of teacher scaffolding in the knowledge building environment: Insights from students' interaction patterns, social epistemic networks, and academic performance**. *Education and Information Technologies*, *29*(14), 18501-18532. https://doi.org/10.1007/s10639-024-12535-z
Promoting progressive discourse and sustained inquiry is a focus area of knowledge building research. Although different approaches for scaffolding productive discourse have been documented, the experimental investigation into the impact of teacher scaffolding on students' knowledge building processes and outcomes in technology-supported environments is limited. Therefore, we designed a quasi-experimental study to examine the impact of teacher scaffolding on students' interaction patterns, social-epistemic networks, and academic performance. Over a 14-week course, data were collected from undergraduates' online interactions, discourse in the Knowledge Forum, and their group artifacts. We employed lag sequence analysis, social epistemic network signature, and the Kruskal-Wallis test to analyze the data and compare the differences between the control and experimental groups. Findings demonstrate that teacher scaffolding can effectively enhance students' reflective behaviors, foster social and epistemic engagement, and improve academic performance within technology-supported knowledge building environments. This study provides valuable insights into the design and implementation of teacher scaffolding to facilitate student knowledge building processes and outcomes.

Liu, Y. (2024). **The impact of bi/multilingualism on brain activity in dual language education based on smart technologies: Neurolinguistic aspect**. *Education and*

Information Technologies, *29*(14), 18299-18321. https://doi.org/10.1007/s10639-024-12571-9
The use of smart technologies in bilingual education opens up new opportunities for language learning. This study aims to examine the influence of bilingualism on neural connections and brain activity in the context of education based on smart technologies. To achieve this goal, an experiment used functional magnetic resonance imaging (fMRI). An additional method was pre-testing and post-testing of students. The study took place at East China Normal University and Shandong University. The participants were 120 students; 50 of them were Americans, 50 were British, and 20 were Australians. All participants were randomly divided into two groups (control and experimental) with 60 participants each. In the comparison of fMRI data between the control and experimental groups, the experimental group demonstrated stronger and broader connectivity in speech-related brain regions, including those involved in speech processing. In addition, bilingualism was found to increase the volume of gray matter in areas related to speech processing, attention, and executive functions. Bilingualism was also associated with increased neuroplasticity, improved executive functions, and increased cognitive flexibility. The members of the experimental group scored more points on the final test (74.71) than the members of the control group (65.9). These findings serve as a basis for further research because they contribute to the theoretical understanding of how bilingualism influences neural connections. The practical implication of the study is that incorporating smart technologies in bilingual education can open up new opportunities for language learning.

Machuré, N., Perrot, P., Kuczinski, X., Régnier, É., Guillot, C., & Combes, S. (2024). **L'intelligence artificielle au service de l'efficacité professionnelle : opportunités et défis**. *Administration & Éducation*, *183*(3), 19-19. https://doi.org/10.3917/admed.183.0019

Mansouri, N., Abed, M., & Soui, M. (2024). **SBS feature selection and AdaBoost classifier for specialization/major recommendation for undergraduate students**. *Education and Information Technologies*, *29*(14), 17867-17887. https://doi.org/10.1007/s10639-024-12529-x
Selecting undergraduate majors or specializations is a crucial decision for students since it considerably impacts their educational and career paths. Moreover, their decisions should match their academic background, interests, and goals to pursue their passions and discover various career paths with motivation. However, such a decision remains challenging are unfamiliar with the job market, the demand for the required skills, and being in the proper placement in a major is not straightforward. Thus, an automatic recommendation system can be helpful for students to assist and guide them in the right decision. In this context, we developed a machine learning model to predict and recommend suitable specializations for undergraduate students according to the job market and student's academic history. Two hundred twenty-five records of students are considered to establish this work. The proposed approach encompasses four major steps, including data preprocessing to clean, scale, and prepare the data for training to avoid obtaining suboptimal results, accompanied by an oversampling process to equal the samples' distribution to prevent the model from being biased or poorly generalized. Furthermore, we conducted a feature selection step using Sequential Backward Selection (SBS) to extract the relevant features to improve the outcomes and reduce the risk of noise. The selected subset is used to train the model using the AdaBoost classifier. We deployed the Genetic algorithm to optimize the classifier's hyperparameters to

maximize results. As a result, the findings of this study exhibit noticeable results compared to existing models, with an accuracy of 98.1%. The proposed model can be reliable in guiding undergraduate students through proper decisions regarding selecting their major.

Martin, I. (2024). **L'éducation aux médias et à l'information (EMI), au défi des intelligences artificielles génératives d'images**. *Administration & Éducation*, *183*(3), 79-86. https://doi.org/10.3917/admed.183.0079

Mejeh, M., Sarbach, L., & Hascher, T. (2024). **Effects of adaptive feedback through adigital tool – a mixed-methods study on the course of self-regulated learning**. *Education and Information Technologies*, 29(14), 1-43. https://doi.org/10.1007/s10639-024-12510-8

Memarian, B., & Doleck, T. (2024). **A multidimensional taxonomy for learner-AI interaction**. *Education and Information Technologies*, 29(14), 18361-18378. https://doi.org/10.1007/s10639-024-12546-w
There is a need to conceptualize a multidimensional taxonomy for learner-AI interaction. This conceptual/perspective article shares recent work on AI learner education and further presents new conceptions for a multidimensional taxonomy for learner-AI interaction. A review of the literature is conducted (N = 11). Open coding is used to summarize an overview of work, challenges, and findings reported. The summarized work is then used to conceptualize considerations for a multidimensional taxonomy for learner-AI interaction. The contribution of this work is in identifying unforeseen limitations in characterizing human-AI interaction and presenting new conceptions for a multidimensional taxonomy for learner-AI interaction based on the synthesis of the reviewed literature. This work thus shares current findings and challenges reported by the literature and our conceptions. Four conceptions are introduced, namely the alignment between the learner and AI; diverse metrics for the learner, AI, and learner-AI interaction; feedback direction when summarizing interactions; and what works in human-AI interaction by using prior research. We find there to be challenges with the use of AI by humans. The more interaction time spent between humans and AI may not necessarily lead to enhanced learning and understanding. Humans may exploit and use AI in inappropriate ways such as plagiarism. This eminent threat begs the question to reconsider our evaluation methods in light of AI systems.

Mezzadri-Guedj, A. (2024). **La dissertation artificielle : l'IA perturbe-t-elle le cogito ergo sum ?** *Administration & Éducation*, *183*(3), 63-70. https://doi.org/10.3917/admed.183.0063

Mijač, T., Jadrić, M., & Ćukušić, M. (2024). **Measuring the success of information systems in higher education – a systematic review**. *Education and Information Technologies*, 29(14), 18323-18360. https://doi.org/10.1007/s10639-024-12564-8
Higher education institutions (HEIs) are encountering numerous challenges in today's era of globalization and internationalization. Among these challenges, digital transformation stands out as one of the most demanding, as it involves using ICT to transform business processes. The successful implementation of such systems and related services requires careful management and measurement. To gain deeper insights into the present state of information systems (IS) and digital services in higher education and relevant theory-based models, a systematic literature review and bibliometric analysis were conducted. After the search and screening, this paper systematically reviewed 63 publications to

identify various ISs and classify the research conducted to date. This paper highlights a critical gap in the investigation of ISs beyond learning activities, emphasizing the under-researched area of administrative digital services. Furthermore, the paper contributes by highlighting the prevalent use of DeLone and McLean's success model, particularly in combination with TAM/UTAUT, for empirically measuring IS success in higher education. Results also identify a need for greater consistency and rigor in the use of indicators across studies, since there is no evident agreement on indicators used for measuring the success dimensions. Bibliometric analysis on 1791 records underscores the evolving research landscape, with a shift towards evaluating the quality dimension emphasizing the significance of success evaluation. By achieving its primary objective of examining and organizing the relevant scientific literature on IS in higher education, this study contributes to the existing body of knowledge and offers foundational resources researchers and HEIs seeking to implement new ISs or improve their current systems.

Mocquet, B. (2024, octobre 13). **Premier aperçu des projets PUI grâce à une IA générative : méthodologie et perspectives** [Billet]. https://doi.org/10.58079/12giy
Préambule : Dans le cadre de recherche de Use case de l'IA générative, nous cherchons des cas de mise en œuvre dans le cadre de notre travail. Ici, il s'agit de rendre compte d'une pratique, une collecte d'information concernant les Pôles Universitaires d'Innovation (PUI) et de proposer les résultats en discussion. Introduction Les Pôles Universitaires … Continuer la lecture de Premier aperçu des projets PUI grâce à une IA générative : méthodologie et perspectives →

Mohammed, I. A., Falode, O. C., Kuta, I. I., & Bello, A. (2024). **Effect of game-based learning on educational technology Students' performance: A case of simple repeated measures approach**. *Education and Information Technologies, 29*(14), 18287-18297. https://doi.org/10.1007/s10639-024-12593-3
The COVID-19 pandemic kick-started a new paradigm shift in the way and manner teaching and learning takes place on the global scale due to the lockdown that succeeded in shutting down school activities. As a result, most institutions turned to technology supported e-learning as against the traditional face-to-face teaching and learning in order to cover for lost time. This study therefore tested the effectiveness of game-based learning on students' performance in educational technology. Using a simple repeated measures design, 24 students participated in this study. Using an Educational Technology Achievement Test (ETAT), which was validated and pilot-tested to obtain data, the students were given two separate pre-tests before the commencement of the treatment as well as two different post-tests after the treatment. Data were computed using a mixed design repeated-measures ANOVA. Findings revealed that game-based learning significantly improved students' performance to a large extent ($F_{(3, 69)} = 170.960$; $p < 0.05$) with an effect size ($\eta p2$) of 0.881. The study has some implications for Nigerian teachers and researchers in Educational Technology and Science-related fields on the need to incorporate game-based learning given that it has what it takes to improve students' performance.

Moser, S., & Lewalter, D. (2024). **The impact of instructional support via generative learning strategies on the perception of visual authenticity, learning outcomes, and satisfaction in AR-based learning**. *European Journal of Psychology of Education, 39*(4), 3437-3462. https://doi.org/10.1007/s10212-024-00813-w

Augmented reality (AR) presents significant opportunities for creating authentic learning environments by accurately mirroring real-world objects, contexts, and tasks. The visual fidelity of AR content, seamlessly integrated into the real world, contributes to its perceived authenticity. Despite acknowledging AR's positive impact on learning, scant research explores specific learning strategies within an AR context, and there's a lack of studies linking perceived visual authenticity to these strategies. This study addresses these gaps by surveying learners using AR technology to study the human cardiovascular system, exploring perceived visual authenticity, learning outcomes, and satisfaction. Learners used either (1) AR with the self-explanation learning strategy, (2) AR with the drawing learning strategy, or (3) AR only. Analysis of variance and correlation was used for data analysis. Results indicated no significant differences in perceived visual authenticity and satisfaction among the learning strategy groups. However, groups employing learning strategies showed superior learning outcomes compared to the AR-only group. Crucially, the self-explanation learning strategy significantly enhanced knowledge gain compared to drawing and AR-only groups, indicating that self-explanation, together with the visual input from the AR-learning environment, fosters a more coherent mental representation. This increased learning efficacy was achieved while maintaining a consistent perception of visual authenticity and satisfaction with the learning material. These findings expand the current landscape of AR research by moving beyond media comparison studies.

Mu, S., Xu, K., He, W., Hu, X., & Chiu, T. K. F. (2024). **Teaching behaviors in problem-oriented instruction for robotics education**. *Education and Information Technologies*, *29*(14), 17943-17964. https://doi.org/10.1007/s10639-024-12578-2

Robotics education is valuable for developing students' 21st century competencies. It is of significant importance for teachers and researchers to explore its effective pedagogies. Robotics learning is interdisciplinary, and the most effective pedagogy is problem-oriented instruction. This type of instruction requires students to independently identify heuristic problems which can be categorized into four types: paradox, critical reflection, anomaly, and practice problems. School students are too young to develop sophisticated self-regulated learning, thus requiring guidance from teachers. However, how teachers can best guide students to solve these four types of problems remains unclear. Accordingly, this study aimed to investigate teaching behavioral patterns in the instruction of a robotics course. The participants were 30 seventh-grade students and a teacher. We proposed a Teaching Behavior Coding Scheme and used Lag Sequential Analysis to analyze the course videos to identify various major teaching behaviors and their sequences in the heuristic problems. The results showed that the behaviors included indirect influence, direct influence and wait time. Indirect influence occurred more often than direct influence, and it is argued that enough wait time should be provided in the instruction. Moreover, the results further suggest that paradox is missing from this instruction. The teaching behavior patterns for the three types of problems are discussed. The findings propose a new method to analyze teaching behavior patterns, and also recommend how teachers can support students learning in interdisciplinary robotics courses. The results contribute to the literature by designing the Teaching Behavior Coding Scheme and confirming its use in a robotics course.

Muller, C. (2022). **Imaginaires du numérique et enseignement à distance en temps de pandémie. La question du lien social en jeu**. *Apprendre et enseigner aujourd'hui*, *11*(2), 41-45. Consulté à l'adresse https://hal.science/hal-03983768

Si l'évocation du numérique en éducation donne habituellement lieu à des réactions fortes du fait des mythes associés aux technologies, la crise sanitaire liée au Covid-19 a conduit à une exacerbation de ces imaginaires, avec une proportion plus importante de méfiance que d'engouement. Face à l'imposition de l'enseignement à distance, certains acteurs éducatifs ont affiché une posture de résistance. Cet article cherche à comprendre sous l'angle du lien social les craintes exprimées et propose quelques pistes pour favoriser la construction de la relation interpersonnelle dans le cadre de cours par visioconférence.

Pasupuleti, R. S., & Thiyyagura, D. (2024). **An empirical evidence on the continuance and recommendation intention of ChatGPT among higher education students in India: An extended technology continuance theory**. *Education and Information Technologies*, 29(14), 17965-17985. https://doi.org/10.1007/s10639-024-12573-7
The aim of this research is to discover the continuance and recommendation intention of higher education students who are using ChatGPT. Specifically, we proposed an extend technology continuance theory (TCT) by integrating the recommendation intention. A structured Google form is used to collect the data from the higher education students especially engineering college students in India. A sum of 307 responses gathered and employed for the purpose of data analysis. Structured equation model (SEM) was used to test the research hypothesis. The study found that perceived usefulness, attitude, and satisfaction were significant predictors of continuance intention, while satisfaction and continuance intention themselves predicted recommendation intention, indicating that students who perceive ChatGPT as useful, have a positive attitude towards it, and are satisfied with it are more likely to continue using it and recommend it to others. These results underscore the importance of user satisfaction and positive attitudes in fostering continued engagement and advocacy for AI-driven chat systems. The study's findings were evaluated in terms of their discussion, limitations and implications for future research.

Perrot, G. P. (2024). **L'intelligence artificielle au profit du service public : l'exemple de la gendarmerie nationale**. *Administration & Éducation*, *183*(3), 20-23. https://doi.org/10.3917/admed.183.0020

Pham Thi, T. D., & Duong, N. T. (2024). **E-learning behavioral intention among college students: A comparative study**. *Education and Information Technologies*, *29*(14), 18233-18255. https://doi.org/10.1007/s10639-024-12592-4
With the explosive growth of various applications on the Internet, higher education institutions have advocated distance learning courses, making research on online learning increasingly important. This study attempts to emphasize the characteristics of instruction in online learning systems, using the Theory of Planned Behavior. Two groups of learners were targeted: those who had taken online education courses for more than one semester (more experienced) and those who had just started with less than two weeks of course experience (less experienced). Two benchmark models of "learner behavioral intentions in online learning" were constructed and tested for stability and invariance using structural equation modeling. The findings show that the covariance matrices of the participating groups and cross-group samples in online learning demonstrated invariance. Finally, the study suggests that educational institutions and e-learning platform developers should focus resources on key factors that enhance user acceptance and satisfaction. The study stresses the importance of consistently meeting

learners' fundamental needs for ease of use, usefulness, and enjoyment, regardless of their changing specific needs. Therefore, e-learning platforms can cater to a wide range of learners, thereby improving the educational landscape.

Piekoszewski-Cuq, P. (2024). **Intelligence artificielle : quelle formation pour les enseignants ?** *Administration & Éducation*, *183*(3), 97-105. https://doi.org/10.3917/admed.183.0097

Porter-Szucs, I., & DeCicco, B. (2024). **Triple Hybrid: What Happened When COVID Hit the Research Study**. *Distances et Médiations Des Savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jk1
This pilot study examined whether student success in an MA in Teaching English to Speakers of Other Languages (TESOL) assessment course was comparable regardless of the mode of attendance chosen for this 'Triple Hybrid' (or 'TriHy') course. The three modes at the start of the semester were face-to-face (F2F), synchronous online (SO), and asynchronous online (ASO). The study began in January of 2020, before the COVID-19 pandemic reached the university. For ten weeks, the course was taught as originally planned. Due to the shutdown of in-person instruction at the university, the former F2F group joined the SO group for the remaining five weeks of the semester. This restructuring created two groups: Synchronous (the former SO + F2F) and Asynchronous. While the students' success in the course did not differ statistically significantly, their perceptions of the factors that contributed to their success did. We can conclude that the quality of instruction need not be compromised in a Triple Hybrid format with considerable institutional support, substantial investment of time and commitment from the instructor, and meaningful choices from the students.

Qi, C., & Yang, N. (2024). **Digital resilience and technological stress in adolescents: A mixed-methods study of factors and interventions**. *Education and Information Technologies*, *29*(14), 19067-19113. https://doi.org/10.1007/s10639-024-12595-1
Improving adolescent digital resilience in the digital era, guiding adolescents to correctly face and adapt to the pressures, challenges, or adversities brought on by technology, and assisting adolescents in better adapting to digital life is an unavoidable task under the new normal of education and information technology changes. At this point, there is a need for more specialized studies on teenagers' digital resilience and technology stress, which makes understanding the link and current state of adolescents' digital resilience and technological stress challenging. This study aims to examine the current state, differences, and influencing factors of digital resilience and technological stress among adolescents in different settings (family, school, and leisure) and ultimately recommend interventions that promote digital resilience and reduce technological stress among adolescents. This study used a mixed-methods approach combining quantitative surveys and qualitative interviews to examine the current state of digital resilience and technological stress among adolescents aged 12 to 18 years (M = 14.91, SD = 1.994) from various educational institutions and backgrounds. The findings revealed a substantial inverse relationship between digital resilience and adolescent technology stress. Adolescents experience technological stress in various settings, including school, family and leisure. They also use distinct coping techniques for each type of stress and display different degrees of resilience and self-efficacy in overcoming technology stress in various situations. Several psychological, social, and environmental factors, such as gender, age, school dynamics, family influences, and leisure settings, all impact this

delicate interaction. The findings add to our understanding of technology stress and digital resilience among teenagers in various situations in the digital era, and they have significant theoretical and practical implications for educators and related researchers. The current study points to future research directions for more extensively investigating digital resilience and technology stress among adolescents, displaying an opportunity for significant improvement in this crucial area.

Quenan, C., & Emilie, R. (2023). *Éducation, numérique, cohésion sociale et politiques publiques : Regards croisés Europe-Amérique latine-Caraïbes*. https://doi.org/10.3917/pua.weiss.2022.01.0007
De façon globale, les années 2020 et 2021 auront irrémédiablement été marquées par la fermeture des établissements, à des degrés divers, pour limiter la propagation de la Covid-19. Dans les secteurs scolaire, universitaire, professionnel et économique, le tout numérique s'est majoritairement imposé sans transition, avec ses succès et ses échecs. Cet épisode, qui a engendré une digitalisation accrue des sociétés sans précédent, marquera un tournant technologique. Dans ce contexte, cet ouvrage propose d'alimenter les débats sur les liens complexes et étroits entre éducation, numérique, cohésion sociale et politiques publiques. Il explore les politiques éducatives face aux défis de l'inclusion et des métiers de demain, sans oublier les facteurs économiques nécessaires au développement des innovations, ainsi que les actions de coopération internationale, tout particulièrement entre l'Europe, l'Amérique latine et les Caraïbes.

Régnier, É., Guillot, C., & Combes, S. (2024). **Intelligence artificielle, et données de santé pour la recherche : les défis en termes de sensibilisation et de formation**. *Administration & Éducation*, *183*(3), 29-34. https://doi.org/10.3917/admed.183.0029

Rezaei, E., & Beheshti Shirazi, S. S. (2024). **The impact of thinking-aloud peer assessment (TAPA) on the development of high order thinking skills (HOTS) in math e-learning**. *Education and Information Technologies*, *29*(14), 18883-18900. https://doi.org/10.1007/s10639-024-12607-0
Assessment plays a crucial role in the learning process and significantly impacts students' understanding of tasks and their engagement. With the increasing popularity of e-learning, cognitive assessment methods are becoming more prevalent, and they can help develop students' high-order thinking skills (HOTS). Thinking-Aloud Peer Assessment (TAPA) is one such method that enables students to provide feedback on their peers' assignments while articulating their thinking processes. This study aims to investigate the impact of TAPA on HOTS in elementary school students. The four-week TAPA method was used to assess the students' math lessons in e-learning. Pre- and post-tests using the Ricketts Critical Thinking Questionnaire and Cassidy and Long Problem-Solving Questionnaire were conducted to measure the method's effect on the student's HOTS. The questionnaires' reliability was calculated using Cronbach's alpha coefficient, resulting in scores of 0.84 and 0.81, respectively. Data analysis involved an analysis of variance test, revealing a significant difference between the experimental and control groups in all questionnaire components. The results suggest that the TAPA method can positively impact the development of students' HOTS. Overall, the study highlights the potential of TAPA as a valuable tool for fostering HOTS. By addressing its limitations and building upon its strengths, educators can leverage this method to better equip students for their cognitive development in eLearning environments.

Ringard, J.-C. (2024). **Propositions et pistes de travail : l'impact de l'IA sur les métiers de l'encadrement**. *Administration & Éducation*, *183*(3), 115-117. https://doi.org/10.3917/admed.183.0115

Roche, L., & Rolland, C. (2023). **La ludification des dispositifs éducatifs : au-delà des effets d'annonce**. *Revue IPTIC*, *3*, 169-174. Consulté à l'adresse https://hal.science/hal-04366813
Dans la conception des dispositifs éducatifs, le recours aux attributs des jeux ou aux mécanismes des pratiques dites ludiques est souvent considéré comme un gage d'implication des élèves. L'article éclaire les processus de ludification et de ludicisation mis en œuvre pour ce faire et questionne les postures consistant à associer de manière systématique à ces dispositifs des activités d'usages considérées a priori comme ludiques. Afin d'optimiser la construction de ces dispositifs, il apparaît opportun de comprendre finement, sans préconceptions, les expériences subjectives que vivent les individus qui y sont engagés.

Roshanaei, M. (2024). **Towards best practices for mitigating artificial intelligence implicit bias in shaping diversity, inclusion and equity in higher education**. *Education and Information Technologies*, *29*(14), 18959-18984. https://doi.org/10.1007/s10639-024-12605-2
Artificial Intelligence (AI) strives to create intelligent machines with human-like abilities. However, like humans, AI can be prone to implicit biases due to flaws in data or algorithms. These biases may cause discriminatory outcomes and decrease trust in AI. Bias in higher education admission may limit access to opportunities and further social inequalities, often due to implicit biases in data processing and decision-making. Addressing and recognizing implicit biases in AI is essential to create equal access to higher education admission and opportunities for students. To combat AI implicit biases, it is necessary to monitor and assess their performance and train them using unbiased data and algorithms. This ensures that all students have equal access to higher education and the opportunities it provides them. While the recent studies reviewed the algorithmic approaches to reducing bias, this article focuses instead on exploring the current understanding of the impacts of AI implicit bias in higher education and its implications for admissions. Furthermore, it evaluates the interactions between AI technology and education, specifically in mitigating AI implicit bias algorithms that can be leveraged to achieve inclusive and equitable quality education and promote lifelong learning opportunities for all.

Safiena, S., & Goh, Y. M. (2024). **Authentic learning questionnaire for digital simulation games in higher education: A construction safety case study**. *Education and Information Technologies*, *29*(14), 17915-17941. https://doi.org/10.1007/s10639-024-12543-z
Traditional teaching methods like lectures can hinder the integration of theoretical knowledge and practical skills in higher education. To address this challenge, digital simulation games (DSGs) offer promising solutions through immersive and interactive learning experiences. Research shows that DSGs can motivate learners, enhance subject interest, and improve practical skill development in higher education. Authentic learning, which incorporates real-world contexts, tasks, and assessments, can address this gap by enhancing engagement and critical thinking. Unfortunately, there are no validated instruments to measure the effectiveness of DSGs and authentic learning. This study aimed to develop and validate the authentic digital simulation game (ADSG)

questionnaire to assess DSGs' effectiveness in higher education. The ADSG questionnaire was administered to 155 undergraduates who utilized a construction hazard identification DSG for a construction safety course. Statistical analyses were conducted, including exploratory and confirmatory factor analyses (EFA and CFA), logistic regression, and internal consistency reliability assessments. The 17-item scale generated four significant factors: (1) collaboration and sharing of ideas, (2) authenticity of context, (3) clear objectives and guidance, and (4) game design elements. The CFA confirmed the revised model's validity (CFI = 0.92, RMSEA = 0.07) and the logistic regression model was statistically significant ($\chi2$ (4, N = 155) = 28.860). The odds ratios are 0.33, 1.71, 2.28 and 0.83 respectively. Clear objectives and guidance were found to have the most significant impact on the perceived effectiveness of DSGs, while game design elements had less influence. This study provides a valuable tool for educators and practitioners to evaluate and enhance DSGs effectively in higher education.

Schira Hagerman, M., & Neisary, S. (2024). **Digital Literacies Learning Needs in Rural Ontario Elementary Schools: Teacher Insights**. *Canadian Journal of Education / Revue Canadienne de l'éducation*, *47*(2), 522-554. https://doi.org/10.53967/cje-rce.6275
Même si les inégalités en matière d'accès au numérique dans les régions rurales du Canada sont connues, notre compréhension des besoins fondamentaux des élèves des milieux ruraux en matière d'apprentissage des littératies numériques est très limitée. Cette étude de cas exploratoire, menée en Ontario, présente les perceptions de 13 enseignant[e]s de 4e à 6e année en milieu rural sur les besoins de leurs élèves en matière d'accès au numérique et d'apprentissage des littératies numériques. Dans l'ensemble, les participant[e]s ont décrit une variété de conditions d'accès au numérique à la maison et à l'école pour leurs élèves. Tout en considérant le lien entre l'accès au numérique et le développement des littératies numériques, les analyses soulèvent des inquiétudes quant à la marginalisation numérique des enfants les moins branchés. Les participant[e]s identifient 14 besoins d'apprentissage uniques quant à la lecture en ligne, l'écriture numérique et la participation. La synthèse de leurs perceptions reflète une compréhension complexe et située de l'apprentissage des littératies numériques, car les dimensions structurelles, sociales, émotionnelles, culturelles, cognitives, développementales, technologiques et matérielles figuraient dans les observations partagées. La discussion fait état de l'importance de ces données pour le développement de la politique et pour la conception de solutions spécifiques à l'enseignement des littératies numériques en milieu rural.

Sia, J. K.-M., Hii, I. S. H., Jong, L., & Low, W. W. (2024). **Do emojis really help us to communicate better? Investigating instructor credibility, students' learning motivation, and performance**. *Education and Information Technologies*, *29*(14), 17889-17913. https://doi.org/10.1007/s10639-024-12536-y
Extensive research has been conducted to investigate the role of emojis in interpretation, impression, perceptions, personality and relationship building. However, in the higher education sector, few studies have examined how emojis influence the learning motivation and performance of students. Using the theories of source credibility and stimulus organism response, a model was created to explain how the emojis used in text-based electronic-mediated communication (TEMC) impact instructor credibility, learning motivation, and learning performance. Data obtained from students (N = 348) indicates that the use of emojis in TEMC affects their perceptions of instructor credibility (expertise, trustworthiness, likability) and learning motivation. Furthermore, perceived instructor

credibility was found to mediate the relationship between the use of emojis in TEMC and students' learning motivation. Finally, the study also demonstrates that students' learning motivation significantly enhances their learning performance. The research findings illustrate the importance of emoji use in TEMC between instructors and students in enhancing students' learning motivation and performance at higher education institutions (HEIs). The findings have significance for instructors and HEIs who engage in TEMC with students. This paper also discusses the implications and limitations of the study, along with potential future research.

Stefanovič, P., Pliuskuvienė, B., Radvilaitė, U., & Ramanauskaitė, S. (2024). **Machine learning model for chatGPT usage detection in students' answers to open-ended questions: Case of Lithuanian language**. *Education and Information Technologies*, *29*(14), 18403-18425. https://doi.org/10.1007/s10639-024-12589-z
The public availability of large language models, such as chatGPT, brings additional possibilities and challenges to education. Education institutions have to identify when large language models are used and when text is generated by the student itself. In this paper, chatGPT usage in students' answers is investigated. The main aim of the research was to build a machine learning model that could be used in the evaluation of students' answers to open-ended questions written in the Lithuanian language. The model should determine whether the answers were originally written students or answered with the help of chatGPT. A new dataset of student answers has been collected in to train machine learning models. The dataset consists of original student answers, chatGPT answers, and paraphrased chatGPT answers. A total of more than 1000 answers have been prepared. 24 combinations of text pre-processing algorithms have been analyzed. In text pre-processing, the main focus was on various tokenization methods, such as the Bag of Words and Ngrams, the stemming algorithm, and the stop words list. For the analyzed dataset, these pre-processing methods were more effective than application of multilanguage BERT for document embedding. Based on the features/properties of the dataset, the following learning algorithms have been investigated: artificial neural networks, decision trees, random forest, gradient boosting trees, k-nearest neighbours, and naive Bayes. The main results show that the highest accuracy of 87% in some cases can be obtained using gradient boosting trees, random forests, and artificial neural network algorithms. The lowest accuracy has been obtained using the k-nearest neighbouring algorithm. Furthermore, the results of experimental research suggest that the usage of chatGPT in student answers can be automatically identified.

Tang, Y., Du, X., Hung, J.-L., Li, H., Tang, H., & Xie, Y. (2024). **Exploring the effects of roles and group compositions on social and cognitive interaction structures in online collaborative problem-solving**. *Education and Information Technologies*, *29*(14), 18149-18180. https://doi.org/10.1007/s10639-024-12569-3
Collaborative problem-solving (CPS) involves the interaction and interdependence of students' social and cognitive skills, making it a complex learning process. To delve into the complex dynamics of CPS, previous research has categorized socio-cognitive roles, providing insights into social-cognitive frameworks. However, despite the specific cognitive and social interaction structures employed by roles to engage in CPS interactions, most existing research primarily focuses on individual roles, neglecting inter-role interactions. To fill this gap, twelve triad groups were formed by engaging 36 undergraduate students in online CPS activities to examine differences in social and cognitive interaction structures across different roles and group compositions.

Additionally, analyze the differences in CPS processes among various group compositions. The analyses identified five roles (Lurkers, Followers, Drivers, Influential Actors, and Innovators) and three group compositions (Balanced groups, Decentralized groups, and Power Struggle groups). The socio-cognitive structure of Balanced groups, along with other evidence, indicates effective information sharing and negotiation interactions. In contrast, Decentralized and Power Struggle groups exhibited various deficiencies in their socio-cognitive structures, negatively impacting group collaboration processes. These insights provide educators with a comprehensive guide to fostering effective group compositions and role dynamics in online CPS settings, thereby enhancing the overall success of CPS. Additionally, possible activity design considerations and scaffolding strategies are also discussed.

Tempier, C., Taly, A., & Alvarez, J. (2022). **Faciliter les pratiques des équipes pédagogiques et de game design grâce à un modèle CEPAJe "augmenté"**. *AUPTIC 2022 - Education*. Présenté à Louvain La Neuve, Belgium. Consulté à l'adresse https://hal.science/hal-04743546
In 2017, several edutainment devices in French higher education are attracting interest, particularly in university libraries. In this context, the user training team at the BU of Sciences-Po in Paris wanted to design a serious game for its audience of first-time students. The team sought in-house support from a pedagogical engineer and the experience of pedagogical advisors from the former SAPIENS USPC service, as well as a game designer. Difficulties of understanding and pedagogical alignment soon arose between the various players involved in the project, in particular between library staff, educational engineers/advisors and the game designer. As the design and then evaluation process progressed, we discovered that we did not have the same definition of the terms « objectives », « activity », « evaluation », for example, and we sought to harmonize our conceptions and practices. In June 2018, with other university teams encountering the same questioning, we came together around the CEPAJe model (Alvarez & Chaumette, 2017). Initially driven by the concern to evaluate the impact of our edutainment devices, we examined the importance of clarifying certain terms such as « player », « learner », « game context » for example, in order to move forward together. This initial work was continued by three experts from Sciences du Jeu (Game Sciences), so as to be able to use the initial CEPAJe model as a basis for questions in each box of the grid, and for recommendations where necessary. It is this work that we propose to present here.

Tercanli, H., Jongbloed, B., & van der Meulen, B. (2024). **Strategic boundary management in university-based living labs**. *Higher Education Quarterly*, *78*(4), e12558. https://doi.org/10.1111/hequ.12558
University-based boundary organisations provide academics with an environment where they can interact with a wide variety of societal partners to produce knowledge and work on research projects, often of a transdisciplinary nature. This environment, however, implies that their researchers may be confronted with multiple and sometimes conflicting demands coming from various stakeholders. In this study, we focus on one such case, a Real-world Laboratory (RwL), set up by the Karlsruhe Institute of Technology. This RwL focuses on urban sustainable development challenges. Drawing on boundary work literature, we analyse the boundary work strategies employed by the lab's leading researchers to manage such demands as part of a RwL research project. We observe that the managing researchers buffer several types of boundaries in order not to

compromise the transdisciplinary nature of the RwL. They appear to utilise four types of boundary devices when managing boundaries: language, people, objects, and spaces. We conclude that, to reduce tensions, the managing researchers should acknowledge the presence of boundaries early on in their RwL research project, that is, during its conception phase.

Theodorio, A. O., Mataka, T. W., & Shambare, B. (2024). **Teacher educators' use of mind mapping in the development of TPACK in a technology-rich learning environment**. *Education and Information Technologies*, *29*(14), 18675-18694. https://doi.org/10.1007/s10639-024-12587-1
Since 2020, teaching has gone through substantive transformation. Teacher educators have been compelled to reevaluate their instructional strategies and the use of technology to deliver effective training for pre-service teachers. The year 2020 escalated the use of teaching strategies that relied on technology as a crucial tool in all teaching processes. Moreover, from the year 2020 and onwards, teacher educators' knowledge of teaching, curriculum, and technology has been transformed to align with the new teaching and learning requirements for creating and delivering instruction in teacher education. However, little is mentioned in studies on how teacher educators think about lesson activities, especially how they map out instructional pathways and technology integration in a technology-rich environment. It is against this backdrop that this study uses qualitative and interpretive paradigms to investigate teacher educators' use of mind-mapping for instructional practices in a technology-rich environment. The objective was to understand how they develop or prioritize the development of technological pedagogical content knowledge (TPACK). Six participants were purposively selected based on the criteria that the participants must use mind-mapping to plan lesson activities and integrate technology into the lesson, reflect on the instructional process, and allow the researchers to observe their classroom teaching engagements. Data was generated and collected using journal reflections, observations, and document analysis. The findings showed that the teacher educators made use of mind-mapping in the preparation of lesson activities and created rubrics using mind-mapping. They also used self-made video podcasts and integrated videos in lesson activities and mind-mapped assessment pathways with technology. From the narrations shared by the participants, the use of mind-mapping opened new strategies of planning, teaching, and assessing instruction with technology to develop technological pedagogical content knowledge.

Tian, M., & Lu, G. (2024). **Online space for learning: Perceived educational environment typology, interpersonal interaction typology, and their relationship to international students' ability development in Chinese universities**. *Higher Education Quarterly*, *78*(4), e12560. https://doi.org/10.1111/hequ.12560
The ways in which learning environments are spatially conceived have undergone a significant transformation from space as "a realm without meaning" into place as "a meaningful location." In this context, the relevance of online interactions and the significance of online space and place in facilitating positive learning are worth exploration. Drawing on a nationwide survey involving 1010 international students at 41 Chinese HEIs in the COVID-19 pandemic, this research applied k-means cluster analyses which produced a typology of international students' perceived online educational environments and another typology of their online interpersonal interactions. The logistic regression results indicated the predictive power of both typologies on ability development. The discussion highlights the importance of considering spatial dimensions

of international students' online learning. Promoting international students' online interactions and supporting inclusive, engaging learning experiences require both space for hosting and place enabling intercultural learning. The research holds implications for the sustainable development of online international education in the post-COVID-19 era.

Tong, D., Tao, Y., Zhang, K., Dong, X., Hu, Y., Pan, S., & Liu, Q. (2024). **Investigating ChatGPT-4's performance in solving physics problems and its potential implications for education**. *Asia Pacific Education Review*, *25*(5), 1379-1389. https://doi.org/10.1007/s12564-023-09913-6
Artificial intelligence (AI) technologies have been consistently influencing the progress of education for an extended period, with its impact becoming more significant especially after the launch of ChatGPT-3.5 at the end of November 2022. In the field of physics education, recent research regarding the performance of ChatGPT-3.5 in solving physics problems discovered that its problem-solving abilities were only at the level of novice students, insufficient to cause outstanding alarm in the field of physics education. However, the release of ChatGPT-4 presented substantial improvements in reasoning and conciseness. How does this translate to performance in solving physics problems, and what kind of impact might it have on education? This study undertakes a comprehensive assessment of ChatGPT-4's performance in solving physics problems from the perspective of physics conceptual understanding and reasoning, and compares its performance with that of students. It is concluded that ChatGPT-4's performance in solving physics problems has significantly improved compared to ChatGPT-3.5, and was notably superior to the majority of middle school and high school students. This finding presents both a challenge and an opportunity for physics education and the broader educational field, and triggers immediate considerations for coping with this challenge in future teaching and assessment environments.

Tricot, A. (2024). **Apprendre à l'heure du numérique**. *Administration & Éducation*, *183*(3), 45-53. https://doi.org/10.3917/admed.183.0045

Udeshini, P., & Kalyaniwala, C. (2023). **An interdisciplinary telecollaboration in ESP classroom: a study involving Business and Law students**. *EuroCALL 2023: CALL for All Languages*. Présenté à Reykjavik, Iceland. https://doi.org/10.4995/EuroCALL2023.2023.16977
Despite the rapid development of telecollaboration in the language classroom, interdisciplinary telecollaborative exchanges in English for Specific Purposes (ESP) classrooms have not received much attention. This paper examines students' perspectives on an interdisciplinary telecollaboration project conducted in the ESP setting. This three-month project involved 23 Law students from France and 24 Business students from Sri Lanka (SL). Their English proficiency ranged from B2 to C1 on the Common European Framework of Reference for Languages scale. They were divided into eight groups. One group consisted of three Business students and three Law students, except the last group, which had only two Law students and three Business students. In each group, Business students had to suggest a business plan to be positioned in Europe, while Law students had to offer legal advice to establish the business in France. They were required to hold at least three Zoom meetings and were allowed to communicate through any other media. Data collected through semi-structured interviews were analysed thematically. The findings revealed that interdisciplinary telecollaboration not only enhances language skills but also soft skills like organisation and time management

skills. The paper also discusses the challenges encountered by students and their recommendations.

Valdez, J. P. M., & Mendoza, N. B. (2024). **Digital learning for preschools: Validation of basic ICT competence beliefs of preschool teachers in Hong Kong and the Philippines**. *Education and Information Technologies*, 29(14), 1-15. https://doi.org/10.1007/s10639-024-12591-5
With technology integration efforts expanding to early childhoodeducation globally, assessing preschool teachers' technological competencebeliefs is imperative. However, most existing tools measuring teachers'information and communication technology (ICT) competence beliefs focused on primarythrough secondary grades. This study examined the factorial validity, reliability,and measurement invariance of the Basic ICT Competence Beliefs (BICB) questionnaireamong 209 preschool teachers in Hong Kong and the Philippines. Confirmatory factoranalyses supported the original nine-factor structure over plausible alternativemodels. All factors showed good reliability (a = 0.83 to 0.91)and theoretically meaningful factor intercorrelations. Multigroup CFA resultssupported the measurement invariance of the scale. Specifically, the resultsdemonstrated the configural, metric, scalar, and strict invariance across culturalgroups. Findings provide further validity for the BICB as a psychometrically soundinstrument for assessing preschool teachers' ICT competence beliefs withinand across contexts. The BICB can help identify teacher strengths and needs, guideprofessional development, and evaluate technology integration efforts in earlychildhood education in Asia.

Vandeyar, T., & Adegoke, O. O. (2024). **Teachers' ICT in pedagogy: A case for mentoring and mirrored practice**. *Education and Information Technologies*, 29(14), 18985-19004. https://doi.org/10.1007/s10639-024-12603-4
The rapid expansion of the knowledge society, due mainly to the ubiquity and access of information and communication technology (ICT), places a professional demand on teachers to acquire relevant knowledge to make use of technology in their classrooms. Thus, for teachers to effectively integrate ICT into their teaching repertoire, they must transform their pedagogical practices. In this regard, the quality of pre-service and in-service training is pivotal in preparing teachers for effective technology integration. Utilising a case study approach and Activity Theory principles as a theoretical lens, this study set out to explore the influence of ICT as a tool of instruction on the classroom practice of in-service teachers in Rwanda. Qualitative methods were employed to capture data through interviews, observations, and document analysis. Data was analysed using content analysis to understand in-service teachers' constructions about learning through ICT and how it influenced their classroom practice. The investigation of the influence of ICT as an instructional tool to in-service teachers yielded unique patterns of their ICT learning-teaching experiences. The findings were two-fold. First, the ICT learning experiences of the in-service teachers changed their perspective towards teaching and learning with ICT in their own classrooms. Second, the teacher participants vicariously mirrored their lecturers' use of ICT in their own classroom practice. This unintended experience created affordances for the in-service teacher trainees to not only learn 'about' ICT, but significantly 'how to teach' pedagogically with ICT. It is crucial for teacher trainees to experience the same type of learning environments they are expected to create in their own classrooms.

Villalobos, E., Hilliger, I., Gonzalez, C., Celis, S., Pérez-Sanagustin, M., & Broisin, J. (2024). **The Mediating Role of Learning Analytics: Insights into Student Approaches to Learning and Academic Achievement in Latin America**. *Journal of Learning Analytics*, *11*(1), 6-20. https://doi.org/10.18608/jla.2024.8149

Researchers in learning analytics have created indicators with learners' trace data as a proxy for studying learner behaviour in a college course. Student Approaches to Learning (SAL) is one of the theories used to explain these behaviours, distinguishing between deep, surface, and organized study. In Latin America, researchers have demonstrated that organized approaches to learning could be more effective in higher education, leading to better performance and course approval. However, further analysis of student behavioural data is needed to understand this relationship and inform interventions targeting study habits and academic performance. In this study, we analyzed the relationship between student approaches to learning and their final grade in six college courses, using behavioural trace data as a mediator variable. Specifically, we conducted a quantitative study in two Latin American institutions where data of different granularity was collected from their Learning Management Systems. We observed that most learning analytics indicators do not mediate the effect between approaches to learning and course performance. However, there was evidence for fine-grained indicators acting as total mediators. Implications are discussed at methodological and pedagogical levels, aiming to inform the advancement of learning analytics in the region and its use for supporting student learning.

Wan, H., Zhang, X., Yang, X., & Li, S. (2024). **Which approach is effective: Comparing problematization-oriented and structuring-oriented scaffolding in instructional videos for programming education**. *Education and Information Technologies*, *29*(14), 17807-17823. https://doi.org/10.1007/s10639-024-12550-0

This study investigated the impact of problematization-oriented scaffolding and structuring-oriented scaffolding, incorporated within instructional videos, on students' computational thinking and their performance in programming education. We recruited 86 participants from three senior classes at a high school. Each of the three classes was assigned to one of the experimental conditions: the problematization-oriented scaffolding group, the structuring-oriented scaffolding group, and the control group, which received no scaffolding. Pre- and post-tests were conducted to assess students' computational thinking and programming performance during a three-week period. We observed significant improvements in the computational thinking skills of the problematization-oriented scaffolding group, particularly in the algorithmic thinking and cooperativity subdimensions, when compared to the control group. Structuring-oriented scaffoldings in videos also helped enhance students' computational thinking, especially in the algorithmic thinking subdimension. In contrast, students in the control group primarily improved their problem-solving skills, although the difference across the three groups was not significant. Furthermore, this study revealed that the use of learning scaffolds, whether problematization-oriented or structured, significantly contributes to students' learning achievements in comparison to the control group. These findings emphasize the importance of selecting the appropriate scaffolding approach to enhance specific dimensions of computational thinking.

Wang, J., Guo, L., Gao, J. qi, & Zhao, H. (2024). **How to build better environments that reinforce adaptation of online learning?——Evidence from a large-scale empirical**

survey of Chinese universities. *Education and Information Technologies*, *29*(14), 1-23. https://doi.org/10.1007/s10639-024-12556-8

This study is based on a comprehensive review of existing literature.Drawing upon the theories of task-technology fit (TTF) and technology adoption model(TAM), an integrated theoretical framework is developed. The framework placesadaptability as a critical outcome variable and quality standard. This studyconstructs a student-centered online learning process model oriented towardseffectiveness. The research is intended to utilize data from the « National Survey ofUndergraduate Education Teaching Quality in Ordinary Universities » encompassing123,894 Chinese university students from 272 undergraduate institutions. Through aquestionnaire-based survey, the study comprehensively investigates the influencepaths and mechanisms of several key factors, including environmental support (ES),teaching satisfaction (TS), perceived ease of use (PEU), task-technology fit (TTF),and learning adaptability (LA). The structural equation model largely validates thestudy's hypotheses, demonstrating significant correlations among the variables. Thetask-technology fit (TTF) and adaptability of university students are found to beinfluenced by teaching satisfaction (TS), perceived ease of use (PEU), andenvironmental support (ES). task-technology fit (TTF) emerges as a pivotal processvariable in online learning. teaching satisfaction (TS) and perceived ease of use(PEU), as foundational elements, positively influence learning adaptability (LA)through the mediating role of task-technology fit (TTF). However, environmentalsupport (ES) negatively predicts task-technology fit (TTF). The study findings offerempirical support for designing an environment conducive to enhancing students'adaptability in online learning. Furthermore, the outcomes guide policy formulationand practical strategies in various aspects, including optimizing teacherinstruction in the online setting, enhancing students' perceived usability ofdigital technologies, and promoting the supply of online technologicalfunctionalities. Ultimately, these efforts contribute to the welfare of students'learning experiences.

Wang, X., & Wang, Y. (2024). **The impact of perceived social support on e-learning engagement among college students: serial mediation of growth mindset and subjective well-being**. *European Journal of Psychology of Education*, *39*(4), 4163-4180. https://doi.org/10.1007/s10212-024-00853-2

Online learning has grown in popularity over the last few years. Understanding what factors and how they contribute to students' e-learning engagement is crucial for the success of online education. Based on the ecological system theory, this study aims to examine the association between perceived social support and e-learning engagement among Chinese college students and explore whether growth mindset and subjective well-being mediated this association. A survey was conducted among 605 college students in China. The results showed that perceived social support is positively and significantly associated with e-learning engagement and that growth mindset and subjective well-being play independent and joint mediating roles in the link between the two constructs. Our findings highlight the importance of the interaction between perceived social support, growth mindset, and subjective well-being in e-learning engagement among college students. This study contributes to the theoretical and practical understanding of the e-learning ecosystem in college students.

Wang, Y., & Wang, X. (2024). **Using AR-assisted approach in Chinese character acquisition for adult CFL learners**. *Education and Information Technologies*, *29*(14), 18023-18047. https://doi.org/10.1007/s10639-024-12562-w

Augmented Reality (AR) technology, as one of the emerging innovative technologies, is proven to have the potential to facilitate second language acquisition in terms of contextualized visualization and learning interactivity. Nevertheless, no empirical research has been conducted on the use of an AR-assisted approach to help adult Chinese language learners (CFL) acquire Chinese characters, which is a major challenge in CFL education. This study utilized a quasi-experimental research method to examine the effects of the AR-assisted approach on adult CFL learners' Chinese character recognition, writing, and memorization, as well as their attitudes and perceptions toward this kind of learning approach. Fifty elementary CFL learners, divided into an AR learning group and a traditional learning group, participated in this study. The results indicated that 1) the AR-assisted approach facilitated the recognition of semantic traits of a Chinese character, but not its morphological and phonological features, that 2) the AR-assisted approach enhanced the learners' command of the stroke order of a Chinese character but did not aid in writing the overall structure of a character, that 3) the AR-assisted approach promoted the memorization of the meaning of a character, however, failed to extend the memory retention of other aspects of the character, and that 4) learners were generally interested in the AR-assisted approach and held positive attitudes toward it, willing to use it more in their future education. In a word, the AR-assisted approach is worth trying in Chinese character acquisition for adult CFL learners though it still needs improvement.

Weng, C., Kassaw, K., Tsai, P.-S., & Lee, T.-J. (2024). **Does scratch animation for sustainable development goals (SDGs) with AI-comics impact on student empathy, self-efficacy, scriptwriting, and animation skills?** *Education and Information Technologies*, 29(14), 18097-18120. https://doi.org/10.1007/s10639-024-12576-4
This study aimed to make and introduce a curriculum in Taiwan for fifth-grade students, merging Scratch animation with the Sustainable Development Goals (SDGs). The curriculum combined the Scratch Reflective AI digital learning platform with conventional teaching methods to assess its effect on students' empathy, self-efficacy, and scriptwriting and animation skills. A total of 133 fifth-grade students from elementary school were involved in the study. The experimental group (67 students) received the SDGs-themed Scratch animation course with the AI-Enhanced Comics Reflection Diaries, while the control group (66 students) received the traditional SDGs-themed Scratch animation course. The findings revealed a significant improvement in students' self-efficacy levels in the Scratch animation course within the SDGs theme when using the AI digital learning platform with Comic Reflection. However, there was no significant variation in empathy levels among the students. The Comic Reflection AI digital learning platform significantly enhanced students' scriptwriting and animation skills, boosting creativity and self-efficacy in their abilities within the SDGs-themed Scratch animation course. Classroom observations revealed students' enthusiasm for the platform, emphasizing its potential to foster creativity and learning engagement. The study offers insights into the effectiveness of integrating digital learning platforms like Comic Reflection can be beneficial for enhancing students' self-efficacy and scriptwriting skills, highlighting the importance of adequate time for cognitive processing. The study's findings provide valuable guidance for educators and researchers aiming to enhance students' empathy with regard to global sustainability development goals.

Wong, J. T., Chen, E., Au-Yeung, N., Lerner, B. S., & Richland, L. E. (2024). **Fostering engaging online learning experiences: Investigating situational interest and mind-**

wandering as mediators through learning experience design. *Education and Information Technologies*, *29*(14), 18789-18815. https://doi.org/10.1007/s10639-024-12524-2
Traditionally, learning among young students has taken place within structured, physical classroom settings. However, the emergence of distance learning has introduced a diverse range of learning methods, including online, hybrid, and blended approaches. When the COVID-19 pandemic led to extended delays in in-person instruction, use of educational technologies such as asynchronous videos and online platforms were deployed to deliver mathematics curricula aligned with the Common Core State Standards (CCSS), though best practices for teaching mathematics asynchronously are not well studied. This study focuses on exploring the effectiveness of a math course on proportional reasoning that was co-designed, developed, and deployed in 5th and 6th grade Orange County classrooms. Examining the learning experience design (LXD) paradigm, this research focuses on discerning its influence on (n = 303) children's engagement during their involvement in an online, video-based math course. LXD is implemented by combining evidence-based pedagogical instructional design with human-centered user experience (UX) design. The study utilized a structural equation model to analyze the relationships between learners' user experiences, situational interest, mind-wandering, and online engagement. The results demonstrated significant direct effects between students' situational interest, user experience, and their level of online engagement. Findings also indicate that students' situational interest and mind-wandering significantly mediate the relationship between their user experiences and online engagement. These results have important theoretical and practical implications for researchers, designers, and instructors. By combining evidenced-based pedagogical learning design with human-centered user experience design, LX designers can promote situational interest, reduce mind-wandering, and increase engagement in elementary mathematics courses conducted in asynchronous online settings.

Yao, R., Tian, M., Lei, C.-U., & Chiu, D. K. W. (2024). **Assigning multiple labels of sustainable development goals to open educational resources for sustainability education**. *Education and Information Technologies*, *29*(14), 18477-18499. https://doi.org/10.1007/s10639-024-12566-6
Sustainable Development Goals (SDG) 4.7 aims to ensure learners acquire the knowledge and skills for promoting sustainable development by 2030. Yet, Open Educational Resources (OERs) that connect the public with SDGs are currently limitedly assigned and insufficient to promote SDG and sustainability education to support the achievement of SDG 4.7 and other SDGs by 2030, indicating a need for automatic classification of SDG-related OERs. However, most existing labeling systems can not support multiple labeling, tend to generate a large number of false positives, and have poor transferability within the OER domain. This research proposes a method to automatically assign SDGs based on AutoGluon, a machine-learning framework with powerful predictive capabilities, to allow multiple SDGs to be assigned to each OER. In the proposed framework, challenges of category imbalance and limited data availability are addressed, enhancing the precision and applicability of SDG integration in educational resources. To validate the transferability of model knowledge within the OER corpus, we used 900 lecture video descriptions from SDG Academy, forming the foundation for comparing our framework with existing labeling systems. According to the experiment results, our model demonstrates outstanding merits across various metrics, including precision, recall, F1, ACC, AUC, and AP.

Yildiz, E., & Arpaci, I. (2024). **Understanding pre-service mathematics teachers' intentions to use GeoGebra: The role of technological pedagogical content knowledge**. *Education and Information Technologies*, 29(14), 18817-18838. https://doi.org/10.1007/s10639-024-12614-1

The research investigated the "Technological Pedagogical Content Knowledge" (TPACK) of pre-service mathematics teachers and its impact on their sustained intention to utilize GeoGebra in teaching mathematics. This study introduced a novel research model by extending the "Unified Theory of Acceptance and Use of Technology" (UTAUT) with TPACK. Through "Structural Equation Modeling" (SEM) applied to data collected from 205 pre-service teachers, the research model was evaluated. The results revealed that factors like effort expectancy, social influence, performance expectancy, and TPACK significantly predicted the continuous use intention of GeoGebra. However, no substantial relationship was found concerning facilitating conditions. The findings have managerial and practical implications for academics, teachers, principals, and decision-makers promoting the use of GeoGebra in educational settings.

Zainuddin, Z. (2024). **Integrating ease of use and affordable gamification-based instruction into a remote learning environment**. *Asia Pacific Education Review*, 25(5), 1261-1272. https://doi.org/10.1007/s12564-023-09832-6

Increasing student engagement and improving learning outcomes are ongoing issues in higher education worldwide. These issues were particularly pertinent during the COVID-19 pandemic when remote learning was selected as the primary instructional learning setting. This study aims to assess the impact of gamification-based quiz instruction in driving college students' learning in an online class during the COVID-19 pandemic at a remote institution of higher education in Indonesia (n = 68). The study employs an explanatory sequential mixed-method approach, including quasi-experimental research, quantitative surveys, and qualitative interviews. The findings indicate that the overall result of the four tests conducted during the intervention indicates a statistically significant difference among the three groups. The gamification-based quizzes increase student enthusiasm and improve learning outcomes. The study demonstrates the transformation induced by the ease of use and low cost of digital gaming platforms from mundane activities, such as listening to lectures on Zoom, to enjoyable educational gaming activities. The weekly gamification-based formative assessments using easy-to-use media significantly increase student engagement, critical and creative thinking, and information literacy during the learning process.

Zainuddin, Z., Chu, S. K. W., & Othman, J. (2024). **The evaluation of gamification implementation for adult learners: A scale development study based on andragogical principles**. *Education and Information Technologies*, 29(14), 18591-18620. https://doi.org/10.1007/s10639-024-12561-x

This study utilised scale development analysis to evaluate the effectiveness of gamification based on Knowles' andragogical principle in facilitating online learning for adult students. An exploratory sequential mixed-method research design was employed, incorporating interviews and field notes to gather qualitative data for scale construction. The Gamification for Adult Questionnaires (GAQ) scale was developed via questionnaires and analysed quantitatively. The thematic analysis of qualitative interviews revealed 23 sub-themes based on the five main andragogical principles used as a foundation for the quantitative analysis scales. Initially, 47 items were constructed, but five items with low communalities were excluded and an EFA with varimax rotation

was performed on the remaining 42 items. The KMO and Bartlett test yielded a satisfactory value of 0.90 Williams et al. (2010). The Chi-square test (Bartlett's method) resulted in a significant sphericity level of $p < .01$. The EFA results enabled the categorisation of the 42 items into four factors: independent learning (9 items), learning engagement (15 items), knowledge-experience sharing (7 items), and application to real-life situations (11 items). The high alpha coefficient of 0.97 suggests the scale is reliable, and the 42 items account for 81% of the variance. The results indicate that the GAQ scale is a valid and reliable tool for evaluating gamification based on andragogical principles in adult learning settings. This study provides a foundation for future researchers interested in exploring gamification with contemporary teaching methods and technology for adult learners using Knowles' andragogical principles.

Zhai, X., Yuan, W., Liu, T., & Wang, Q. (2024). **Machine learning investigation of optimal psychoemotional well-being factors for students' reading literacy**. *Education and Information Technologies*, 29(14), 18257-18285. https://doi.org/10.1007/s10639-024-12580-8
Psychoemotional well-being factors have been recognized to have a significant impact on students' reading literacy. However, identifying which key psychoemotional well-being factors most significantly influence students' reading performance is still not fully explored. This research examines the psychoemotional well-being factors that distinguish the reading literacy of high-level students from low-level ones using machine learning methods in four regions of China, including Beijing, Shanghai, Jiangsu, and Zhejiang. In total, 3497 samples were drawn from the public database of the PISA 2018, including 2935 high-level students (with proficiency level at or above Level 5) and 562 low-achieving students (at Level 2 or below). By applying Recursive Feature Elimination with Cross-Validation feature selection and Support Vector Machine classifiers approach, this study successfully identifies 15 key factors (e.g., students' socioeconomic status and learning goals) from the total 25 psychoemotional well-being factors that synergistically distinguish high-level students from low-level students with a high accuracy score (0.905). Further, using the Shapley Additive exPlanations method, the feature importance of the features set is shown, and 10 factors relevant to the psychoemotional well-being show the feature importance of reading literacy of high-level students. This study provides important insights into the factors of psychoemotional well-being that influence students' reading literacy development.

Zhai, Y., Huang (corresponding author), X., & Tian, N. (2024). **Exploring the Design and Application of an Intelligent French Dictation Platform**. *Distances et Médiations Des Savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jk4
Dictation is considered an efficient exercise for testing French as a foreign language (FFL) learners' language proficiency. However, the traditional class-based approach to dictation is constrained by the inherent complexity of the exercise's design, materialisation, and delivery. In this research, we adopted a design-based research approach to design, develop, and apply an intelligent French dictation platform, which we tested on 50 undergraduate FFL learners. By examining their feedback, we identified certain advantages of the platform, such as time–space flexibility, instant correction, and the opportunity to repeat exercises, but also some disadvantages, such as inconvenient text entry, the inability to question a teacher, and the absence of collective learning and supervision. Crucially, this study constitutes an encouraging step forward in classifying frequent errors made by Chinese learners. The results provide a starting point for

developing more advanced dictation platforms that will be capable of automatised error classification in the future.

Orientation scolaire et professionnelle

Bouchet, C. (2024). **Le handicap dans les orientations scolaires et professionnelles en France : entre segmentations spécifiques et inégalités imbriquées**. *Revue française de pédagogie. Recherches en éducation*, (222), 33-49. https://doi.org/10.4000/12euu
Cet article examine les segmentations verticales et horizontales liées au handicap dans les orientations scolaires et professionnelles en France. En combinant une analyse secondaire de l'Enquête emploi en continu et une campagne d'entretiens biographiques, l'étude révèle plusieurs tendances, dans des proportions variables selon les caractéristiques des limitations et troubles : des arrêts précoces de scolarité, une concentration dans les cursus technologiques et professionnels, et des différenciations fines intra-filières. Dans les parcours, le handicap coconstruit les orientations avec d'autres déterminants sociaux à travers des effets d'étiquetages institutionnels, des évaluations indirectement pénalisantes par les équipes éducatives et des pratiques auto-sélectives sous l'influence des familles et des pairs.

Buisson-Fenet, H., & Guyon, R. (2024). *L'orientation scolaire : choisir ou s'adapter ?* Consulté à l'adresse https://catalogue-editions.ens-lyon.fr/fr/livre/?GCOI=29021100302690
Loin d'aborder uniquement les métiers et les formations en milieu scolaire, l'orientation doit de plus en plus composer avec le renouvellement de questions classiques (faut-il promouvoir le remplissage des filières, au risque de reproduire leur composition sociale ? Doit-on inciter les élèves à anticiper leur professionnalisation, et soumettre ainsi le système éducatif aux évolutions projetées des marchés du travail ?) comme avec l'émergence d'interrogations plus récentes en matière d'inégalités sexuées de parcours, d'autocensure des élèves de milieux populaires, d'inclusion scolaire et professionnelle des élèves en situation de handicap... En individualisant leur accompagnement et en reconnaissant l'importance du développement personnel dans la fabrique des choix scolaires et de ce qu'ils autorisent, les conseillers d'orientation de l'Education nationale – devenus les psychologues de l'Education nationale depuis la circulaire d'avril 2017 – consolident à leur manière une conception psychologisante du " projet " de l'élève. Prescripteurs d'orientations institutionnelles dans un secteur scolaire soumis au feu de la critique, ouvert à d'autres formes d'interventions, n'illustrent-ils pas une mission et un " métier impossible " dans une conjoncture où l'institution scolaire n'en finit pas de chercher à se recomposer ?

Fris, D. A. H., van Vianen, A. E. M., van Hooft, E. A. J., de Hoog, M., & de Pagter, A. P. J. (2024). **Challenge or Threat? Proposing and Testing a Career Shock Coping Model**. *Journal of Career Development*, *51*(6), 696-716. https://doi.org/10.1177/08948453241290776
Career shocks can significantly impact individuals' career development. We propose that how a career shock affects career development depends on how people appraise it. Specifically, our Career Shock Coping (CSC) model proposes that, dependent on personal characteristics, individuals differ in the extent to which they appraise career shocks as challenging and/or threatening. Challenge and threat appraisals inspire

approach- and avoidance-oriented career behaviors, respectively, which differentially relate to career-related outcomes. A two-wave study was conducted among medical students (N = 279) in the context of the COVID-19 pandemic as a career shock. Supporting our CSC model, core self-evaluation (CSE) related negatively to threat appraisal and threat appraisal related positively to avoidance-oriented career behavior. Avoidance-oriented career behavior related positively to career decision-making stress. The relations between CSE, challenge appraisal, approach-oriented career behavior, and career decision-making stress were not significant. The findings have implications for career shocks research and career counseling practice.

Kim, J. Y., & Keane, A. (2024). **Corporate social responsibility and performance in the workplace: a meta-analysis**. *International Journal for Educational and Vocational Guidance*, 24(3), 781-807. https://doi.org/10.1007/s10775-023-09581-3
Despite stakeholders' desire for organizations to participate in corporate social responsibility (CSR) activities, some organizations do not invest in CSR due to uncertainty around the value it provides to performance. This research investigates the effect size of the relationship between CSR and performance via a meta-analysis of 17 articles. A series of performance-indicating groups emerged and effect sizes were calculated using the Comprehensive Meta-Analysis software. These groups include in-role performance, extra-role performance, employees' affective attitudes towards organizations, and organizational-level outputs. Results suggest that CSR has a large effect on performance across a range of contexts. Implications for career counseling are discussed.

Kim, S., Creed, P. A., Hood, M., & Bath, D. (2024). **Protean career processes in young adults:Relationships with perceived future employability, educational performance, andcommitment**. *International Journal for Educational and Vocational Guidance*, 24(3), 1-24. https://doi.org/10.1007/s10775-023-09584-0
Protean career processes of vocational identity awareness, careeradaptability, and career agency have been hypothesized to mediate the relationships betweenprotean career orientation and career-related outcomes. To date, the role of these processmechanisms has not been assessed directly in young adults, and little attention has beenpaid to educational outcomes, which are important career-related goals for young people onthe way to their desired career. To address this gap, we tested this indirect-effects modelin a sample of young adult undergraduates (N = 396;Mage = 20.19, SD = 2.99; 72.2% women) and included career-related goals(perceived future employability, educational performance, and commitment) as outcomes.Identity awareness and career adaptability partially explained the relationship betweenprotean career orientation and perceived future employability and completely explained therelationships with educational performance and commitment. Contrary to protean careertheory, there were no significant indirect paths via career agency to any of theoutcomes.

Lee, B. (2024). **The association between work and family importance and job search behavior among career-interrupted men and women**. *International Journal for Educational and Vocational Guidance*, 24(3), 727-742. https://doi.org/10.1007/s10775-022-09577-5
The present study examined how the personal importance of work and family were associated with job search behavior, and whether there were any gender differences in those associations. A sample of 284 career-interrupted women and men participated in

the study. Accordingly, job search behavior and antecedent variables—including personal importance of work and family—were measured. Using regression analyses, gender differences in job search behavior were found. Personal importance of work and family also played significant roles, but in different ways for men and women, suggesting that differential societal norms may be at play.

Lim, E. M., Kang, H. J., & Kim, T. S. (2024). **Application of the system theory framework to the career development of Korean university students**. *International Journal for Educational and Vocational Guidance*, 24(3), 581-602. https://doi.org/10.1007/s10775-023-09578-y
This study investigates the applicability of the system theory framework (STF) to Korean university students with regard to their career development and counseling. The STF-based career group program content consists of MSCI (My System of Career Influences) and MCC (My Career Chapter), and is conducted over ten sessions for two groups of college students in Korea. Following the program's conclusion, the participants were asked about its usefulness and their experiences participating. An analysis of the survey results revealed the participants to have rated the program as useful. Subsequently, a qualitative analysis was conducted using the Consensual Qualitative Research (CQR) technique, and four domains and ten categories were derived. Further, the significance and the limitations of the research were discussed.

Mehreen, A., & Ali, Z. (2024). **Really shocks can't be ignored: the effects of career shocks on career development and how family support moderates this relationship?** *International Journal for Educational and Vocational Guidance*, 24(3), 701-726. https://doi.org/10.1007/s10775-022-09574-8
Career shocks (CS) avert recipients' growth and consider the main hurdle in the development of employees' career. Such shocks (positive/negative) significantly affect employees. Drawing on affective events theory (AET), this study conceptualizes CS as affective events which produce negative/positive behavior among individuals. Therefore, this study aims to explore the influence of CS on career development (CD) through positive affect using AET as a theoretical base. Moreover, this research pursues to explore that how family support plays a buffering role in the association between CS and CD. Using the time-lagged approach, we recruited 264 banking professionals and tested the proposed model in AMOS 24.0. The findings demonstrate that CS is significantly related to CD and family support moderates the linkage between CS and CD. Finally, we recorded the research discussion and implications.

Nunès, É. (2024, octobre 17). **Les classements des grandes écoles de commerce sont toujours aussi déterminants pour les étudiants et les entreprises**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/10/17/les-classements-des-grandes-ecoles-de-commerce-sont-toujours-aussi-determinants-pour-les-etudiants-et-les-entreprises_6354171_4401467.html
Les familles continuent de consulter les classements, en particulier celui du Sigem. Des palmarès qui indiquent aussi aux sociétés comment recruter les jeunes diplômés.

Sadaf, F., Bano, S., & Rahat, R. (2024). **First-Generation Female Professors from Low-Income Families in Pakistan: The Influence of Parents on Access to and Involvement in Higher Education**. *Sociological Inquiry*, 94(4), 1025-1040. https://doi.org/10.1111/soin.12601

This paper presents findings of qualitative analysis of female professors' views about the role of their parents' attitudes and family backgrounds in shaping their access to and participation in university education in Pakistan. Structural barriers in the form of lack of education, in particular, high education facilities and opportunities were linked to disadvantaged rural places of residence and geographical inequities, whereas parental values of believing in the importance of gaining professional education were commonly highlighted across the sample. Similarly, the family culture of encouraging and supporting children's education, and parental role in overcoming barriers in gaining access to university education were more likely reported than traditional gender role beliefs and gendered practices. Additionally, parents' positive and reinforcing attitudes toward their daughters' education played a mediating role in shaping study participants' academic dispositions and agencies that lead to their academic and career success. The analysis revealed that parents' positive educational values, encouraging attitudes, and supportive behaviors for their daughters were embedded in parents' personal histories and experiences of deprived status in education and occupational attainments.

Sawitri, D. R., Handoyo, S., Hasnida, Creed, P. A., Prihatsanti, U., Kristiana, I. F., … Zahreni, S. (2024). **The research resilience scale: development and initial validation**. *International Journal for Educational and Vocational Guidance*, *24*(3), 763-780. https://doi.org/10.1007/s10775-023-09582-2
We developed and provided initial validation for a 15-item scale for use with academics. In Phase 1, we utilized a review of the literature, focus groups, and expert feedback to generate 36 items. In Phase 2, we conducted item and exploratory factor analyses to reduce the number of items and assess the factor structure (N = 212; 51.4% female; mean age 48.93 years, SD = 9.45). In Phase 3, we conducted confirmatory factor analyses to verify the initial structure (hold-out sample: N = 210; 56.7% female; mean age 49.20 years, SD = 9.98). In Phase 4, we provided construct validity.

Singhal, S., & Prakash, N. (2024). **A narrative inquiry into the meaning of careeridentity of Indian emerging adults amid Covid-19**. *International Journal for Educational and Vocational Guidance*, *24*(3), 1-26. https://doi.org/10.1007/s10775-023-09590-2
This paper studied the career experiences of emerging adults amid thepandemic and how they make sense of their career identities during this time. TwentyIndian Emerging adults (18–25 years) wrote narratives about their career stories duringthe pandemic. Using thematic analysis, three key themes of (1) Perceived Impact ofPandemic Crisis on Career Identity, (2) Positive Meaning-Making of Career Identity amidthe Crises, and (3) Negative Meaning-Making of Career Identity amid the Crises wereidentified. The study concluded that despite the negative impact of Covid-19 on careerexperiences, most emerging adults cognitively reframed negative experiences aspositive.

Slobodin, O., Samuha, T., Hannona-Saban, A., & Katz, I. (2024). **When boys and girls make their first career decisions: Exploring the role of gender and field in high school major choice**. *Social Psychology of Education*, *27*(5), 2455-2478. https://doi.org/10.1007/s11218-024-09933-z
Although choosing a high school major is often adolescents' first significant career decision, little is known about the factors that enable adolescents to choose a high school major autonomously (i.e., a major that reflects their values and preferences) or the familial and individual constellations that affect this decision. The current study examined the mediating role of adolescents' identity processing style in the association

between perceived parental need support and adolescents' level of autonomous motivation when choosing their high school major. Second, we examined whether these proposed relationships differed for gender-stereotyped and non-stereotyped fields. The sample was composed of 571 9th -grade students (296 boys) who self-reported their perceived parental need support, motivation for choosing a high school major, identity processing style, and their preference for a high school major. Results showed that an informative identity style mediated the relationship between parental need support and adolescents' autonomous motivation. Gender played a moderating role in this relationship so boys' autonomous motivation for choosing a non-STEM major was more strongly linked to parental support than girls' motivation to make a similar choice. In contrast, girls' autonomous motivation for choosing a STEM major was more strongly related to the provision of parental support than boys. These findings emphasize the importance of nuanced parental need-support considering the students' gender and major (STEM vs. non-STEM) and the need to promote self-exploration when deciding on a high school major.

Soidet, I., Bonnefoy, L., & Olry-Louis, I. (2024). **Work and the future as represented by French adolescents: the role of secondary school type and anticipated duration of post-secondary education**. *International Journal for Educational and Vocational Guidance*, *24*(3), 553-579. https://doi.org/10.1007/s10775-022-09575-7
This study, conducted in France, sought to describe the organization of the content of the social representations that high school students in transition construct of work and their own future, taking into account two variables: their type of secondary school and the anticipated length of their post-secondary education. For this purpose, 669 adolescents enrolled at three types of secondary schools (middle school, general high school, and vocational high school) were given two free-association tasks (with the inducers "work" and "your future"). Prototypical analyses for each of the variables considered were carried out on the corpus of words collected. The results highlight the place occupied by money and post-secondary education in the set of representations and the advantage of taking into account the subjective variable "anticipated length of post-secondary education" to better understand the role that contemporary uncertainties play. Thus, students who do not plan to pursue higher studies seem more worried about their future than others. On the theoretical level, the article notably highlights the benefit of integrating certain concepts developed in social psychology along with studies developed in the field of career guidance. In terms of practice, finally, it argues for a better integration of anticipations in the support aimed at helping students plan their transitions.

Sowa, S., Smith, J., & Manches, A. (2024). **Primary and secondary school students' career aspirations and job automation-related risks**. *International Journal for Educational and Vocational Guidance*, *24*(3), 531-551. https://doi.org/10.1007/s10775-022-09573-9
To explore the differential impact of job automation for different groups of primary and secondary school students, an analysis of variance was conducted using survey data on the occupational aspirations of British school students (aged 7–18) and probability statistics derived from a model of job automation. Results indicated that students aged 13 years old and above were more than twice as likely to express an occupational aspiration associated with a high risk of automation, along with a higher proportion of male students, lower socio-economic groups, and respondents knowing someone (particularly a parent) holding their desired occupation ($P < .05$).

Steinberg, O., Kulakow, S., & Raufelder, D. (2024). **Academic self-concept, achievement, and goal orientations in different learning environments**. *European Journal of Psychology of Education*, *39*(4), 3893-3917. https://doi.org/10.1007/s10212-024-00825-6
Stage-Environment Fit Theory underlines the role of learning environments and their match with students' needs as crucial for students' motivation and learning. This study explores the mediation role of goal orientations in the interplay of academic self-concept and achievement in mathematics and verbal domains in student-directed and teacher-directed learning environments. The sample consists of 1153 adolescent students (Mage t1 = 13.97; SD = 1.37, 49% girls) from Germany. Multi-group cross-lagged panel analyses confirm the Reciprocal Effects Model for the student-directed learning environment only, as reciprocal relation of academic self-concept and grades over time has been found. The extension of the Reciprocal Effects Model with goal orientations as mediators could not be confirmed for any learning environment.

Toutain, J. (2024, octobre 18). **« Ils veulent se rendre utiles à la société » : les jeunes travailleurs sociaux, entre dévouement et questionnements sur leur métier**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/10/18/ils-veulent-se-rendre-utiles-a-la-societe-les-jeunes-travailleurs-sociaux-entre-devouement-et-questionnements-sur-leur-metier_6354841_4401467.html
Pour les moins de 30 ans qui s'engagent dans le secteur social, aider les autres relève souvent de l'évidence. Cette certitude ne les empêche pas de s'interroger sur leur rapport au travail.

Ulaş-Kılıç, Ö. (2024). **Career transition process: a study of the Turkey and the United States**. *International Journal for Educational and Vocational Guidance*, *24*(3), 681-699. https://doi.org/10.1007/s10775-023-09589-9
The purpose of this study is to determine the variables that affect career transition levels of Turkish and U.S. participants. For this purpose, 336 (nU.S. = 151; nTurkey = 185) participants who reported their socio-economic level as middle experiencing career transition at least for 2–3 months are included in the study. According to the Career Transition Model, hopelessness and trait anxiety affect Turkish participants' career transition significantly, but do not have such an effect for U.S. participants. In addition to this, social support does not affect career transition of Turkish participants significantly, and this is also true for U.S. participants. Finally, the Career Transition Model does not show a significant difference based on culture.

van Rensburg, H., Perera, H. N., McIlveen, P., Asad, F., & Hoare, P. N. (2024). **Measures of career adaptability and employability in Bahasa Indonesia**. *International Journal for Educational and Vocational Guidance*, *24*(3), 743-761. https://doi.org/10.1007/s10775-022-09576-6
There is emergent evidence of the Career Adapt-Abilities Scale's utility in the Global South. The present research provides evidence about the measurement properties of a Bahasa Indonesia language version of the Career Adapt-Abilities Scale and comparator measures, the Career Futures Inventory-Revised and the Self-perceived Employability Scale, using a sample of students (N = 277) enrolled in Indonesian college degrees. Furthermore, for the purpose of cross-cultural comparisons, the measurement properties of the Indonesian version of the Career Adapt-Abilities Scale were compared with an

independent dataset (N = 387) using an Australian English language version. The Indonesian version had acceptable measurement properties.

Wu, F., & Jung, J. (2024). **Where to go: Factors influencing Hong Kong university students' attitude towards working in the Greater Bay Area**. *Higher Education Quarterly, 78*(4), e12568. https://doi.org/10.1111/hequ.12568

This study explores Hong Kong university students' concerns when making employment decisions after graduation and their attitudes towards working in mainland China, especially in the Greater Bay Area (GBA). Two research questions were identified: What are Hong Kong students' attitudes towards working in the GBA? What factors influence Hong Kong students' employment choices? A qualitative research approach was adopted with semi-structured interviews with 38 final-year students from eight Hong Kong universities. Based on thematic analysis, the findings showed that Hong Kong university students' willingness to work in the GBA was mainly influenced by their previous connections with the destination and potential career development opportunities. However, Shenzhen was the only city out of nine in the GBA they considered for employment. University students were aware of the economic rationale for their employment preparation, but, more importantly, they placed a high value on professional development opportunities and work–life balance. They also valued opportunities for internationalisation and emphasised the importance of the work culture and environment in choosing employment. The findings have policy implications for graduate employment and the intra-mobility of talented young people across GBA cities in China.

Politique de l'éducation et système éducatif

Annan, B., & Wootton, M. (2024). **Les élèves, acteurs principaux des données en éducation en Nouvelle-Zélande** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (96), 125-138. https://doi.org/10.4000/12fsw

Cet article analyse trois études de cas qui illustrent un changement dans l'utilisation des données. Comment est-on passé d'une insistance sur l'application de normes quantitatives à l'utilisation de données narratives visant à promouvoir la réussite et l'épanouissement des élèves ? Ce mouvement est né de la volonté de répondre au défi majeur de l'équité en Nouvelle-Zélande, où les élèves autochtones maoris et océaniens, ainsi que ceux ayant des besoins éducatifs spéciaux, sont défavorisés par le système éducatif. Les études de cas montrent que les élèves, avec le soutien des enseignants et des familles, accroissent leurs exigences, participent à des discussions approfondies sur les données liées à l'apprentissage et influencent de manière constructive leurs environnements d'apprentissage. La prochaine étape de ce processus consiste à envisager des solutions aux autres défis contemporains, en engageant un temps de réflexion commun (whai whakaaro).

Aspiranti, K. B., McCleary, D. F., Ebner, S., Blake, J., Biggs, L. E., & Rios, R. N. (2024). **Examining school crisis plan components using the comprehensive crisis plan checklist— Second edition**. *Psychology in the Schools, 61*(11), 4189-4202. https://doi.org/10.1002/pits.23276

Creating a plan for crisis prevention, intervention, and postvention procedures allows schools to prepare for the traumatic consequences when a crisis inevitably occurs. The comprehensive crisis plan checklist—second edition (CCPC-2; McCleary & Aspiranti,

2020) is a 102-item tool created for evaluating individual school and district crisis plans. The current study examined existing crisis plans from school districts across the United States to determine the amount and type of CCPC-2 items that are present within school crisis plans. The number of CCPC-2 items represented on the 73 plans evaluated ranged from 0 to 67 with a mean of 22.29 items. The average number of plans that included a single item on the CCPC-2 was 16. There were no significant differences in the number of CCPC-2 items represented across different geographic locations, urbanicity (urban, suburban, rural), or district/school-level plan type. Discussion focuses on how crisis teams within the schools can use the CCPC-2 when creating, reviewing, or revising their district- or school-level crisis plan.

Asson, S. (2024). **Rezoning Educational Opportunities: The Relationship Between School Attendance Zone Boundary Changes and Access to Schools of Varying Quality**. *Educational Policy*, *38*(7), 1563-1607. https://doi.org/10.1177/08959048241271370
U.S. public schools provide substantially different educational opportunities to students—even within school districts, where attendance zone boundaries (AZBs) shape most children's access to schools. The (re)drawing of AZBs is therefore a highly consequential policy decision. In this paper, I study how AZB changes in the Washington, D.C. metropolitan area affect children of different races between 2000 and 2020, including how they alter children's travel times to school and access to school-level educational opportunities. Findings are starkly unequal, with rezoning disproportionately negatively affecting Black and Hispanic children. Results highlight the need for educational leaders to explicitly consider how AZB changes will redistribute opportunity within their districts.

Baba-Moussa, A. R., Véran, J.-P., & Wagnon, S. (2024). **Élaborer et diffuser des données fiables à tous les acteurs éducatifs et décisionnels en Afrique subsaharienne. Un entretien avec Abdel Rahamane Baba-Moussa**. *Revue internationale d'éducation de Sèvres*, (96), 71-81. https://doi.org/10.4000/12fsr
Affirmer l'importance de la langue d'enseignement, de la préscolarisation, de la qualité de la formation initiale et continue des enseignants pour la réussite des élèves sont en Afrique des priorités qui se fondent sur les résultats du Programme d'analyse des systèmes éducatifs (Pasec), une enquête internationale produite par la Conférence des ministres de l'éducation des États et gouvernements de la francophonie (Confemen), ainsi que sur les actions pilotes conduites ensuite pour concrétiser les leviers de progrès repérés. Cela requiert rigueur méthodologique, éthique et déontologique pour associer tous les acteurs concernés, du national au local dans un nombre grandissant de pays, et partager ainsi une culture commune de l'évaluation et de la conduite du changement, conduisant à une amélioration continue de la qualité de l'enseignement et des apprentissages.

Babbs Hollett, K. (2024). **Associations Between Administrative Burden and Children's ECE Stability During the Covid-19 Pandemic**. *Educational Policy*, *38*(7), 1713-1750. https://doi.org/10.1177/08959048241271356
The Covid-19 pandemic caused widespread closures of early care and education (ECE) facilities that negatively impacted children's socioemotional, behavioral, and academic development. Policies permitting child care centers to remain open by obtaining waivers from closure directives involved varying levels of administrative burden. This study examined administrative burden within waiver policies and its association with ECE stability, as measured by children's enrollment in waiver-obtaining child care centers. I

found Black children were significantly less likely than White children to be enrolled in a waiver-obtaining center, and also far less likely to have a center that obtained a waiver very early on in the pandemic. Analyses showed rates of enrollment in waiver-obtaining centers were far lower among children whose centers experienced more administrative burden, and suggested racial disparities in ECE stability were driven by Black children's concentrated residence in communities where the waiver application process was more burdensome.

Bachand, C.-A., & Demers, S. (2024). **Pour une culture critique des données en éducation au Québec**. *Revue internationale d'éducation de Sèvres*, (96), 93-102. https://doi.org/10.4000/12fst
Cet article soutient que bien que l'essor des gouvernements et des pratiques de gestion basées sur les données puisse donner l'impression d'une dépolitisation, les données utilisées dans les politiques éducatives et les discours peuvent en réalité dissimuler les aspects idéologiques de ces choix et déposséder les acteurs éducatifs de leur capacité à agir. Dans cet article, sont examinés quelques-uns des processus hautement politiques et idéologiques liés à la quantification des phénomènes humains. Les auteurs montrent quelques-uns des effets de la gouvernance par les données sur l'éducation, la gestion des systèmes d'éducation et la recherche, en donnant des exemples québécois récents. Enfin, ils explorent les conditions dans lesquelles les données peuvent renforcer l'agentivité des acteurs de l'éducation et qui pourraient favoriser une éthique des données et une culture critique lui étant associée.

Barnett, R. (2024). **Crisis, what crisis? Real impairments and absences in the ecosystems of higher education**. *Higher Education Quarterly*, *78*(4), e12498. https://doi.org/10.1111/hequ.12498
Are the many crises of higher education real, or are they in the eye of the beholder? They are evidently something of both: The crises to which we are characteristically alerted are manifestations in the real of the world and indicate much about our scholars' perceptions and even their values. To say this, however, invites the question: can we sort the wheat from the chaff? Might there be a way of validating any effort to identify a crisis that lies in the world, independently of claims made about it? There is straightaway a fundamental difficulty after all; namely, that the very concept of crisis is fact and value, both pointing to a phenomenon in the world and making a judgement about it. It seems then that, in the language of crisis, we may be conflating ontology with epistemology and ethics. When we hear talk of crisis, we may be being told more about the claim-maker than the feature of the world that is in question. However, I suggest that, if we deploy the artifice of ecosystem, and so adopt an ecological approach to the matter, we can move on two planes at once: We can point to phenomena of crises in higher education that are in the world and that also warrant our evaluative judgements of them.

Baroudi, S., & ElSayary, A. (2024). **Driving transformation in higher education: Exploring the process and impact of educational innovations for sustainability through interdisciplinary studies**. *Higher Education Quarterly*, *78*(4), e12529. https://doi.org/10.1111/hequ.12529
In recent years, there has been a growing focus on innovation research, particularly in the manufacturing and information technology sectors in the US and Europe. However, the disruptions caused by the recent pandemic called for more innovations, especially in the education industry. Innovation is viewed as an outcome of a set of various drivers. This study explored faculty perspectives on the drivers of innovation that can transform

the curriculum into an interdisciplinary model to promote sustainability in education. Additionally, it examined the relationship between these drivers and the outcome of innovation, particularly at the process level. An explanatory sequential mixed-method approach was employed to collect quantitative and qualitative data from a purposeful sample of 60 faculty members at one federal higher education institution in the United Arab Emirates. Findings indicated that while there is a correlation between the drivers and process of innovation and sustainability in education, other factors played a more significant role in facilitating this transformation. Empowering faculty members and involving them in the process of transformation, connecting them with the institutional vision and mission for innovation, fostering a clear understanding of the value of the transformation, providing faculty with continuous professional learning and development opportunities to promote the use of innovative pedagogical methods, are among the key factors.

Bennett, B., Papatsiba, V., & Stephens, S. (2024). **Presidential leadership in higher education: Balancing collaboration and competition in a time of systemic change**. *Higher Education Quarterly*, *78*(4), e12527. https://doi.org/10.1111/hequ.12527
Research on senior leadership in higher education systems is urgently needed, particularly in the context of system-wide transformations. This study focuses on a critical juncture in Ireland, during which Institutes of Technology (IoTs) collaborated to undergo 'redesignation' as Technological Universities (TUs). Based on interviews with the fourteen presidents of the IoTs, this research employs the Community of Practice framework to analyse their interactions, strategies, and approaches to a policy-initiated, systemic change. Despite decades of pervasive competition, these senior leaders formed a community of practice as they worked collectively to achieve the common goal of TU status. Four key themes emerged: Embracing a more expansive external role; Acknowledging obstacles to collective leadership; Forming groups, collaborating and competing; and Leading calmly and fostering unity. The findings of this study advance our understanding of three interconnected fields: senior leadership practices in higher education, the interplay of collaboration and competition in higher education; and the facilitation of policy-induced systemic change within higher education systems. Our findings have significant implications for institutional leaders, policymakers and scholars aiming to comprehend and improve leadership practices in higher education.

Berterreix, C., & Chaliès, S. (2024). **Territoires apprenants : cadrage politique et objet de recherche**. *Revue française de pédagogie. Recherches en éducation*, (222), 101-142. https://doi.org/10.4000/12euy
Ces dernières années, de multiples réformes ont été engagées dans le système de formation des enseignants français du premier degré. Au cœur de celles-ci, l'utilisation institutionnelle croissante de multiples acceptions de la notion de « territoires apprenants » est notable. Pourtant, une analyse des textes institutionnels et surtout des publications scientifiques relatifs au territoire apprenant laisse entrevoir une absence de consensus quant aux définitions associées à cette notion et aux conditions nécessaires à sa construction et son développement. En conséquence, cette note de synthèse propose de rendre compte de l'accroissement de la mobilisation institutionnelle du territoire apprenant et de ses différentes acceptions. Pour cela, un état des lieux de ses usages au sein des textes de l'Union européenne et de l'Éducation nationale relatifs à la formation des enseignants est exposé. Sur cette base, une question se pose : le concept de territoire apprenant, ainsi mobilisé, trouve-t-il seulement son origine dans le langage

politique ou est-il emprunté à un ou plusieurs champs de recherche ? En réponse, une analyse des publications scientifiques recensées permet de caractériser la structuration d'un champ de recherche et de détailler les circonstances favorisant son émergence. Les dimensions constitutives faisant consensus dans la littérature sont formalisées. Pour conclure, trois pistes de recherche à engager sont avancées compte tenu des zones d'ombre subsistant dans la littérature.

Bhopal, K. (2024). **The (un)equal university: Training programmes and the commodification of race**. *Higher Education Quarterly*, *78*(4), e12518. https://doi.org/10.1111/hequ.12518
There is a plethora of evidence to suggest that academics of colour remain under represented in higher education; they are less likely to be professors and occupy senior managerial roles compared to White groups and report regular incidents of overt and covert racism. Equality, Diversity and Inclusion initiatives such as training programmes to progress the position of academics of colour into senior roles have been used to address their under representation. Drawing on Critical Race Theory this paper examines how within the neoliberal marketised university, such training programmes are used for the benefit of White groups to perpetuate White privilege.

Bigot, J., & Tomé-Gertheinrichs, É. (2024). **La protection de l'enfance est en danger : les préconisations du CESE**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4009* [Report]. Consulté à l'adresse Conseil économique website: https://www.lecese.fr/sites/default/files/pdf/Avis/2024/2024_15_protection_enfance.pdf
La protection de l'enfance est en danger. Avec 344 682 mineurs et jeunes majeurs pris en charge par l'aide sociale à l'enfance toutes prestations et mesures confondues (+18% depuis 2011)1 , un délai moyen supérieur à 6 mois pour appliquer les mesures de protection et une pénurie inédite de personnels (30 000 postes vacants dans le secteur médicosocial et éducatif2), c'est le constat qu'établit le CESE. Saisi par le Président du Sénat pour dresser le bilan des trois lois de la protection de l'enfance, le CESE pointe la crise systémique de la protection de l'enfance : pas de statistiques, pas d'évaluations, peu de contrôles, des ressources et des moyens budgétaires insuffisants, une non-exécution préoccupante de décision de justice, une gouvernance complexe et mal coordonnée, de graves problèmes de recrutements et de valorisation des métiers… Il alerte sur des dysfonctionnements qui persistent ou s'aggravent et l'énorme décalage qui se révèle entre le cadre protecteur et complet des lois existantes et leur application sur le terrain. La protection de l'enfance est un cas d'école de la noneffectivité des politiques sociales. Le déficit d'ambition collective, la désorganisation et l'épuisement des acteurs ont pour conséquence la mise en danger de l'enfant. La protection de l'enfance est un enjeu majeur dont la société entière doit se saisir urgemment. C'est pourquoi le CESE formule 20 préconisations pour un parcours de protection centré sur les droits et besoins de l'enfant. Il appelle l'État à mieux respecter les engagements de la France à protéger tous les enfants, quelles que soient leurs vulnérabilités, égalitairement et sur tout le territoire. Aucune distinction ne doit être faite entre les mineurs non accompagnés (MNA) et les autres mineurs. Le CESE insiste enfin sur le fait qu'aucune amélioration ne sera apportée à la protection des enfants sans recrutements de personnels mieux formés, mieux reconnus et davantage soutenus.

Bouzeria, I. (2024). **L'éducation entrepreneuriale en Algérie : un enjeu clé pour la diversification économique**. *Revue internationale d'éducation de Sèvres*, (96), 20-23. https://doi.org/10.4000/12fsl
Confrontée à la nécessité d'innover et de réduire sa dépendance aux hydrocarbures, l'Algérie met en œuvre une stratégie majeure d'enracinement de l'entrepreneuriat dans l'éducation. Cette démarche vise à cultiver les compétences d'innovation, de créativité et d'initiative, afin de susciter un changement économique profond marqué par la création d'emplois et l'augmentation de la compétitivité. L'analyse des récentes initiatives en éducation entrepreneuriale en Algérie met en lumière les effort...

Bozonnet, C. (2024, octobre 30). *A Paris, un nouveau campus pour l'université de Chicago : « La possibilité d'étudier à l'étranger est un argument dans la bataille entre grandes universités américaines »*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/10/30/a-paris-un-nouveau-campus-pour-l-universite-de-chicago-la-possibilite-d-etudier-a-l-etranger-est-un-argument-dans-la-bataille-entre-grandes-universites-americaines_6366343_4401467.html
L'établissement d'excellence aux 101 Prix Nobel a investi 30 millions d'euros pour offrir un nouvel écrin à quelque 125 de ses étudiants qui pourront venir étudier dans la capitale chaque trimestre.

Bray, M. (2024). **Missing data: what we know and what we need to know about private supplementary tutoring**. *Revue Internationale d'éducation de Sèvres*, (96). https://doi.org/10.4000/12fsy
Recent decades have brought considerable expansion of private supplementary tutoring. This phenomenon is widely called shadow education because much of it mimics schooling. Initially it gained prominence in East Asia, but is now visible throughout the world, with far-reaching implications for economies, societies, and education systems. It promotes learning and provides employment for tutors; but it also demands substantial household expenditures, maintains and exacerbates social inequalities, and can have a backwash on schooling. Despite these considerations, reliable and comprehensive data are scarce. This article commences with a picture that can be drawn from the available data, and then highlights data gaps. It stresses the need for more and better data to aid decision-making not only by governments but also by schools, families and other stakeholders.

Brooks, J. S., & Brooks, M. C. (2024). **Hot Leadership, Cool Leadership: How Education Policies are Implemented (and Ignored) in Schools**. *Educational Policy*, *38*(7), 1608-1637. 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.

Brooks, J. S., & Sinclair, M. P. (2024). **Educational Policy: Analysis, Action, and Advocacy Across Contexts**. *Educational Policy*, *38*(7), 1519‑1525. https://doi.org/10.1177/08959048241274334
This article is the introduction to a special issue of Educational Policy titled, "Educational Policy: Analysis, Action, and Advocacy Across Contexts." The special issue presents contemporary education policy analyses from the United States, Canada, and Australia, which collectively represent methodological, contextual, and theoretical diversity. Individually, they offer detailed examinations of education policy processes and outcomes with a common focus on equity. The articles represent a spectrum of approaches to analysing education policymaking and enactment and point out various ways that educators, scholars, policymakers, and activists can take action. In this article, the co-editors identify key themes that distinguish the special issue's contribution and explain the importance of education policy analysis that informs future advocacy toward more equitable policy processes and outcomes across contexts.

Brun, L., Croguennec, Y., & Jolivet, S. (2024). **Les effectifs dans le premier degré : 6,262 millions d'élèves scolarisés à la rentrée 2024**. *Note d'Information*, (24.41), 1-2. Consulté à l'adresse https://www.education.gouv.fr/les-effectifs-dans-le-premier-degre-6262-millions-d-eleves-scolarises-la-rentree-2024-415573
À la rentrée 2024, 6,262 millions d'élèves sont scolarisés dans les écoles publiques et privées sous contrat du premier degré.

Busso, M., Montaño, S., Munoz-Morales, J., & Pope, N. G. (2024). *The Unintended Consequences of Merit-Based Teacher Selection: Evidence from a Large-Scale Reform in Colombia* (IZA Discussion Paper N° 17294). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17294.htm
Teacher quality is a key factor in improving student academic achievement. As such, educational policymakers strive to design systems to hire the most effective teachers. This paper examines the effects of a national policy reform in Colombia that established a merit-based teacher-hiring system intended to enhance teacher quality and improve student learning. Implemented in 2005 for all public schools, the policy ties teacher-hiring decisions to candidates' performance on an exam evaluating subject-specific knowledge and teaching aptitude. The implementation of the policy led to many experienced contract teachers being replaced by high exam-performing novice teachers. We find that though the policy sharply increased pre-college test scores of teachers, it also decreased the overall stock of teacher experience and led to sharp decreases in students' exam performance and educational attainment. Using a difference-in-differences strategy to compare the outcomes of students from public and private schools over two decades, we show that the hiring reform decreased students' performance on high school exit exams by 8 percent of a standard deviation, and reduced the likelihood that students enroll in and graduate from college by more than 10 percent. The results underscore that relying exclusively on specific ex ante measures of teacher quality to screen candidates, particularly at the expense of teacher experience, may unintentionally reduce students' learning gains.

Butzbach, M. (2024, octobre 18). **Les universités catholiques prospèrent sur le désamour des facs publiques.** Consulté 21 octobre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/universites-catholiques-prosperent-desamour-facs-publiques/00112771

[Le privé à l'assaut du supérieur] Les universités catholiques qui délivrent des diplômes reconnus par l'Etat proposent une alternative onéreuse à une offre publique désormais stigmatisée.

Castro, A. J., Hewko, A., Clay, K. L., Siegel-Hawley, G., & Bridges, K. (2024). **Not "Citizens in Waiting": Student Counter-Narratives of Anti-Equity Campaigns**. *Educational Policy*, *38*(7), 1638-1675. https://doi.org/10.1177/08959048241271391
Recent efforts prohibiting race-related diversity, equity, and inclusion initiatives have informed localized public pushback narrating anti-equity campaigns. Emerging research and media accounts have largely focused on adults engaged with or against these efforts, with less attention on youth and their perceptions of these campaigns. To center youth voice, we analyzed 224 student newspaper articles published in Carmel, Indiana and Loudoun County, Virginia—two sites replete with localized contestations of equity reform. Using narrative policy analysis and approaches to counter-narratives, findings demonstrate youths' roles as engaged policy actors as student journalists highlighted forms of political engagement and action in their local contexts. We include recommendations for school leaders and policymakers to promote youth voice and engagement in education governance.

Çırak, C. R., Akıllı, H., & Ekinci, Y. (2024). **Development of an early warning system for higher education institutions by predicting first-year student academic performance**. *Higher Education Quarterly*, *78*(4), e12539. https://doi.org/10.1111/hequ.12539
In this study, an early warning system predicting first-year undergraduate student academic performance is developed for higher education institutions. The significant factors that affect first-year student success are derived and discussed such that they can be used for policy developments by related bodies. The dataset used in experimental analyses includes 11,698 freshman students' data. The problem is constructed as classification models predicting whether a student will be successful or unsuccessful at the end of the first year. A total of 69 input variables are utilized in the models. Naive Bayes, decision tree and random forest algorithms are compared over model prediction performances. Random forest models outperformed others and reached 90.2% accuracy. Findings show that the models including the fall semester CGPA variable performed dramatically better. Moreover, the student's programme name and university placement exam score are identified as the other most significant variables. A critical discussion based on the findings is provided. The developed model may be used as an early warning system, such that necessary actions can be taken after the second week of the spring semester for students predicted to be unsuccessful to increase their success and prevent attrition.

Corgelas, A. (2024). **Le système éducatif haïtien face à la violence armée et à l'instabilité sociopolitique**. *Revue internationale d'éducation de Sèvres*, (96), 33-39. https://doi.org/10.4000/12fso
En 2018, environ 500 000 enfants âgés de 6 à 12 ans n'étaient pas scolarisés en Haïti. Dans la tranche d'âge 5-15 ans, un million d'enfants n'avaient pas l'accès à l'éducation. En 2019, le rapport Ocha soulignait que 1 236 000 femmes et enfants étaient dans le besoin à cause des crises sociopolitiques et économiques résultant de l'intensification des conflits armés dans le département de l'Artibonite et dans la zone métropolitaine de Port-au-Prince. En janvier 2024, le nombre de familles dépl...

Dady, N., & Sang, G. (2024). **A qualitative case study of international doctorate students' perceptions of higher education quality in China**. *Asia Pacific Education Review*, 25(5), 1177-1195. https://doi.org/10.1007/s12564-022-09752-x
With rapid economic advancement and government commitment to the expansion of higher education, China has taken a leap forward from being a leading sender of international students to an attractive destination for international students. In many respects, the hurried expansion and internationalization of Chinese higher education itself are a subject worth examining, but it also raises questions regarding the provision of quality higher education. This qualitative study aims to understand the perceptions of international students regarding the quality of higher education in China through a case study of the University of China (pseudonym). Qualitative interviews with ten international doctoral students reveal the principal quality-related factors that influence international students to study in China. The findings also indicate that international students have a high level of satisfaction with the quality of education in China.

Daniel, E., Arieli, S., & Akerman, L. (2024). **The values of schools: an analysis of vision statements**. *European Journal of Psychology of Education*, 39(4), 3661-3683. https://doi.org/10.1007/s10212-024-00886-7
School vision statements articulate an aspired future state for the school, highlighting its ideals, purpose, and unique aspects to direct behavior and promote motivation and commitment among stakeholders. This paper investigates vision statements of schools as artifacts expressing the values emphasized by schools, drawing on organizational literature that shows the role of central organizational artifacts in conveying the values important to the organization. Using a comprehensive sample of elementary schools across all districts in Israel (N = 99), we built on Schwartz's values theory to identify values and analyze expressed values. We employed a mixed methods approach, combining qualitative and quantitative methods to analyze these values. First, we analyzed the content of vision statements to investigate how values were manifested. Then, we investigated the values hierarchy reflected in the vision statements, and compared sectors to identify the impact of the broader social context. Our analysis revealed variation in values expression: as expected, self-direction and benevolence emerged as the most prevalent values in school vision statements; power and hedonism were less salient. Comparison of vision statements from public and public-religious schools, as well as across schools with varying socioeconomic status (SES), revealed differences in universalism values. Public schools and those with higher SES placed greater importance on universalism values compared to public-religious schools. Additionally, tradition values were less prominent in public schools but were the second most significant values in public-religious schools. We discuss the results within the framework of values theory and educational policy.

Daniel, K., & Le Gleut, R. (2024). *Proposition de résolution au nom de la commission des affaires européennes, en application de l'article 73 quater du Règlement, sur les universités européennes : Universités européennes : vers un acte II* (N° 52 (2024-2025)). Consulté à l'adresse Sénat website: https://www.sénat.fr/rap/r24-052/r24-052.html

Dauphin, L., Dieusart, P., Juzdzewski, L., & Miconnet, N. (2024). **Les effectifs dans le second degré : 5,636 millions d'élèves scolarisés à la rentrée 2024**. *Note d'Information*, (24.42), 1-2. https://doi.org/10.48464/ni-24-42

À la rentrée 2024, les établissements publics et privés sous contrat du second degré du ministère chargé de l'éducation nationale accueillent 5,636 millions d'élèves, soit un effectif global inférieur de 0,4 % à celui de la rentrée 2023 (- 21 000 élèves).

Delaney, T. (2024). **2-Year or Not 2-Year? The Impact of Starting at Community College on Bachelor's Degree Attainment**. *Research in Higher Education*, 65(8), 1717-1746. https://doi.org/10.1007/s11162-024-09805-7
As college tuition rises nationwide, policy efforts to reduce these costs are increasingly focused at the 2-year level. However, it is not fully known whether increased access to college increases degree attainment. Compared to observationally equivalent peers who enroll in 4-year institutions, 2-year enrollees may face a decreased likelihood of BA receipt. Using data from the Education Longitudinal Study, this paper examines the long-term academic outcomes for full-time, bachelor's degree intending students who initially enroll at public 2-year institutions. I examine the impact of initial community college enrollment on degree attainment, credit accumulation, and student loan debt using multiple identification strategies. I utilize a series of linear probability models (LPM) and an instrumental variable (IV) approach that exploits variation in the cost of and proximity to 2- and 4-year institutions. These strategies estimate the impact of initial community college enrollment by comparing identical students regarding demographics and academic ability, in which one student enrolls in a 2-year school and another in a 4-year institution. I find that initial 2-year enrollment reduces the likelihood of bachelor's degree attainment by 14 (LPM) to 35 (IV) percentage points but reduces student loan accrual by nearly $7500. Understanding the impact of initial 2-year enrollment is especially important as there is increased pressure on community colleges to play a role in providing pathways to BA receipt. Understanding the effect of community college enrollment can help secondary and postsecondary institutions and policymakers better provide pathways to baccalaureate attainment.

Diem, S., E. Iverson, D., Welton, A. D., & Walters, S. W. F. (2024). **A Path Toward Racial Justice in Education: Anti-Racist Policy Decision Making in School Districts**. *Educational Policy*, *38*(7), 1526-1562. https://doi.org/10.1177/08959048241271329
The U.S. education system has been a critical site in the nation's ongoing fight for racial equity. Yet, despite many attempts to promote equity within and across schools, efforts fall short in a system designed to uphold norms rooted in whiteness and white supremacy. We need anti-racist educational leaders who can identify and push back at the racial bias embedded in educational policies. Through a research-practice partnership with a Midwestern high school, we sought to understand how an anti-racist policy decision-making protocol can be used to redress inequitable policies to be racially just. The anti-racist policy decision-making protocol promotes social justice by empowering school practitioners to become policy agents. Implications from our findings point to the need for school practitioners to be critically introspective and identify and directly address the politics of whiteness that can ensue when working in partnership to do anti-racist policy change.

Dupré, F., Atlan, E., Treffé, C., & Lewi-Dumont, N. (2024). **Scolarisation des élèves déficients visuels et participation sociale**. *revue interdisciplinaire sur la déficience visuelle*, (1), en ligne. https://doi.org/10.5077/journals/rihv.2024.e1612
La plupart des systèmes éducatifs européens sont engagés sur le chemin d'une école plus inclusive. Cela se traduit en France par différentes modalités de scolarisations

possibles pour les élèves déficients visuels, que ce soit en milieu ordinaire ou en milieu spécialisé. Dans cet article, nous réfléchissons aux effets de ces modalités de scolarisation du point de vue de la participation sociale des élèves et de l'accessibilité à l'étude des savoirs. Nos données sont issues de deux projets de recherche. Le premier vise à dresser un état des lieux du fonctionnement des dispositifs Ulis TFV à l'échelle nationale. Le second s'intéresse au processus d'externalisation d'une unité d'enseignement qui permet une scolarisation d'élèves aveugles et malvoyants au sein d'une école primaire. Ces deux études permettent de montrer que la scolarisation en milieu ordinaire ne garantit pas en soi la participation sociale des élèves et qu'une vision systémique permet d'identifier certains obstacles.

Duwoye, P.-Y., Prigent, L., & Dione, C. (2024). **Le Sénégal vers un pilotage de l'éducation plus performant et plus lisible**. *Revue internationale d'éducation de Sèvres*, (96), 15-19. https://doi.org/10.4000/12fsk
La plupart des États du continent africain sont dotés de plans pluriannuels pour l'éducation assortis d'objectifs et d'indicateurs de suivi. Au Sénégal, ce plan sectoriel porte le nom de Programme d'amélioration de la qualité, de l'équité et de la transparence – Éducation/Formation (Paquet-EF). Sous l'impulsion du Partenariat mondial pour l'éducation s'est imposé depuis les années 2000 un processus de mise au point de ces plans désormais bien rodé en trois phases : une analyse sectorielle de ...

Dwivedi, R. K. (2024). **Marketing of higher educational services on social media platforms: Analysing its impact on faculty–student relationship quality and institution's brand performance**. *Higher Education Quarterly*, *78*(4), e12559. https://doi.org/10.1111/hequ.12559
Higher education institutions (HEIs) have focused on branding to facilitate meaningful and productive conversations about their brand values with potential students, given the competitive global expansion environment in which HEIs operate. This study empirically explores the association between brand performance and relationship quality of HEM. The quantitative findings were evaluated by students from Indian HEIs (N = 365). For the evaluation of the data, structural equation modelling was implemented. A Regression Analysis was used to examine the Social Exchange Theory. The results of this research expose that information quantity, content sharing, and surveillance had a significant influence on relationship quality. Also, social communication, content sharing, information quantity, collaborative learning, and surveillance had a significant impact on brand performance. Future investigation should consider additional mediating aspects regarding social media users' opinions.

Elliott, J. (2024). **The Stenhouse legacy and the development of an applied research in education tradition**. *The Curriculum Journal*, *35*(4), 706-721. https://doi.org/10.1002/curj.291
This paper focuses on the nature of the legacy that Lawrence Stenhouse bequeathed in the field of curriculum development and research, particularly in relation to his idea of 'the teacher as researcher'. In the process, it explores the contemporary relevance of this legacy to those who are currently attempting to rethink and re-enact the relationship between teachers and the school curriculum in a policy context. It also explores the impact of Stenhouse's work on the development of a collaborative action research movement within the United Kingdom and beyond. The author distinguishes a particular strand of collaborative action research which he depicts as the neo-Stenhouse tradition

of applied research in education and distinguishes from the Stenhouse legacy as such. This distinction is based on a recognition that Stenhouse's legacy and idea of 'the teacher as researcher' was a work in progress, which he himself acknowledged. Drawing on ambiguities in Stenhouse's thinking about the relationships between educational theory and practice and between teachers and researchers, the author argues that there are strong conceptual links between Stenhouse's idea of 'the teacher as researcher' and his account of case study as a method of applied research in education. The paper concludes with an argument for the contemporary relevance of Stenhouse's work, and the tradition of applied research in education he wanted to establish, in policy contexts where curriculum development and research is dominated by a performative model of rationality.

Everett, A., Rosinger, K., Baker, D. J., Kim, H.-J., Kelchen, R., & Ortagus, J. C. (2024). **Tennessee's Burden: How Students Apply for State Financial Aid within One Southern State**. *Research in Higher Education*, 65(8), 1826-1852. https://doi.org/10.1007/s11162-024-09793-8
Administrative burden, or the frictions individuals experience in accessing public programs, has implications for whether and which eligible individuals receive aid. While prior research documents barriers to accessing federal financial aid, less is known about the extent to which state aid programs impose administrative burden, how administrative burden varies across aid programs, or how administrative burden relates to target populations. This study examines administrative burden in 23 state aid programs in Tennessee. We find programs targeting less-advantaged students (technical and community college students) had lower burdens than programs where aid could be used in the four-year sector or across sectors. The state's only program explicitly targeting racially minoritized students had a significantly higher burden than other aid programs. Programs targeting more-advantaged students (merit-aid programs, students at four-year colleges and universities) had similar burdens relative to other programs. We discuss implications for designing more equitable and effective state aid programs.

Eyebiyi, E., Ahouangonou, S., Patinvoh, A.-J., & Atchade, B. (2024). **Gratuité de l'éducation primaire et paradoxes dans une commune défavorisée au Bénin (2006-2013)**. *Revue internationale d'éducation de Sèvres*, (96), 23-26. https://doi.org/10.4000/12fsm
Le Bénin a rendu effective dès 2006 l'exemption des frais de scolarité, appelée gratuité, dans l'enseignement primaire afin de démocratiser l'accès à l'éducation de base, améliorer les taux de scolarisation et réduire les taux d'abandon. Le taux brut de scolarisation au primaire est ainsi passé de 98 % en 2007 à 109 % en 2009 et le taux net de scolarisation à 88,6 % (Borgarello et Mededji, 2011). Revenant sur une enquête au long cours menée dans la commune des Aguégués dans le sud du Bénin, l...

Farhadi, B., & Winton, S. (2024). **E-Learning for the Public Good? The Policy Trajectory of Online Education in Ontario, Canada**. *Educational Policy*, *38*(7), 1676-1712. https://doi.org/10.1177/08959048241267953
Our critical historiography of e-learning policy in Ontario, Canada, traces the policy's trajectory through three settlements (2006-2022) and shows how successive governments have mobilized neoliberal discourses of personalization, access, and choice to justify new arrangements with private actors, within a broader sociopolitical context that includes increased privatization and commodification of public institutions, cuts to public

spending, and imagines individuals as rational subjects driven to maximize their economic potential. This context exacerbates challenges students marginalized by schooling already face. Findings from our critical discourse analyses of government documents and news media reports also demonstrate that online learning in Ontario is neither personalized nor customizable but instead is centralized, standardized and, by design, operates independent of rather than interdependent with community. Further, our findings highlight the interdependence of schools – online and in-person – with social processes that create and perpetuate inequality, including gendered and racialized poverty, locally and abroad.

Farmer, S. (2024). **Moving from transmissive to transformative: Closing the policy-practice gap in teacher professional learning in Scotland**. *The Curriculum Journal*, *35*(4), 724-726. https://doi.org/10.1002/curj.289

Global Education Monitoring Report Team. (2024). ***Global Education Monitoring Report, 2024/5, Leadership in education: Lead for learning***. https://doi.org/10.54676/EFLH5184

Global Education Monitoring Report Team & Commonwealth of Learning. (2024). ***Global education monitoring report 2024, Pacific: technology in education: a tool on whose terms?*** (p. 81). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391211

Gouther, L. (2024). **Reflections on the new curricular framework for vision impaired learners in Scotland**. *The Curriculum Journal*, *35*(4), 732-735. https://doi.org/10.1002/curj.292

Guillon, S., & Oget, D. (2024). ***Données statistiques de l'enquête de 2024 sur l'activité de recherche en sciences de l'éducation et de la formation***. Consulté à l'adresse https://hal.science/hal-04740147

Gustafsson, U., Olofsson, A. D., & Bergström, P. (2024). **In service of school digitalisation in Sweden – a study on ICT coordinators' conditions for work in a local municipal context framed by national educational policy**. *Education and Information Technologies*, *29*(14), 18859-18881. https://doi.org/10.1007/s10639-024-12581-7
The aim of this study was to explore, analyse, and critically discuss conditions for Swedish ICT coordinators working on school digitalisation in a local municipal school context. More specifically, the study draws on findings from interviews with 13 Swedish information and communication technology (ICT) coordinators working in eight municipalities that have adopted two contrasting approaches to school digitalisation. One is a general approach with a strong element of individual within-school accountability in the work, and the other a specific approach in which such work is addressed more as an organisational process with involvement of municipal governing officials. Findings show that the two approaches set different conditions in terms of how and with whom the ICT coordinators work and the foci of their efforts although both are framed by the same national educational policy. A conclusion is that the ICT coordinators' role, function, and responsibility should be considered in parity to the level of support, in-school resources, and mandate given to them, not least when organisational instability and reorganisations hamper the work in progress.

Ho, C. S. M., Lu, J., & Liu, L. C. K. (2024). **Advertising a school's merits in Hong Kong: weighing academic performance against students whole-person development**. *Asia Pacific Education Review*, 25(5), 1419-1431. https://doi.org/10.1007/s12564-024-09960-7
Against the background of expanding parental choices and declining global birth rates, schools are experiencing rising competition regarding student enrolment. Schools have responded by strategically presenting information about their students' academic achievement and whole-person development orientation in the hope of attracting parents' interest. However, few studies have investigated the impact of these factors on student enrollment, particularly in the context of diverse school types and educational orientations. Accordingly, this study utilized data from 327 secondary schools in Hong Kong to examine the effects of academic achievement orientation and whole-person development orientation on student intake. Using hierarchical regression analysis, we found a positive association between high whole-person development orientation and student intake in aided schools with a strong academic development orientation. The result implies parents are increasingly concerned about their children's academic achievement and whole-person development at school. The study contributes to a broader understanding of the factors influencing parental choice in high-performing education systems, providing valuable insights for policymakers and educators seeking to improve educational offerings, enhance school transparency, and be better aligned with parental expectations.

Horta, H., & Jung, J. (2024). **The crisis of peer review: Part of the evolution of science**. *Higher Education Quarterly*, 78(4), e12511. https://doi.org/10.1111/hequ.12511
Peer review in journals is in crisis, and its current situation and sustainability are increasingly concerning for academics and scientific communities. We identify this crisis as part of an evolutionary step in the continuous development of science, arguing that peer review maintains a central role. We analyse the emergence and historical development of peer review, identifying its role as crucial to the legitimisation of global science, particularly in guaranteeing quality control in the scientific process of massification—despite its flaws. We then focus on the crisis as part of the recent second wave of massification stemming from 'publish or perish' dynamics, which overburden those involved in peer review management and activities. Based on this crisis and given that the alternative models to peer review rely on the same core ideals, we argue that the current scenario represents a golden opportunity for the peer-review process to adapt by correcting some of its known biases, becoming more inclusive and relevant, and gaining recognition for its crucial role in career progression and in the training of the researchers of tomorrow.

Hulme, M., Comber, A., Jones, E., Grant, J., & Baumber, J. (2024). **Reclaiming accountability through collaborative curriculum enquiry: New directions in teacher evaluation**. *The Curriculum Journal*, 35(4), 673-689. https://doi.org/10.1002/curj.272
Teacher evaluation and teachers' professional learning are too often confined to separate areas of research and professional practice. Rather than approach evaluation and enquiry as distinct or irreconcilable, this paper applies the ideas of Stenhouse to explore new possibilities for the reappropriation of mandated appraisal in ways that support teachers' professional growth. Illustrative case studies of laboratory schools in the United States and England are used to examine the interaction of local and lateral forms of professional accountability with external and hierarchical regulatory frameworks. The article reports the design and enactment of change in two schools (a US kindergarten through twelfth grade school and a UK high school) connected through the International

Association of Laboratory Schools (IALS) that purposively redesigned appraisal over a three-year period to build capacity for collaborative curriculum enquiry. Attention is afforded to the space for manoeuvre between advisory and mandatory guidance, and the challenges to relational trust and collective responsibility posed by performance-based accountability systems. The findings provide new insights into how teacher-led collaborative enquiry (curricular co-design) can address the unintended consequences of test-based accountability and rubrics-based observation as principal drivers of educational improvement.

Humes, W. (2024). **Stenhouse in Scotland and England: Context and culture in curriculum development**. *The Curriculum Journal*, *35*(4), 549-566. https://doi.org/10.1002/curj.260
This paper uses biographical, historical and comparative perspectives to examine some of the work of Lawrence Stenhouse, widely regarded as one of the leading curriculum theorists of the twentieth century. Although his best-known work was carried out in England, he had strong Scottish connections and some of the influences on his output can be traced to his higher education in Scotland, his teaching experience in Glasgow and Fife, and his time as Principal Lecturer in Education at Jordanhill College of Education. Particular attention is given to Culture and Education (1967), written during Stenhouse's time in Scotland, and An Introduction to Curriculum Research and Development (1975), the product of his experience as Director of the Humanities Curriculum Project and subsequently as Director of the Centre for Applied Research in Education at the University of East Anglia. Stenhouse's personal intellectual journey is related to policy developments in Scotland and England and, in particular, to the different approaches to curriculum development in the two countries. His early death in 1982 meant that he did not live to see the assault on his creative, teacher-centred approach to curriculum development mounted by the political right in the 1980s and 1990s, but his ideas were kept alive by members of the team he had built up. The paper ends by summarising the reasons for Stenhouse's continuing importance. It is noted, however, that the many tributes to Stenhouse's achievements in England have not been matched by similar recognition in Scotland. Arguably, his ideas could have enabled Scotland's Curriculum for Excellence reform programme, launched in 2004, to have avoided some of the problems it encountered in the transition from conception to implementation.

Jones, G. A. (2024). **Virtual gown and town: The Athabasca University crisis and the conflict of institutional logics**. *Higher Education Quarterly*, *78*(4), e12534. https://doi.org/10.1111/hequ.12534
The objective of this paper is to contribute to our understanding of 'crisis' in higher education through the analysis of a unique series of events involving a decisive change in the relationship between a university and the state. A descriptive case study approach is used to investigate the crisis in governance at Athabasca University, an open university located in Alberta, Canada. Factors leading to the crisis included the university leadership's decision to move forward with plans to become a near-virtual organization, concerns by local town that a loss of university employees in the region would be an economic catastrophe, and political opportunism on the part of the elected provincial leaders who decided to address the problems raised by the town and shift the mandate of the university. Drawing on institutional theory and the concept of institutional logics, the paper analyses the episodic nature of the crisis and explores both the nature of the conflict and its resolution.

Khalifa, B., Desmidt, S., Huisman, J., Meyfroodt, K., & Karataş Acer, E. (2024). **Similar or different? An analysis of the organisational values expressed by public and private Turkish universities**. *Higher Education Quarterly*, *78*(4), e12538. https://doi.org/10.1111/hequ.12538
Despite the fact that organisational values play a pivotal role within organisations and allow for a broad differentiation between universities, little is known about the organisational values universities select to pursue, and the factors impacting the selection of specific values. Therefore, we aim in this study to explore what type of organisational values universities express in their identity claims, and whether the institutional control (public vs private) affects value selection. We analysed the mission statements (i.e., identity narratives) of 169 Turkish universities using an a priori coding approach. The results indicate that public and private universities express similar value profiles and address different pressures from stakeholders by communicating a hybrid set of values.

Lafontaine, D. (2019, mai 15). **Limiter le nombre d'élèves par classe : une clé de la réussite scolaire ?** Consulté 18 octobre 2024, à l'adresse The Conversation website: http://theconversation.com/limiter-le-nombre-deleves-par-classe-une-cle-de-la-reussite-scolaire-116931
On considère souvent que des classes moins chargées permettent une ambiance de travail plus sereine et un meilleur suivi des élèves. Mais les recherches montrent que les enjeux sont plus complexes.

Laguerre, S. (2023). *Les inégalités scolaires en Haïti : le cas de l'enseignement fondamental* (Phdthesis, Université Paris Cité). Consulté à l'adresse https://theses.hal.science/tel-04715277
Cette thèse analyse les inégalités scolaires en Haïti, en mettant l'accent sur l'enseignement fondamental qui couvre les neuf premières années scolaires, après la maternelle. Nous partons d'un constat : si les principaux dispositifs juridiques haïtiens véhiculent la généralisation de l'éducation et notamment sa gratuité en ce qui concerne les deux premiers cycles du fondamental, force est de constater que cette accessibilité reste théorique, la gratuité scolaire est loin d'être effective, les écarts d'âges entre les élèves y compris d'un même cycle sont considérables, sans oublier la forte domination de l'offre éducative non publique. Nous nous appuyons sur une approche méthodologique mixte qui consiste à croiser à la fois la méthode qualitative et quantitative, même s'il faut préciser que la première est utilisée en priorité, et la deuxième intervient à titre complémentaire. Notre enquête qualitative a été menée auprès de nombreux acteurs tels que des élus locaux, des directeurs d'écoles, des enseignants, des parents d'élèves à la fois dans une zone à dominance urbaine (Port-au-Prince) et rurale (Kenscoff). Ensuite, nous avons pu recueillir des données quantitatives complémentaires à travers, entre autres, les statistiques institutionnelles, les recensements scolaires, les Enquêtes démographiques et de santé (EDS) et les questionnaires que nous avons adressés aux élèves. L'ensemble de ces données nous ont permis de relever une combinaison de facteurs structurels et conjoncturels tels que la pauvreté, les infrastructures scolaires inappropriées, le manque de ressources pédagogiques, les inégalités de genre, les catastrophes naturelles, les épidémies et l'instabilité politique qui concourent à la reproduction des inégalités scolaires. Ces différents facteurs ont été aggravés par la montée en puissance des gangs armés à la suite de la dégradation des

conditions de sécurité au cours des dernières années, les manifestations récurrentes dont le mouvement « pays lock » en 2019, qui s'accompagnent d'actes de violence et de la multiplication des cas d'enlèvements dit « kidnapping ». Nous pouvons également citer les conditions de transport (manque de transport en commun, bouchons, route en terre battue), la distance entre la résidence des enfants et le lieu de scolarisation qui sont autant d'obstacles d'accès à la scolarisation. Si les acteurs que nous avons interrogés évoquent l'existence de ces inégalités scolaires et mentionnent de nombreux facteurs qui semblent les favoriser, cependant, ces inégalités semblent aussi prendre place dans les représentations sociales au point qu'elles sont tolérées ou acceptées socialement comme quelque chose de l'ordre de la normalité. Nos entretiens ont permis entre autres de relever un discours fortement déterministe de la part de nombreux acteurs sur les inégalités scolaires. Des proverbes haïtiens ou expressions locales tirés des entretiens mettent en évidence ce constat. Par exemple, « chak moun kroke makout yo kote yo ka rive » ce qui signifie littéralement « à chacun selon sa capacité ». De même, l'expression en créole haïtien « Pitit Sòyèt » « fils de rien » traduit une forme de légitimation des inégalités entre les enfants au sein de la société. Aussi, les stratégies familiales de scolarisation favorisent également par les représentations sociales en vigueur le maintien des inégalités scolaires et les logiques dichotomiques, dominants/dominés, nègres en haut/en bas, riches/pauvres, lettrés/illettrés. Notre enquête et notamment nos entretiens révèlent comment les inégalités scolaires sont perçues, vécues dans la conscience collective. Si chacun souligne des inégalités d'accès à l'éducation, ils sont très peu nombreux à tenir un discours de lutte contre ces inégalités.

Le Chevallier, J. (2024, octobre 16). **Le marché des études supérieures, un business rêvé pour les investisseurs**. Consulté 18 octobre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marche-etudes-superieures-un-business-reve-investisseurs/00112683
[Le privé à l'assaut du supérieur] Sécurité, rentabilité, aides publiques : l'enseignement supérieur privé se développe dans l'intérêt des fonds d'investissement, pas toujours dans celui des étudiants. Et l'accès de tous aux études est menacé.

Le privé à l'assaut de l'enseignement supérieur. (2024, octobre 19). Consulté 21 octobre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/prive-a-lassaut-de-lenseignement-superieur/00112761
En forte croissance, l'enseignement supérieur privé attire investisseurs et marchands peu scrupuleux que l'Etat, jusqu'à présent, laisse faire. Un choix qui met en péril le secteur public et la démocratisation scolaire.

Lefébure, A. (2024, octobre 1). **États-Unis : la dette étudiante, menace pour les universités et enjeu politique majeur**. Consulté 4 novembre 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.

Lin, J. C., & Shen, Y. (2024). **Cultural nationalism and its effect on Chinese higher education: continuity and variation**. *Asia Pacific Education Review*, *25*(5), 1403-1418. https://doi.org/10.1007/s12564-024-09943-8

Since 1840, Chinese political leaders have struggled to draw effectively from Western culture without abandoning the Chinese essence in their design of higher education. In this paper, we use cultural nationalism as the theoretical framework to examine how Chinese political leaders have responded to this challenge. Our analysis shows that cultural nationalism closely links to politics, and although the form taken by cultural nationalism has varied throughout Chinese history, it has significantly influenced Chinese higher education. In particular, we identify a strong cultural nationalism in today's China, which has already influenced teaching and research in Chinese higher education. Finally, we discuss the implications and limitations of this paper, and call for critical reflections of cultural nationalism and its impact on Chinese higher education.

Liu, L., & Coates, H. (2024). **International education hubs: A comparative study of China's Greater Bay Area and established hubs**. *Higher Education Quarterly*, *78*(4), e12556. https://doi.org/10.1111/hequ.12556
This study explores development of the Greater Bay Area (GBA) as it aspires to become a leading international education hub, set against the backdrop of established hubs in Malaysia, Qatar and the San Francisco Bay Area. Through a comparative analysis grounded in an adapted George Keller framework, the research investigates the internal and external dynamics influencing the internationalization strategies of these regions. The findings highlight the critical role of leveraging unique regional identities, navigating global trends alongside local adaptations and prioritizing collaboration over competition. Interviews with experts within the GBA provide formative insights into the necessary steps for advancing its internationalization, including the need for a unified regional strategy, addressing systemic and policy barriers and fostering a unique cultural identity. The study contributes to both theoretical and policy discourses on higher education internationalization by offering a comprehensive framework for understanding and analysing strategic development in emerging education hubs. It underscores the importance of adaptive strategies that are responsive to global educational trends, rooted in local strengths and geared towards fostering collaborative, innovative ecosystems. The GBA's journey towards internationalization exemplifies the challenges and opportunities faced by new entrants in the global education arena, providing valuable lessons for other regions with similar aspirations.

Liu, X., & Pan, P. (2024). **Resource acquisition strategies of joint-venture universities in China: Two cases in the Greater Bay Area**. *Higher Education Quarterly*, *78*(4), e12532. https://doi.org/10.1111/hequ.12532
As cross-border education continues to evolve, a comprehensive understanding of the latest trends requires an awareness of the behaviours of partner universities and host governments. This case study examines two joint-venture universities in China and compares their institutional approaches to resource acquisition. It compares their strategies in four dimensions: initial launch, choice of name, capacity building, and strategy in leveraging resources from the local government. The divergent strategies show that both universities use their particular advantages to obtain different resources to sustain their development. This study presents a portrait of a dynamic organisational environment for cross-border in China. While the government plays a key role in the establishment of the universities, their resource acquisition effectiveness depends on how successfully they integrate their agendas with local needs.

Macfarlane, B. (2024). **The ideology of crisis in higher education**. *Higher Education Quarterly*, *78*(4), e12500. https://doi.org/10.1111/hequ.12500
Higher education seems to be in a perpetual state of 'crisis'. The many hundreds of books and papers containing this specific, or other relevantly similar expressions, convey a sense of fear and angst. Yet, what are these various crises about, and which values and beliefs are seen as threatened or 'under attack'? This paper will provide an analysis of the 'crisis' literature and identify four major crisis themes – massification, marketisation, restitution and geopolitics, linked to their ideological basis and influences—including meritocracy, liberalism, restorative justice, and justice globalism. The second part of the paper analyses the massification crisis in Britain between the 1940s and the 1970s as a case example identifying how the principles of a meritocratic society played an influential role in the debate. It will be argued that the notion of 'universities in crisis' needs to be understood critically in terms of ideology and historically via the shifting and reshaping of such beliefs over time.

Magida, N., Yazbek, M., & Thambura, J. (2024). **Staff perspectives on transformational needs at a South African higher education institution**. *Higher Education Quarterly*, *78*(4), e12555. https://doi.org/10.1111/hequ.12555
Transformation reflects the government's engagement and policies in restructuring higher education to cultivate the country's communal economy. Higher education is challenged in providing tertiary education to students from diverse environments, and staff transformation is needed. This cross-sectional study establishes the staff's perception of transformation in the School of Healthcare Sciences of a selected South African university. Staff were purposively sampled and were surveyed using an electronic questionnaire. The survey included aspects of equity, transformation, management, recognition, the social environment, the physical environment and general satisfaction. Demographic variables, including the perspective on transformation in the institution, the student body and transformation management, were descriptively analysed. Most staff members perceived the university as committed to transformation despite racial tensions and past injustices. Over two-thirds of the staff support the university's goal of increasing a diverse student body. Additionally, the management is comfortable with diversity and demonstrates equity for all. The implementation of transformation was actively considered and aligned with policies.

Marty, O. (2022, juin 22). ***The History of a Young University: Paris 8, 1968-2022***. Présenté à On Young Universities. Consulté à l'adresse https://shs.hal.science/halshs-04644081

Marty, O. (2024, octobre 11). ***Mots-clés de la recherche : perspective européenne (dicta-realia)***. Présenté à Intervention dans un séminaire de recherche international. Consulté à l'adresse https://shs.hal.science/halshs-04732209

McFlynn, P., Davidson, M., McAuley, C., & Taggart, S. (2024). **Fulfilling the unmet potential: Harnessing ambition, autonomy, and agility in Northern Ireland's education system**. *The Curriculum Journal*, *35*(4), 637-651. https://doi.org/10.1002/curj.282
Despite the divisions within Northern Ireland's education system along religious and academic lines, it has managed to maintain relative stability, or at least a functional inertia, over the past four decades. The full potential, however, of this system and in particular, the Northern Ireland Curriculum (NIC), has yet to be realised. This paper presents a comprehensive exploration of the intricate interplay between the NIC and

Initial Teacher Education (ITE), bringing to the fore the footprint of Lawrence Stenhouse. It critically examines the salient features of the NIC, particularly its alignment with Stenhouse's pedagogical tenets, and its subsequent ramifications on ITE, for both its content and pedagogical strategies. The ambitions are, however, not without their challenges. The overarching shadow of an exam-centric system stymies the NIC's full realisation, presenting a dichotomy between curriculum goals and pragmatic educational realities. The absence of a coherent Teacher Professional Learning framework also inhibited curriculum development. The Learning Leaders strategy, although yet to be implemented due to the collapse of the Northern Ireland Assembly and consequently lack of financial support, has the potential to pick up the baton of reform and help teachers and school leaders move closer to implementing the NIC in the way it was intended. The paper concludes by identifying the probable, possible, plausible and preferred ways forward for NI's education system.

Mocquet, B. (2024, octobre 13). **Premier aperçu des projets PUI grâce à une IA générative : méthodologie et perspectives** [Billet]. https://doi.org/10.58079/12giy
Préambule : Dans le cadre de recherche de Use case de l'IA générative, nous cherchons des cas de mise en œuvre dans le cadre de notre travail. Ici, il s'agit de rendre compte d'une pratique, une collecte d'information concernant les Pôles Universitaires d'Innovation (PUI) et de proposer les résultats en discussion. Introduction Les Pôles Universitaires … Continuer la lecture de Premier aperçu des projets PUI grâce à une IA générative : méthodologie et perspectives →

Mok, K. H., Shen, W., & Gu, F. (2024). **The impact of geopolitics on international student mobility: The Chinese students' perspective**. *Higher Education Quarterly*, *78*(4), e12509. https://doi.org/10.1111/hequ.12509
In the last few years, international student mobility has been disrupted not only by the global health crisis resulting from the outbreak of the COVID-19 pandemic but also adversely affected by the rise of geopolitics. The worsening relationship between China and its western counterparts led by the United States and its allies has significantly influenced students' motivation and plan for overseas education. Based upon interviews with 75 students from leading universities in mainland China, this article examines how Chinese elite students evaluate the impact of the new geopolitics on their overseas study plans and opportunities. The study found that, due to the influence of scientific internationalism ideas and institutional habitus, interviewees underestimated the impact of geopolitical factors. Furthermore, unpleasant environmental factors (such as racial discrimination) caused by geopolitical changes are tolerable because most of the interviewees plan to return China after studying abroad. On the other hand, deterioration of Sino-US relations has substantially affected Chinese students' international mobility. Many interviewees, especially those majoring in science and engineering, were unable to obtain visas. Some of them gave up their study abroad plans, while others transferred to other study abroad destination countries such as the United Kingdom and Singapore. We also find that the perception of the power shift in the field of higher education shapes the students' decision making. This article critically reflects upon the international student mobility from the broader political economy perspective, discussing policy implications for future international education.

Monteil, J.-M. (2024). **En France, le besoin d'une culture partagée de la production de données**. *Revue internationale d'éducation de Sèvres*, (96), 59-69. https://doi.org/10.4000/12fsq

Les données et les informations qui découlent de leur traitement, pour éclairer, voire définir, des orientations éducatives soulèvent la redoutable question de leur qualité, de leur fiabilité et de leur valeur prédictive au regard de vertus supposées enrichir les gestes pédagogiques ou éducatifs des enseignants. Si l'on veut tenir certains résultats de la science comme un soutien organisateur pour les pratiques professionnelles, il convient d'accéder aux processus qui en ont permis la production. Cet article invite, pour la formation initiale comme continue des enseignants en France, à un adossement plus résolu à la recherche et à la diffusion de ses méthodes.

Montgomery, C., Stewart, C., Aduragba, O., & Poli, F. (2024). **Unveiling crisis in globalised higher education: Artificial intelligence insights from doctoral research in EThOS**. *Higher Education Quarterly*, *78*(4), e12537. https://doi.org/10.1111/hequ.12537

This paper seeks to illuminate new perspectives on the concept of crisis in globalised higher education (HE) by focusing on knowledge generated by doctoral research. Doctoral research is a significant part of research and knowledge building in HE, particularly in science, and doctoral students contribute to the research capacity and knowledge building of institutions. This source of knowledge offers alternative perspectives on crisis in HE, providing a rich source of research which is often under-consulted. Using the British Library's digital repository EThOS, a collection of around 637,000 doctoral studies carried out in British universities, the research harnesses Generative Artificial Intelligence approaches in order to analyse the ways in which crisis is defined and constructed in doctoral research since 2000. Through a pilot study using a prototype of a new AI tool, the paper offers both conceptual and methodological insights into constructions of crisis in this under-used field of research.

Morse, T. E. (2024). **Revisiting the Multi-Tiered System of Supports Framework: An Important Mechanism for Realizing Equitable Education in Urban Schools**. *Education and Urban Society*, *56*(9), 1051-1064. https://doi.org/10.1177/00131245241262013

Before the COVID-19 pandemic, the multi-tiered system of supports (MTSS) framework was established as a comprehensive, equitable approach for addressing urban students' academic, behavioral, and social-emotional needs. Still, confusion surrounded its implementation. On returning to in-person instruction, urban educators have been challenged to resurrect their school's MTSS framework while simultaneously confronting many other issues, such as increased student absenteeism, academic achievement deficits, and staffing shortages. Consequently, revisiting this matter is warranted, particularly concerning operating MTSS frameworks in high-poverty urban schools. Accordingly, this paper explains the design and operation of an MTSS and then discusses its historical evolution and current relevance. Next, the article identifies drivers of well-functioning MTSS frameworks while discussing the circumstances surrounding high-poverty urban schools. The paper concludes with a discussion of a core component of an MTSS framework that urban educators have identified as one for which they need more information: intensifying instruction. Properly addressing this component will equip urban educators with the foundational knowledge they need to design and implement an MTSS framework tailored to their unique circumstances.

Nokkala, T., Lehtonen, M., Lehtonen, A., Trenc, J. E., Mykrä, N., Heikkinen, H., & Lopez, A. P. (2024). **Collective sustainability competences of universities as a nested institutional space**. *Higher Education Quarterly*, *78*(4), e12552. https://doi.org/10.1111/hequ.12552
Sustainability action at universities is complex and requires engaging multiple competences that reside on different levels outside and inside the organisation. In addition to individual competences, social communities also possess collective resources and characteristics that do not translate into a sum of individual abilities. Based on a qualitative small-n comparative study of four universities in Spain, Portugal, Finland and Romania, this paper explores the concept of collective sustainability competences as enablers and constraints of sustainability action at universities. Drawing from institutional theory and nestedness in organisations, the article poses the following research question: How can the collective sustainability competences of universities be conceptualised? The article develops a conceptual understanding of regulative, normative and cultural-cognitive elements of collective sustainability competences as a nested institutional space. In so doing, the article contributes to the discussion on the capacity of universities to act as key organisations in sustainability transitions.

Oh, S., & Kim, T.-Y. (2024). **Changes in English education during the pre- and post-Kim Jong Un Eras in North Korea: A comparative textbook analysis**. *Asia Pacific Education Review*, *25*(5), 1245-1260. https://doi.org/10.1007/s12564-022-09808-y
This study explores how English education developed in North Korea by analyzing the characteristics of secondary English textbooks published in the pre– and post–Kim Jong Un eras. We performed comparative analyses of textbooks for six secondary schools—three each for the junior middle and senior middle schools—published before and after Kim Jong Un's rule. The comparative analyses adopted Cunningsworth's textbook evaluation framework to examine the textbooks' composition and content: (1) aims and approaches, (2) design and organization, and (3) topic variety. The results showed significant changes in listening materials and activities, among others, as well as concurrent developments in teaching methods. Additionally, each unit significantly reduced the number of topics associated with the idolization of the Kim family and the deliberate vilification of capitalist countries and instead increased the integration of other subjects such as mathematics, science, and technology. This study showed that despite various changes, the aim of English education in North Korea continues to be the maintenance and further development of the socialist system through the improvement of students' English proficiency. This study also discusses the coexistence of different perspectives such as liberal ideas in English textbooks while emphasizing ideology education and its possible ramifications on the future of English education in North Korea.

Oleksiyenko, A. V. (2024). **Rethinking academic citizenship for collective agency in times of crisis**. *Higher Education Quarterly*, *78*(4), e12520. https://doi.org/10.1111/hequ.12520
A crisis constitutes a catalyst for rethinking academic responsibilities in societies facing a major threat. When a crisis escalates, such rethinking moves to the centre of both academic and social discourses, resulting in scrutiny, as well as synergy of scholarship and citizenship. Delving into the existential threats faced by Ukrainian scholars during the genocidal campaign unleashed against their country by Russia in 2022, this paper re-examines academic citizenship in times of war. The interviews analysed in this paper contribute to identifying synergies between scholarship and citizenship, and unpacking a collective agency shaped by crisis. Once peripheralized by neoliberal universities, academic citizenship is acquiring new meanings, while it reframes communal obligations

and repositions professional duties in view of the life-and-death choices brought on by the war.

Oleksiyenko, A. V., Liu, J., & Ngan, C. (2024). **Internationalization of higher education research in the Greater Bay Area of China: Building capacities, alleviating asymmetries**. *Higher Education Quarterly*, *78*(4), e12502. https://doi.org/10.1111/hequ.12502
Internationalization is known to enhance university capacities in cross-border learning and encourage institutional transformations for improved quality of scholarship and education. Studies on internationalization of research and teaching are, however, under-problematized with regard to asymmetries that pervade different collaborating systems and cultures. This paper addresses this gap by elucidating asymmetries in the Greater Bay Area of China (GBA), which is dealing with differences in legacies and experiences of internationalization in university research and teaching. At a time when the governments in the three constituent jurisdictions of GBA—Guangdong Province, Hong Kong Special Administrative Region (SAR), and Macao SAR—encourage universities to collaborate across jurisdictional borders, this study applies a bibliographic analysis to shed light on asymmetries and mitigation strategies in internationalization of research and teaching.

Ouellette, R.-F., & Peyret, G. (2024). **Les trois sœurs involontaires : la marche des Premières Nations du Canada vers le contrôle de leur éducation**. *Revue internationale d'éducation de Sèvres*, (96), 27-33. https://doi.org/10.4000/12fsn
L'histoire complexe et troublée de l'éducation des peuples des Premières Nations est marquée par des décennies de politiques et de pratiques coloniales visant à l'assimilation et à l'éradication culturelle. Historiquement, le gouvernement canadien, souvent en partenariat avec des organisations religieuses, avait établi des pensionnats et des écoles de jour comme outil d'assimilation, enlevant de force les enfants indigènes à leur famille et communauté pour leur inculquer des valeurs et croyan...

Paris, H. (2024). *Accompagner l'intégration des enjeux socio-écologiques dans la formation en école d'ingénieurs. Une recherche-intervention sur les pratiques de problématisation et de transposition didactique des enseignants* (Phdthesis, Aix-Marseille Université (AMU)). Consulté à l'adresse https://hal.science/tel-04736930
Alors que les enjeux socio-écologiques se font de plus en plus pressants au niveau de la société, ceux-ci intègrent progressivement les préoccupations des établissements de l'enseignement supérieur comme un enjeu à part entière de la formation de leurs étudiants, au-delà des seuls parcours dédiés. C'est dans ce contexte que l'Institut National des Sciences Appliquées de Lyon (INSA Lyon) s'est engagé dans une évolution de l'ensemble de ses formations pour se saisir de ces thématiques. Une telle réforme globale nécessite que le corps enseignant s'empare lui-même de ces enjeux sur les plans didactiques et pédagogiques. Comment une telle transformation peut-elle s'effectuer ? Comment les enseignants (re)problématisent-ils les enjeux socio-écologiques pour les intégrer dans les curriculums ? Dans un premier temps, l'enquête a porté sur l'identification des conditions et contraintes dans lesquels évoluent les enseignants(-chercheurs) de l'INSA et les rapports de force qui structurent les curriculums. À partir de ces analyses, il a été proposé dans un deuxième temps un dispositif de recherche-intervention centré sur l'accompagnement d'un groupe d'enseignants dans la construction d'un module de formation sur les futurs possibles et souhaitables. Ce dispositif expérimental a permis d'enquêter sur les pratiques de conception et de

problématisation des enseignants ainsi que sur les processus transpositifs en jeu. Les résultats mettent en lumière les critères de sélection de contenu utilisés par les participants ainsi que des dynamiques collectives de négociation qui prennent appui sur leurs cultures disciplinaires et professionnelles. Cette thèse interroge par ailleurs la posture du chercheur dans un contexte où il prend le rôle d'un conseiller pédagogique à la fois pour explorer les systèmes didactiques et pour participer de leur transformation.

Quenan, C., & Emilie, R. (2023). *Éducation, numérique, cohésion sociale et politiques publiques : Regards croisés Europe-Amérique latine-Caraïbes*. https://doi.org/10.3917/pua.weiss.2022.01.0007
De façon globale, les années 2020 et 2021 auront irrémédiablement été marquées par la fermeture des établissements, à des degrés divers, pour limiter la propagation de la Covid-19. Dans les secteurs scolaire, universitaire, professionnel et économique, le tout numérique s'est majoritairement imposé sans transition, avec ses succès et ses échecs. Cet épisode, qui a engendré une digitalisation accrue des sociétés sans précédent, marquera un tournant technologique. Dans ce contexte, cet ouvrage propose d'alimenter les débats sur les liens complexes et étroits entre éducation, numérique, cohésion sociale et politiques publiques. Il explore les politiques éducatives face aux défis de l'inclusion et des métiers de demain, sans oublier les facteurs économiques nécessaires au développement des innovations, ainsi que les actions de coopération internationale, tout particulièrement entre l'Europe, l'Amérique latine et les Caraïbes.

Ravikumar, S., Lamin Gayang, F., Gonmei, T., & Boruah, B. B. (2024). **Does Affirmative Action in Indian Central Universities Impact Research Productivity?** *Journal of Asian and African Studies*, *59*(8), 2487-2504. https://doi.org/10.1177/00219096231158346
Affirmative action (AA) has long been viewed negatively in contemporary society. The political philosophies of AA are still widely misunderstood and fiercely debated around the world today. The argument against AA is that faculty hired through AA are less efficient than those hired through open/general category. This research attempts to empirically assess if professors from the Other Backward Class (OBC), Scheduled Caste (SC) and Scheduled Tribe (ST) categories in India's three Central Universities are equally productive and effective as their General category counterparts. The effectiveness of the four teaching categories (General/OBC/SC/ST) was evaluated using the CCR model of Data Envelopment Analysis, while the productivity of teachers was estimated using bibliometric analysis. The data analysis demonstrates that AA positively impacts the research productivity of marginalized groups, except ST, which has very low representation in Pure and Applied Sciences, with OBC and SC performing on par with their General counterpart when placed in higher productivity subjects.

Raybaud, A. (2024a, octobre 22). **Recours massif aux enseignants précaires : « La réalité, c'est que l'université n'a plus les moyens de fonctionner »**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/10/22/recours-massif-aux-enseignants-precaires-la-realite-c-est-que-l-universite-n-a-plus-les-moyens-de-fonctionner_6357910_4401467.html
Faute de budget pour embaucher des titulaires dans un enseignement supérieur exsangue, plus de la moitié des personnels enseignants sont désormais des vacataires, auxquels s'ajoutent de nombreux contractuels. Reportage à l'université de Grenoble.

Raybaud, A. (2024b, octobre 23). **« On a atteint un point quasi ingérable » : les universitaires croulent sous les heures complémentaires**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/10/23/on-a-atteint-un-point-quasi-ingerable-les-universitaires-croulent-sous-les-heures-complementaires_6358441_4401467.html
Postes gelés, vacataires difficiles à recruter, les maîtres de conférences à l'université se retrouvent bien souvent à devoir accomplir d'autres cours que les leurs. Et à rogner sur leurs heures dévolues à la recherche.

Redding, C., Tan, T. S., & Hunter, S. B. (2024). **Documenting the Distribution of Instructional Coaching Programs**. *Educational Researcher*, *53*(7), 426-429. https://doi.org/10.3102/0013189X241256935
We present data from the Schools and Staffing Survey and the National Teacher and Principal Survey to document the prevalence of instructional coaching programs (ICPs) and consider how ICPs are distributed by school level, urbanicity, new teachers in a school, student enrollment, school poverty levels, student achievement levels, and state. We show that ICPs are most common in elementary schools, schools located in cities, schools with larger proportions of new teachers, larger schools, schools enrolling larger fractions of economically disadvantaged students, and schools with lower student achievement levels. Additionally, more affluent and higher achieving schools experienced the sharpest increase in ICPs over time.

Revaz, S., & Draelants, H. (2024). **De l'absence quasi totale de données à l'éducation fondée sur des preuves en Belgique francophone**. *Revue internationale d'éducation de Sèvres*, (96), 103-112. https://doi.org/10.4000/12fsu
Cet article examine comment la montée en puissance des données s'est déroulée dans le contexte éducatif belge francophone. Il insiste sur la singularité de l'évolution d'un système passé en quelques années d'une situation de quasi-absence de données à l'ère du gouvernement par les nombres et données probantes. Historiquement, la régulation de l'enseignement en Belgique s'est peu adossée aux données. Cependant, un tournant s'opère dans les années 1990 à la faveur du développement de modes de régulation post-bureaucratiques nécessitant des données chiffrées. Depuis le milieu des années 2010, on assiste à une accélération de cette logique avec le lancement du Pacte pour un enseignement d'excellence. L'article insiste sur les raisons de l'essor des données, qui tiennent pour beaucoup à la prise de conscience de la singularité des résultats de l'école belge francophone en matière d'efficacité et d'inégalité.

Robert, A. D. (2024). **L'" histoire de l'éducation " au prisme de la 70e section du CNU (2012-2015)**. *Tréma*, 61. https://doi.org/10.4000/12hoy
The article is based on the author's experience as president of the 70th section of the CNU for a 4-year term (2011-2015). After presenting a brief history and the specificities of the CNU, it focuses on the results of a survey carried out in collaboration with Patricia Tavignot, analyzing the place of "qualified" files in relation to the different disciplines or disciplinary orientations of candidates for positions as "Maîtres de conferences" (in French Universities), particularly in the field: history of education. Finally, the article carries out a content analysis of titles identified as relating to the history of education in the social sciences PHD corpus during the period; it attempts to identify the major orientations of this speciality, being aware of the very limited nature of the investigation carried out for a very short period (2011-2015), but while considering it - within these limits - as significant.

Seveno, R., & Tanguy, E. (2024, octobre 10). ***Mise en place et analyse du mode comodal dans une unité d'enseignement de Licence***. Présenté à Présence et relation éducative. Consulté à l'adresse https://nantes-universite.hal.science/hal-04733915

Shiller, J. T. (2024). **The Transformative Capacity of Baltimore's Community Schools: Limits and Possibilities in a Spatially Unjust Urban Context for Black Communities**. *Education and Urban Society*, *56*(8), 951-975. https://doi.org/10.1177/00131245241233555
Community schools are schools which recognize that children are apart of communities, and therefore, attempt to directly address the outside of school factors that impact student learning by offering services to students, their families, and the broader community through a variety of partnerships with governmental and community-based organizations. Based on empirical research, this paper argues that while the community schools provide a much-needed approach to educating students beyond their academic needs, the schools work within deeply-rooted racist systems and structures. Seen through the lens of racial capitalism, in particular, the work of community schools may be quite limited in what they can accomplish. Using census data from the Baltimore Neighborhood Indicators Alliance (BNIA) combined with GIS mapping, this paper investigated the racially segregated contexts in which community schools operated in Baltimore. In so doing, the paper argues that the potential of community schools is circumscribed by the spatial injustice that the neighborhoods experience.

Sinclair, M. P., & Brooks, J. S. (2024). **School Funding and Equity in Australia: Critical Moments in the Context of Text Production Phase of the Education Policy Cycle**. *Educational Policy*, *38*(7), 1751-1779. https://doi.org/10.1177/08959048241268250
Education policy has long been analyzed as a cycle where various actors influence different stages. However, few such studies have focused on identifying and interrogating the specific moments that shape an education policy's overall equity trajectory. This article uses Bowe, Ball, and Gold's policy cycle as an exploratory theoretical framework, focusing on the historic Review of Funding for Schooling (2011) in Australia, which evaluated the nation's school funding policy. The authors concentrate on the Context of Text Production phase of its policymaking process, and consider the implications for equity. From this work, the authors highlight two "critical moments" that they argue significantly influenced how the appointed panel approached equity. Their theorizing of a "critical moment" offers valuable insights for researchers and stakeholders seeking to understand or influence education policy.

Smith, S., & Walker, D. (2024). **The instrumental academic: Collegiality and the value of academic citizenship in contemporary higher education**. *Higher Education Quarterly*, *78*(4), e12551. https://doi.org/10.1111/hequ.12551
Collegiality and the contribution to the sustenance of the academy through academic citizenship are central to commonly held conceptions of what it is to be a university. This study investigates the articulation and recognition of academic citizenship through institutional promotion criteria, including both traditional research and teaching-focussed career pathways. The study adopts a qualitative research approach and examines promotion criteria from a sample of 55 mid-sized universities in the UK. Findings point to a progressive shift in formal recognition of service activities associated with citizenship as part of the core academic workload. Institutional service is pervasive across all academic roles and levels, student service is largely invisible, and activities associated

with public service are most notably acknowledged in traditional academic roles at the professorial level. The evolving nature of expectations of citizenship necessitates a more nuanced consideration of the core dimensions of an academic role and citizenship activities to ensure equity and inclusivity in career progression.

This Saint-Jean, I. (2024, octobre 24). **Budget : on achève bien l'avenir des universités**. Consulté 25 octobre 2024, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/isabelle-this-saint-jean/budget-on-acheve-bien-lavenir-universites/00112806
Le débat budgétaire s'ouvre « enfin ».

Tight, M. (2024). **The crisis literature in higher education**. *Higher Education Quarterly*, *78*(4), e12504. https://doi.org/10.1111/hequ.12504
The literature on higher education includes a substantial genre devoted to the theme of crisis. While higher education is not alone in this, higher education researchers and writers all too often reach for the language of crisis to describe what they are experiencing or finding. Crises are identified at institutional, disciplinary, national and international levels, with radical and far-reaching solutions to them sometimes set out. This article will explore and synthesize the crisis literature in higher education, attempt to explain its prevalence and speculate on how it might be resolved or taken forward.

Toullec-Théry, M., Lacroix, F., & Tricot, A. (2024). ***L'école inclusive*** (Teacher's édition). Consulté à l'adresse https://www.editions-retz.com/enrichir-sa-pedagogie/mes-connaissances-educatives/l-ecole-inclusive-9782725646060.html?srsltid=AfmBOoqNppF9oYd1J-ewcb56Pba5yoU9JG1Hf_CbWDAXDf8suaxahZmR
Un ouvrage pour questionner l'école inclusive. L' école inclusive progresse, en France comme à l'étranger. Désormais, l'école se doit de scolariser tous les enfants en assurant leurs progrès et en répondant aux besoins individuels de chacun. Encouragé par un consensus international, ce mouvement est aussi porté par des réseaux associatifs et des enseignants militants. Il suscite néanmoins des résistances qui alimentent de fausses croyances et détournent les acteurs des attentes institutionnelles en matière d'inclusion. Cet ouvrage explore un certain nombre de mythes autour de l'accompagnement, le bienêtre à l'école, la formation, l'évaluation ou le numérique... Les différents chapitres offrent des éclaircissements, appuyés sur des recherches, mais aussi sur des pratiques et des exemples concrets. Des solutions émergent pour dépasser les obstacles et bâtir cette école inclusive. Dans cet ouvrage, 10 des mythes et réalités les plus répandus sont passés en revue, tels que : • « Il·elle sera mieux en milieu spécialisé » • « Scolariser un·e élève à BEP dans ma classe, je ne sais pas faire » • " Je " veux « bien scolariser un·e élève à BEP, mais je ne suis pas formé·e pour le faire » • « Il faut avant tout connaitre le trouble pour adapter » • « Il faut individualiser le travail pour un·e élève à BEP » • « Il faut coopérer pour une école inclusive » • « Un·e AESH est indispensable pour scolariser un·e élève reconnu·e handicapé·e » •« Avec des outils numériques, l'élève à BEP va progresser » • « On ne peut pas évaluer les élèves à BEP différemment des autres » • " C'est au chef d'établissement d'insuffler le " virage inclusif " " Mythes & réalités : une collection pour décrypter les idées reçues qui alimentent les débats en matière d'éducation.

Véran, J.-P., & Wagnon, S. (2024). **Les données en éducation : de la standardisation mondialisée à la coconstruction ?** *Revue internationale d'éducation de Sèvres*, (96), 47-58. https://doi.org/10.4000/12fsp
Les contributions rassemblées dans ce dossier permettent de mesurer les impacts des grandes enquêtes internationales comme le Pasec, mais aussi l'existence de points aveugles dans les données collectées, tels que le soutien scolaire privé. Elles mettent également en lumière les enjeux politiques liés au choix de privilégier certaines données et d'en ignorer d'autres, ainsi que les conséquences de la standardisation de l'éducation sur la professionnalité des acteurs éducatifs. Elles permettent de percevoir comment la prise en compte des élèves et des enseignants en tant que coconstructeurs de la recherche de données éclairantes dessine de nouvelles voies pour améliorer l'enseignement-apprentissage pour toutes et tous.

Voisin, A. (2024). **Instruments d'accountability et équité scolaire dans les systèmes éducatifs d'Europe et du Canada : analyse du PISA 2012**. *Canadian Journal of Education / Revue canadienne de l'éducation*, 47(2), 438-465. https://doi.org/10.53967/cje-rce.5513
Cet article interroge l'efficacité des systèmes d'accountability comme instruments de politiques éducatives pour améliorer l'équité des systèmes d'éducation. À partir d'une analyse secondaire des données du PISA 2012, nous mettons en avant différentes composantes instrumentales de l'accountability telles que privilégiées dans les systèmes éducatifs d'Europe et du Canada, peu étudiés par les études quantitatives comparatives internationales. Nous discutons par ailleurs de leurs associations avec les inégalités de résultats, des chances de résultats, et des acquis de base dans les systèmes d'éducation étudiés. Nos résultats nous amènent ainsi à dresser un constat plus que mitigé sur la capacité des systèmes et instruments d'accountability à améliorer l'équité scolaire dans les contextes étudiés.

Weinstein, J., & Bravo, J. (2024). **Un nouveau système de collecte et d'usage des données pour l'amélioration scolaire durant la crise du Covid-19 au Chili** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (96), 113-123. https://doi.org/10.4000/12fsv
Au Chili, la pandémie du Covid-19 a interrompu le fonctionnement habituel du système de mesure de la qualité de l'enseignement, le SIMCE. En même temps, elle a permis de créer un nouveau dispositif de collecte et d'utilisation des données, le DIA, qui peut être utilisé de manière flexible et volontaire par chaque établissement scolaire. Compte tenu des caractéristiques du DIA, telles que la couverture de l'apprentissage scolaire et socio-émotionnel, une évaluation trois fois par an ou la visualisation immédiate des résultats par les enseignants, le nouveau système s'est répandu massivement et rapidement comme un outil pour l'amélioration des résultats scolaires. Actuellement, les deux systèmes coexistent et se complètent avec leurs usages et utilisateurs différents.

Welch, A. (2024). **East Asia's private higher education crisis: Demography as destiny?** *Higher Education Quarterly*, 78(4), e12508. https://doi.org/10.1111/hequ.12508
Globally, one in three students are now enrolled in private higher education institutions (PHEIs), with the total reaching almost 70 million enrolments. This pattern is similar across a highly diverse Asia: more than 35% of students are enrolled in the private sector, and around 60% of higher education institutions (usually much smaller than their public counterparts) are private. But in East Asia, a combination of high participation rates and a rapidly ageing demographic has led to a complex, developing crisis, particularly in a

much-expanded private sector. Adding to the existing suite of problems – finance, over-supply, declining standards, regulatory issues, and in some cases, corruption – the combined effect of recent COVID disruptions, regional economic reversals, and a rapidly ageing demographic has intensified existing problems, constituting a major crisis for the sector, especially more marginal private institutions. The analysis charts the various responses of governments in Japan, South Korea, Taiwan, and China, draws out some of the limits to reform, and poses the dilemma for the future of private higher education in the region.

Winter, J., Turner, R., Webb, O., Valle, L. D., & Benwell, C. (2024). **Student academic representation in the UK: An exploration of recruitment, training, and impacts**. *Higher Education Quarterly*, *78*(4), e12548. https://doi.org/10.1111/hequ.12548
Student academic representation is a staple feature in UK and international higher education. It provides a vital quality function whereby students, who are elected representatives of their programme, canvas the opinions of peers to inform quality assurance processes. In the UK, there is increasing regulatory pressure for universities and student unions to be dual owners of representation activity and much work has been done to enact this model. Nonetheless, little is known about the experiences of those serving as student representatives, despite this being a community of thousands of students across the UK, who hold an instrumental position in institutional quality assurance. We developed an instrument (SARA) to evaluate experiences of 773 active student representatives from 15 UK HE institutions. It explored key areas, including recruitment, training, working approaches and development outcomes. Data indicated low engagement in training in some key areas (e.g., representation of diverse groups and data gathering) and a narrow range of working approaches. These patterns may compromise the value of student representation both from the institutional perspective and that of individual representatives seeking to enhance their skills. Recommendations are suggested for enhancing future practice.

Xiao, H., Keifert, D. T., & Silva, S. D. (2024). **Humanizing students in a dehumanizing time—Faculty as crisis leaders during the COVID-19 pandemic**. *Higher Education Quarterly*, *78*(4), e12547. https://doi.org/10.1111/hequ.12547
Having survived the disruptive global pandemic, the higher education community is believed to grow to be more adaptive and resilient. As contributors to the new 'normal', yet evolving post-pandemic state, faculty have been painstakingly working to support students' learning and human needs during the COVID-19 pandemic. Research documents faculty have enacted a collection of measures to respond to students' adversities inside and outside the educational space when the pandemic gave rise to a global crisis in the past several years. Yet, few studies have offered an in-depth interpretation of how faculty conceived of, selected, and implemented those responses, approaches and strategies. Guided by a crisis response model, we conducted a qualitative inquiry in an effort to unveil this process. 14 faculty who were from the college of education in a national university in United States and varied in career stages and teaching experience participated in the study. Data were derived from one-on-one semi-structured interviews. Thematic analysis was employed for data analysis. The study yielded three themes: Supporting from a place of humanization; turning downsides up; and adhering to the standard. The themes reflect that the faculty exuded the capabilities and attributes characterizing the crisis leadership. The findings hold for faculty and

institutions the implications that promise to gear up the higher education community for contingencies, crises and uncertainty in the future.

Xie, X., Li, D., & Jung, J. (2024). **Cross-border university choice in China's Greater Bay Area**. *Higher Education Quarterly*, *78*(4), e12531. https://doi.org/10.1111/hequ.12531
This study explored Chinese students' motivations for selecting a cross-border university in China's Guangdong-Hong Kong-Macau Greater Bay Area (GBA) and how they perceive their undergraduate experiences. The GBA was developed as an international economic cluster in China. Despite the vitality of the GBA's international education sector, few studies have focused on individual students' perspectives on cross-border higher education choices and experiences. We interviewed twenty students and two academics in charge of university admissions about their opinions and reflections concerning a GBA cross-border university. Students' university choices were linked to different admission profiles, parental influences, institutional features and interactions between students and the institutions. Our study has significant implications for leaders and policymakers in higher education seeking to attract talented university students, improve enrolment and promote students' learning experiences in cross-border higher education institutions.

Zenasni, S., Kuppens, T. E., Vaesen, J., Surmont, J., & Stiers, I. (2024). **Conceptualizing Education for Sustainable Development in Urban Secondary Schools**. *Education and Urban Society*, *56*(8), 976-1001. https://doi.org/10.1177/00131245241238001
This conceptual paper explores the characteristics of education for sustainable development (ESD) within urban secondary schools. Despite the discourse about the importance of sustainability, there has been a lack of research on this topic. The authors employed theory synthesis, which resulted in a concept for Education for Sustainable Development in Urban Contexts (ESDUC). This presents a comprehensive view on the interconnected characteristics that facilitate the successful implementation of ESD in urban secondary schools, (1) developing sustainability competences among both students and teachers, encompassing intercultural competences for teachers and self-regulating skills for students, (2) utilizing teaching methods that are both transformative and culturally responsive, (3) engaging the wider community in the educational process, and (4) shifting the school culture toward embracing diversity and adopting a whole-school approach. This study is valuable for researchers and urban secondary schools seeking to effectively integrate ESD into their educational framework.

Pratiques enseignantes

Aberkane, C., El Mouhsine, S., & Azzimani, T. (2024). **Changements des gestes professionnels des enseignants du présentiel au distanciel**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jk5
L'année 2020 a été marquée par la crise sanitaire provoquée par la COVID-19, par conséquent, le passage brutal d'une modalité d'enseignement apprentissage en présentiel vers une modalité totalement à distance a été imposé. Ce changement de modalité a mis les acteurs concernés dans une situation inédite, dans laquelle, ils étaient incités à adapter leurs pratiques pédagogiques notamment leurs gestes professionnels avec une modalité d'enseignement totalement en ligne. Ce travail de recherche part de deux objectifs principaux : identifier d'abord les difficultés rencontrées par les enseignants pour faire face à ce changement, puis repérer l'impact de ce mode

d'enseignement sur les gestes professionnels à la lumière du modèle de Jorro (2005). Pour ce faire, nous avons opté pour une recherche qualitative réalisée à travers des entretiens semi-directifs avec quarante enseignants appartenant aux différents établissements de l'Université Mohammed Premier. Ces enseignants ont manifesté des difficultés quant à la mise en place des gestes professionnels dans un contexte d'enseignement à distance. Ces difficultés ont engendré par la suite des changements résidant dans l'apparition et la suppression de certains gestes.

Allard, E., Bouchard, C., & Richard, V. (2024). **Vers une intégration de modèles de l'intervention enseignante dans le jeu des enfants à l'éducation préscolaire**. *Canadian Journal of Education / Revue canadienne de l'éducation*, *47*(2), 302-331. https://doi.org/10.53967/cje-rce.5965
Cet article théorique vise à clarifier la conceptualisation de l'intervention enseignante dans le jeu à l'éducation préscolaire. La présentation et l'analyse d'écrits et de modèles portant sur l'intervention enseignante dans le jeu ont permis de dégager trois dimensions : les types d'interventions, les rôles de l'enseignant[e] et la nature des apprentissages. Ces dimensions ont ensuite servi à l'analyse de quatre modèles de l'intervention enseignante dans le jeu, en plus de considérer qui, de l'adulte ou l'enfant, le contrôle. La mise en exergue de liens entre les dimensions de l'intervention enseignante et les modèles associés lors de l'analyse a conduit à l'élaboration d'une proposition théorique intégratrice de l'intervention enseignante dans le jeu à l'éducation préscolaire. Trois formes d'accompagnement ressortent de cette proposition : 1) le jeu libre ouvert, 2) le jeu libre accompagné et 3) le « jeu » dirigé. Chacune d'elles est clarifiée en précisant ce qui la caractérise et la distingue, permettant conséquemment de faciliter l'interprétation des résultats des études portant sur le jeu par la présence d'un cadre commun pour les comparer, en plus d'outiller les enseignant[e]s à l'éducation préscolaire pour qu'ils soient en mesure de mieux situer leurs interventions dans ce contexte.

Alvarez, V. J. (2024). **Conceptions de l'autorité des enseignant e s en formation : une combinaison de dimensions internes et externes à la relation enseignant e s-élève(s)**. *Swiss Journal of Educational Research*, 46(2), 94-106. https://doi.org/10.24452/sjer.46.2.1
This article compares the concept of authority in 66 secondary school pre-service teachers (PST) with a model of authority derived from a meta-analysis. For the PST, authority cannot be established on the sole basis of status or personal qualities but is founded primarily on professional expertise (didactic expertise, expertise in the management of a learning environment, relational expertise). Our results also reveal that SPT lack resources when it comes to intervening in the face of transgressions, and that they predominantly propose punitive interventions based on the use of power. Finally, we document three contextual factors that influence authority in the classroom: group characteristics, student characteristics and family environment.

An, J., & Kim, D. (2024). **Effects of interventions using graphic organizer in Korea: a meta-analysis**. *Asia Pacific Education Review*, *25*(5), 1433-1449. https://doi.org/10.1007/s12564-024-09965-2
This study aimed to evaluate the effects of intervention using graphic organizers on the cognitive and affective improvement of students with intellectual disability (ID), with learning disability (LD), without disability, and at-risk learners in Korea. A total of 49 peer-reviewed journals and dissertations for the last 20 years were included for conducting this meta-analysis. The overall effect size of intervention using a graphic organizer was .78 (d)

(95% CI [.63, .94], τ^{2}= .28) using a random-effects model. In order of strongest to weakest effects, at-risk learners (d = 1.38), students with LD (d = 1.15), students with ID (d = .76), and students without disability (d = .52). Among student variables, there is no statistically significant difference by school level, but by school type. Among intervention variables, instruction in math (d = 1.43) and Korean (d = .96); cognitive mapping (d = 1.05); 1–19 times, 1–9 weeks, 3–5 times per week; and small-size groups were the most effective intervention conditions. While several variables showed significant subgroup differences, meta-regression analyses revealed that only group size and frequency were significant moderators after controlling for other factors. In summary, intervention using a graphic organizer was more effective for students with disability and at-risk students than it was for students without disability.

Atlan, E., Zorn, S., Martel, K., Lewi-Dumont, N., Puustinen, M., & Toubert-Duffort, D. (2024). **L'observation en regards croisés des jeunes avec polyhandicap : un point d'appui pour développer de nouvelles relations éducatives**. *Phronesis*, (HS2), 47-60. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-47

Bamber, S., Blears-Chalmers, S., Egan-Simon, D., Packer, C., Guest, S., & Hall, J. (2024). **Enabling collaborative lesson research**. *The Curriculum Journal*, 35(4), 605-621. https://doi.org/10.1002/curj.263
In this paper, we interrogate and justify the design of a local project that used collaborative design research in a secondary school in England. As authors, we represent teachers and teacher educators engaged in design research, whereby we acknowledge the difficulties implicit to university and school collaborations within a performative culture. Our analysis recognises the struggle for research-informed professional judgement in the decision-making and actions of educators that are situated in schools. A professional learning project is analysed to position teachers and teacher educators as practitioner researchers. In this respect, Stenhouse's work provides an analytical framework that is both a lens through which to interpret the nature of collaborations, as well as a methodology that allows us to understand the way in which we navigate the gap between educators' aspirations and the curriculum design and teaching within the project. The collaborative design research project was stimulated by an aspiration to make trigonometry accessible to low prior attaining pupils in a secondary mathematics classroom. This provides a stimulus for understanding the conditions that enable collaborative lesson inquiry and to question whether it can provoke raised aspirations for young people in inclusive classrooms. This allows us to understand the work of teachers as researchers and research users in an increasingly messy teacher education context. We interrogate the potentially problematic connection between research and practice within collaborative inquiry, as we understand how we enable research that is "held accountable for its relevance to practice" because "that relevance can only be validated by practitioners" (Stenhouse, 1988, p. 49).

Bardach, L., Bostwick, K. C. P., Fütterer, T., Kopatz, M., Hobbi, D. M., Klassen, R. M., & Pietschnig, J. (2024). **A Meta-Analysis on Teachers' Growth Mindset**. *Educational Psychology Review*, 36(3), 84. https://doi.org/10.1007/s10648-024-09925-7
The concept of growth mindset—an individual's beliefs that basic characteristics such as intelligence are malleable—has gained immense popularity in research, the media, and educational practice. Even though it is assumed that teachers need a growth mindset and that both teachers and their students benefit when teachers adopt a growth

mindset, systematic syntheses of the potential advantages of a growth mindset in teachers are lacking. Therefore, in this article, we present the first meta-analysis on teachers' growth mindset and its relationships with multiple outcomes (50 studies, 81 effect sizes; N = 19,555). Multilevel analyses showed a small effect across outcomes. Statistically significant small-to-typical positive associations between teachers' growth mindset and their motivation in terms of self-efficacy and mastery goals were observed in subgroup analyses. No statistically significant relationships were found with teachers' performance-approach goals, teachers' performance-avoidance goals, teachers' performance on achievement tests, or student achievement. Teachers' growth mindset was related to instructional practices in terms of mastery goal structures but unrelated to performance goal structures. Moderator analyses indicated that the dimensionality of the mindset measure (recoded from a fixed mindset to a growth mindset measure vs. assessed as a growth mindset), item referent and content of the mindset measure, publication status (published vs. unpublished), world region, educational level, and study quality influenced the strengths of some of the relationships. Overall, our findings extend knowledge about teachers' mindset and add to the evidence base on teacher characteristics and their links to relevant outcomes.

Bilz, L., Fischer, S. M., Kansok-Dusche, J., Wachs, S., & Wettstein, A. (2024). **Teachers' intervention strategies for handling hate-speech incidents in schools**. *Social Psychology of Education*, *27*(5), 2701-2724. https://doi.org/10.1007/s11218-024-09929-9
Despite ongoing global efforts to combat discrimination, hate speech is a growing problem in many countries. Hate speech is also widespread among young people and thus also affects schools. Because of the negative consequences of hate speech for the targeted individuals and for society in general, schools and teachers are generally encouraged to moderate hate speech. This binational study examines intervention strategies for hate speech in schools using the newly developed Hate-Speech Interventions Scale for Teachers. Data from German and Swiss teachers (N = 486) were analyzed. Self-reported strategies were best described using a three-factor structure. Teachers primarily direct their interventions at those directly involved in hate speech and frequently employ teaching-oriented strategies. In comparison, external partners and colleagues are relatively rarely involved. Measurement invariance testing supported the scales' construct validity. A link was found between the use of these strategies, teachers' task-specific self-efficacy, gender, and professional experience. These results indicate that schools should play an important role in moderating hate speech and that increasing teachers' confidence in their own ability to address this phenomenon could be an important element of teacher training.

Blackmore, K., & Hatley, J. (2024). **Close to practice research as a means of rethinking elements of student–teacher's classroom practice**. *The Curriculum Journal*, *35*(4), 586-604. https://doi.org/10.1002/curj.262
This article explores a form of classroom inquiry linked to postgraduate primary student–teachers' education, whilst on practicum in England. The inquiry model is congruent with Stenhouse's' notions of 'teachers as researchers' undertaking 'systematic' inquiry in a 'naturalistic' environment. Feldman further develops Stenhouse's conception into a definition of action research, where teachers come to a better understanding of their practice. The inquiry bases itself on the central tenants of close to practice (CtP), which is defined as research that: focuses on issues defined by practitioners as relevant to their practice and involves collaboration between people whose main expertise is research,

practice, or both. As teacher educators, we evaluated the potential of CtP inquiry, by undertaking a critical discourse analysis (CDA) of sixteen student–teacher research reports. CDA revealed that several socio-cognitive processes took place as a result of, student–teachers engaging in CtP research, including explorations of identity, beliefs and values and negotiation of power relationships and structures. Further analysis provided insights into Stenhouses' conceptualisation, firstly, how student–teachers committed to developing their understanding of the curriculum with respect to teaching design. Secondly, the findings resonate with student–teachers rejecting acting as 'docile agents' within existing structures and developing 'pathways to emancipation and autonomy'. Thirdly, testimony revealed that student–teachers valued this mode of learning and developed critical attitudes to educational research. This study has clear implications for the design of initial teacher education programs and the continued professional development of teachers in England and potentially further afield.

Blanc, C. (2024). **Processus de référentialisation de l'évaluation et validité : Analyse de livrets scolaires et d'épreuves d'évaluation de la compréhension en lecture en cours préparatoire**. *e-JIREF*, *10*(1), 59-83. https://doi.org/10.48782/e-jiref-10-1-59
This study focuses on the effect of assessment referentialization processes specific to sixteen experienced teachers in cours préparatoires (CP- 1st Grade -6 years) within the framework of the established internal evaluation. It particularly focuses on the analysis of two products of their activity: the choice of tasks to evaluate and the school report containing the evaluative judgments resulting from the evaluation and transmitted to families. It will be conducted from the angle of validity considerered from different dimensions (didactic, curricular, pedagogical). The study highlights heterogeneous conceptions of evaluators and proves the low validity of the evaluation. Beyond these results, it invites us to question their foundations and to outline some avenues, including that of training teachers in the fifth skill common to all teachers in the professional framework: "Assess".

Braun, S. S., Schornick, Z. T., Westbrooks, A. K., Eickholz, E. R., Parker, J. G., & Hooper, A. L. (2024). **Teachers' social competencies, occupational health, and personal well-being are associated with their use of snark in the classroom**. *Social Psychology of Education*, *27*(5), 2265-2288. https://doi.org/10.1007/s11218-024-09940-0
Snark is a form of verbal aggression that uses humor to diminish a victim. The present study explored predictors of U.S. teachers' use of snark in the classroom. Kindergarten-12th grade teachers (N = 516) self-reported on their social and emotional competencies (i.e., perspective taking, forgiveness, mindfulness, expressive suppression, and decision-making skills), experiences of occupational health and personal well-being (i.e., burnout, job satisfaction, depression, and life satisfaction) and snark use. Stepwise multilevel models indicated that teachers' social and emotional competencies, and subsequently, their occupational health and well-being, explained significant portions of the variance in snark use. Specifically, teachers with greater perspective taking skills reported less frequent snark use, and those who used expressive suppression reported more frequent snark use. Burnout, job satisfaction, depression, and life satisfaction were all positively associated with greater snark use. Results are described in relation to research on adult social and emotional competencies, teachers' occupational health and well-being, and teachers' conflict management strategies. This study sets the stage for future research to investigate the effects of teachers' snark use on student outcomes.

Camargo Salamanca, S. L., Parra-Martínez, A., Chang, A., Maeda, Y., & Traynor, A. (2024). **The Effect of Scoring Rubrics Use on Self-Efficacy and Self-Regulation**. *Educational Psychology Review*, 36(3), 70. https://doi.org/10.1007/s10648-024-09906-w
This meta-analysis explores the effect of using scoring rubrics on self-efficacy and self-regulation in K-16 formal learning settings and its potential moderators. From the literature, we identified 14 relevant experimental or quasi-experimental primary studies conducted with a total of 2793 students. We retrieved 17 effect sizes for self-efficacy and 18 effect sizes for self-regulation outcomes from the primary studies. Rubric use has a statistically significant moderate to large positive effect on students' self-efficacy (Hedges' g = 0.39) and self-regulation (Hedges' g = 1.00). Large within- and -between study variability of effect sizes is common: self-efficacy (Hedges' g: −.06; 2.47) and self-regulation (Hedges' g: −1.17; 3.30). We found no significant moderation of the effect of rubric use by students' level of education, providing feedback, or instruction using the rubric, whereas there is evidence of an effect of rubrics on self-efficacy and self-regulation, variability of theoretical approaches, measures, and implementation quality raise questions about best practices for rubric development and use.

Caro, C. S., & Valin, V. V. (2024). **Accompagner la parentalité dans des quartiers populaires : entre normalité et normalisation**. *Phronesis*, (HS2), 88-99. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-88

Chim, H. Q., Dolmans, D. H. J. M., oude Egbrink, M. G. A., & Savelberg, H. H. C. M. (2024). **Experiences of face-to-face and online collaborative learning tutorials: A qualitative community of inquiry approach**. *Education and Information Technologies*, 29(14), 18561-18589. https://doi.org/10.1007/s10639-024-12533-1
This study explores the experiences and the preferred schedule of face-to-face and online tutorials in a problem-based learning setting where students learn collaboratively, based on cognitive, social, and teaching presences. Seventeen experienced students and 13 tutors attended semi-structured interviews focusing on their experiences and preferences. The majority (15 students and seven tutors) preferred a 100% face-to-face schedule as the default option to stimulate deep learning and social interactions, while two students and five tutors preferred a schedule with a majority of face-to-face tutorials with some online sessions. Overall, face-to-face tutorial meetings were perceived to deepen content discussions, create a sense of connection through social interactions and non-verbal communication, and protect student well-being.

Ciavaldini-Cartaut, S. (2024). **Ancrage des pratiques pédagogiques dans la bienveillance éducative orientée vers le bien-être scolaire et effets sur la satisfaction et le sens de la collaboration professionnelle**. *Revue hybride de l'éducation*, 8(4), 1-24. https://doi.org/10.1522/rhe.v8i4.1698
This study examines the impact of professional practices based on educational benevolence (Réto, 2017, 2019) and geared towards school well-being on job satisfaction and collaboration within a lieu d'éducation associé (LéA). The quasi-experimental approach employed in this study demonstrates that these practices, which are regarded as social innovations, significantly enhance teachers' work relationships. Despite the preliminary nature of the statistical results and the limited sample size, the findings highlight the positive impact of emotional skills and attentive presence towards pupils. This study provides insights into potential avenues for further research into the effectiveness of educational benevolence in diverse school context

Costa, S., Norton, L. S., & Pirchio, S. (2024). **Discourses about grades and competency-based evaluation: Exploring communicative and situated meanings at an Italian high school**. *Social Psychology of Education*, *27*(5), 2177-2198. https://doi.org/10.1007/s11218-024-09911-5

Grades are the universal tool for measuring students' performance at school. However, other competency-based evaluation methods have shown to have a stronger impact on the learning quality. We investigated how different methods are collectively represented and discursively constructed among students at an Italian high school class. Thematic analysis was applied to 4 focus groups of about one hour conducted with 18 students (F = 12, M = 6) attending the second year of a scientific high school, at the end of the second year of "At School Beyond the Grade" project. The main themes emerged were linked to the cultural and communicational meanings constructed around each method, showing how they are used for different purposes and yet stay strictly related. Comments were used in a self-reflective manner to improve learning competencies individually. Grades were used to communicate with others their position as a socially shared code. The emerged narratives show the students' expectations about the way teachers manage evaluation tools and their struggles on translating one into the other. Considerations on the shared ideal of both methods as complementary were discussed in terms of intercultural, identity and learning process.

Cotter, D. A., Berheide, C. W., & Carpenter, M. A. (2024). **Sustained Strain: Faculty Work Strain Under COVID-19**. *Research in Higher Education*, 65(8), 1992-2012. https://doi.org/10.1007/s11162-024-09809-3

The COVID-19 pandemic initially placed college and university instruction into an emergency remote mode. The subsequent periods of the pandemic presented new challenges. This paper examines changes in faculty work lives in the immediate aftermath of the onset of the pandemic and reports on results from surveys of faculty at three selective liberal arts colleges in 2020 and again in 2021. Specifically, we investigate faculty experiences with work strain. Drawing on job demands-resources theory, we develop an analytic framework that examines the effects of status resources (gender, race, and tenure), work domain demands and resources (teaching and research resources, student demands, emotional labor demands, and scholarship demands), and home and family demands (caregiving). Our findings suggest that work strain was elevated in both periods and that only tenure among the status resources predicted less strain. We show that the sources of elevated strain shifted from teaching and research demands in the initial phase of the pandemic to emotional labor demands during the first full academic year of it.

Cuevas, I., Mateos, M., Casado-Ledesma, L., Olmos, R., Granado-Peinado, M., Luna, M., … Martín, E. (2024). **How to improve argumentative syntheses written by undergraduates using guides and instructional rubrics**. *European Journal of Psychology of Education*, 39(4), 4573-4596. https://doi.org/10.1007/s10212-024-00890-x

Undergraduates often struggle writing argumentative syntheses from conflicting sources. Written guides can help in the different phases of the process involved in these tasks and are more effective when accompanied by explicit instruction. Nevertheless, there are few studies on instructional rubrics as an aid to argumentative writing and none are focused on synthesis tasks. Our objectives were to compare (1) the effectiveness of a guide and a rubric as aids to the processes of selection and integration in writing an

argumentative synthesis; (2) whether explicit instruction in synthesis writing strategies enhances the effects of both aids and (3) the effectiveness of the aids offered during the practice sessions performed with the support of aids and after removing those aids. The study was conducted with 120 undergraduate psychology students. An experimental inter/intra-subject factorial design 2 (Instruction) x 2 (Type of aid) x 4 (Time) was employed. We used mixed linear models to assess the intervention effects. The guide facilitated the selection of arguments. Both guide and rubric promoted integration. When students also received explicit instruction, the learning rate of integration strategies was accelerated, and the impact of guide and rubric was greater.

Dağdeviren Ertaş, B., & Özdemir, M. (2024). **The mediation of organizational commitment between collective teacher efficacy and work engagement**. *Social Psychology of Education*, *27*(5), 2677-2700. https://doi.org/10.1007/s11218-024-09949-5
Attitudes and behaviors towards work enable teachers to perform organizational roles willingly in the educational process. Teachers who do their jobs with great enthusiasm, passion, and commitment are influential in increasing student success. For this reason, there is a need to investigate the individual and organizational factors that play a role in teachers' work engagement. Previous research has shown that collective teacher efficacy is one of the critical factors that play a role in teachers' work engagement. However, researchers need to sufficiently focus on the holistic effects of collective teacher efficacy, organizational commitment, and work engagement in teacher research. This research aims to investigate a newly developed model that explores the direct and indirect links among collective teacher efficacy, organizational commitment, and work engagement. The study involves 414 teachers working in state primary schools in 12 regions of Türkiye. A mediation analysis was conducted using structural equation modeling to assess the accuracy of the proposed model in this study. The results of the analysis demonstrate that organizational commitment is essential in mediating the relationship between collective teacher efficacy and work engagement. This study contributes significantly to the existing literature by offering valuable insights into the influence of collective teacher efficacy on work engagement among teachers in Türkiye. Specifically, it presents crucial findings regarding the impact of collective teacher efficacy on organizational commitment, highlighting the mediating role of this construct in the relationship between collective teacher efficacy and work engagement.

De Weerdt, D., Simons, M., & Struyf, E. (2024). **Teachers' attitudes toward team teaching explained by teachers' self-efficacy, perceived collaboration, and team similarity**. *Social Psychology of Education*, *27*(5), 2479-2502. https://doi.org/10.1007/s11218-024-09916-0
Team teaching is a popular and intense form of teacher collaboration with several advantages for both students and teachers. To successfully implement team-based practices such as team teaching, previous studies highlight the pivotal role of teachers' attitudes, which are subject to several personal and interpersonal processes. Stakeholders willing to implement team teaching require a deep understanding of teachers' attitudes toward the practice and their relation to prominent (inter)personal variables in teacher collaboration research. To date, however, little quantitative research exists on teachers' attitudes toward team teaching and even less on factors that may explain these attitudes. Therefore, the aim of this study is to explore how teachers value the implementation of team teaching in their teaching practices and to what extent prominent (inter)personal variables such as teachers' self-efficacy, perceived collaboration, and team similarity are associated with these attitudes. The empirical data

were collected through a cross-sectional survey (N = 555) conducted in Flanders (Belgium). The findings showed that teachers had a positive overall attitude toward team teaching, but this was not always strongly expressed. In particular, teachers' attitudes toward enhancing the learning gains of students through team teaching were fairly neutral. Nonetheless, based on structural equation modeling, a proposed hypothetical model wherein self-efficacy beliefs, perceived collaboration, and team similarity were positively associated with teachers' attitudes toward team teaching showed adequate predictive validity. Furthermore, all three of the studied factors had a significant effect on teachers' attitudes, with teachers' self-efficacy exerting the strongest effect.

Döring, A. K., Jones, E., Oeschger, T. P., & Makarova, E. (2024). **Giving voice to educators: Primary school teachers explain how they promote values to their pupils**. *European Journal of Psychology of Education*, *39*(4), 3607-3631. https://doi.org/10.1007/s10212-024-00885-8
Values are the trans-situational goals guiding human attitudes and behavior (Schwartz, 1992). As early socialization agents, teachers have a responsibility to promote democratic values of citizenship to create an inclusive, fair, and sustainable society, necessary for individual and collective well-being (OECD, 2019). By facilitating social and cognitive development through social interactions, the school setting helps spark curiosity, leading to reflection and adaptation. Across the curriculum, teachers use strategies like imitation, modelling, priming, and discussion to help children make sense of the world (Makarova et al., 2024; Oeschger et al., 2022). Yet little empirical evidence exists to support how teachers achieve this. The present study gives voice to educators through the personal experiences of ten UK primary school teachers. Semi-structured interviews were conducted, lasting between 50 and 90 min. Data was analyzed in two stages: First, a deductive structuring content analysis identified how values of self-transcendence versus self-enhancement and openness to change versus conservation, as defined in Schwartz's (1992) model, were reflected in the interview data. Second, an inductive thematic analysis yielded the following themes: mechanisms of value transmission; implicit vs explicit instruction of values; values that are most difficult to teach; value transmission through taught lessons; the role of collective worship and cultural days; opportunities for value transmission in the wider school environment; and the role that a school culture and ethos play in the transmission of values. This study supports the view that values are promoted through a variety of methods and across all areas of the school environment.

Elizarov, E., Czik, A., & Ziv, Y. (2024). **Kindergarten children's academic engagement: A dual-pathway model including social information processing, social behavior in class, and teacher–child relationship quality**. *European Journal of Psychology of Education*, *39*(4), 3729-3749. https://doi.org/10.1007/s10212-024-00803-y
Education researchers and practitioners have been exploring for years the key factors impacting children's academic engagement. Still, relatively little is known about the role of children's social cognition in their academic engagement. Accordingly, the current study focuses on the potential indirect associations between young children's social information processing patterns (SIP) and their academic engagement through their social behaviors in class, specifically their prosocial and problem behaviors, and following by the quality of their relationship with their main kindergarten teacher. The study examines these indirect effects in one dual-pathway model which includes both a pathway from children's competent SIP patterns to higher levels of academic

engagement and from children's aggressive SIP patterns to lower levels of academic engagement. The sample included 300 kindergarten children (151 girls; Mage = 68.76 months). Results showed that competent SIP patterns were positively linked to children's academic engagement, which encompasses both their academic self-perceptions and their attitudes toward learning, via children's prosocial behaviors in class and subsequently teacher–child relational closeness. In addition, aggressive SIP patterns were negatively linked to the kindergarteners' attitudes toward learning via the children's problem behaviors in class and subsequently teacher–child relational conflict. Results have implications for both research and practice in the understanding of the influence of social cognition, behavior, and social relationships on academic engagement for young learners.

Fabre, V., & Labrell, F. (2024). **Experience, difficulties, and needs of French teachers welcoming students with cancer in kindergarten and primary school**. *European Journal of Psychology of Education*, 39(4), 4553-4572. https://doi.org/10.1007/s10212-024-00888-5
International research suggests that the success of re-entering school for cancer survivors is multifactorial. The quality of the school-family-hospital liaison and the promotion of social links between the child with cancer and his or her classmates appear to be central points. In France, the schooling of children with cancer is not frequently examined, and the teachers' experiences are never discussed. The aim of our study is to investigate the professional practices and experiences of French teachers in kindergarten and primary schools welcoming students with cancer, regarding international studies, to contribute to improving the handling of these children. By using an international survey based on the Delphi method as well as qualitative data, we investigated the point of view of 66 French teachers working in kindergarten and primary schools. Both methods highlight that strong collaboration with parents, the information provided by medical staff, and social connections with classmates constitute needs for interviewed teachers. In parallel, keeping a constant link with the children and their families, raising the awareness of peers, and providing personalized support to the survivor student appear to be major resources for these teachers. In terms of difficulties, both methods attest that teachers request training and more support to manage both survivor students' academic difficulties, peer awareness, and mutual understanding. Besides, qualitative results suggest a lack of efficiency in school-hospital liaison and in institutional support, which might be strengthened through standardization of the re-entry process and systematic monitoring of the school career of these children.

Garric, J. (2024). **Résister à l'exclusion dans les collèges de la très grande pauvreté**. In C. Roelens & S. Pahud (Éd.), *Perspectives plurielles sur l'autonomie et ses paradoxes* (p. 115-128). https://doi.org/10.17184/eac.8656
Dans les collèges de la très grande pauvreté, l'exclusion de cours est devenue une pratique banalisée par les enseignants qui l'utilisent comme levier pour gérer les élèves perturbateurs dans leurs classes. Cette pratique s'appuie paradoxalement sur le paradigme de l'inclusion, la très grande diversité des élèves devenant un motif de justification de l'exclusion. En opposition, une petite minorité d'enseignants résiste à cette la logique de l'exclusion : leurs convictions et leurs pratiques pédagogiques et éducatives dessinent les perspectives d'une éducation inclusive.

Gbebe, K. M. (2024). **Entre-deux : une relation éducative**. *Phronesis*, (HS2), 171-180. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-171

Gruber, M., & Crispeels, T. (2024). **Unravelling the process of idea generation and assessment during the PhD trajectory: A case study approach**. *Higher Education Quarterly*, *78*(4), e12523. https://doi.org/10.1111/hequ.12523
The three missions of universities are education, research, and knowledge/technology transfer. At the micro-level of the research and knowledge/technology transfer mission, we position researchers, as individuals who decided to pursue a scientific career in academia, with the PhD as the starting point. While existing literature acknowledges the supervisor's significance during this process from dependency to autonomy, this paper advocates for a closer examination of external factors such as the network, supervisor's experience, and work environment in idea generation. Ideas in this context encompass both curiosity-driven and entrepreneurial concepts, often evolving from one to the other. Our research builds upon the theory of opportunity identification, drawing parallels between ideas and opportunities. The research asserts that PhD students primarily rely on their networks for idea generation due to limited prior knowledge and experience. Our findings underscore the dynamic interplay between PhD students, supervisors, and networks in the process of idea generation, advancing a comprehensive framework encapsulating the multifaceted influences on the trajectory from idea generation to execution in the context of PhD education. The framework is based on empirical evidence from a qualitative case study comprising 16 PhD students in a European H2020 project in the field of Photonics, illuminating the intricate relationship between supervisors' orientations (entrepreneurial or curiosity-driven) and the types of ideas generated by PhD students. Practical implications highlight the need for tailored support and resources to foster independent research capabilities among PhD students, considering individual variations in supervisory support and networking opportunities.

Guevara, I., Rodríguez, C., & Núñez, M. (2024). **Developing gestures in the infant classroom: from showing and giving to pointing**. *European Journal of Psychology of Education*, *39*(4), 4671-4702. https://doi.org/10.1007/s10212-024-00895-6
Research on gesture development has mostly focused on home environments. Little is known about early communicative development in other relevant contexts, such as early-year-schools. These settings, rich in diverse educative situations, objects, and communicative partners, provide a contrast to parent–child interactions, complementing our understanding of gesture development. This study aims to describe the development of the first gestures in the infant classrooms of early-years-schools, focusing on ostensive gestures of showing and giving—their emergence, communicative functions, and relation to the subsequent emergence of pointing. We conducted a longitudinal, observational investigation analyzing the gestures of 21 children (7–13 months). Over 7 months, we observed and registered children's daily interactions in the classroom, employing a mixed quantitative and qualitative approach to analyze the types and functions of their gestures. We found a significant increase and diversification of gesture types and functions with age. Gestures followed a proximal–distal developmental course. Ostensive gestures were the earliest and most prevalent gestures observed. There was a correlation between the frequency of these gestures, with ostensive gestures fulfilling communicative functions later observed in pointing. Our qualitative analysis revealed the progressive construction of ostensive gestures into spontaneous, complex, and conventional forms of communication. These results highlight the important role of ostensive gestures in early communicative development, paving the way for distal communication through pointing and relating to the origin of intentional communication. More broadly, these findings have significant implications for

early educational practices and show the value of conducting research on developmental processes in early education.

Habeeb, K. (2024). **Assessing the role of methods in teaching courses in improving student/teachers' instructional skills and attitudes toward STEAM education in kindergartens**. *Education and Information Technologies*, *29*(14), 18049-18071. https://doi.org/10.1007/s10639-024-12541-1
Educational outcomes in Kuwait have lagged behind those of much of the world. This problem is compounded by Kuwaiti educators' struggle to introduce core math and science concepts to young learners. Starting from the premise that STEAM-oriented education will make these concepts more accessible, this study seeks to demonstrate the potential effectiveness of teacher training programs that emphasize the use of STEAM activities. Using surveys, classroom observations, and direct interviews with recipients of STEAM-oriented training, the study concludes that such training has a significantly positive effect on teachers' skills of implementing STEAM activities as well as their attitudes toward STEAM. The results are discussed in the context of future measures that could be taken to increase exposure to STEAM concepts and strategies and to improve overall student performance in Kuwait.

Hagenauer, G., Raufelder, D., Ivanova, M., Bach, A., & Ittner, D. (2024). **The quality of social relationships with students, mentor teachers and fellow student teachers and their role in the development of student teachers' emotions in the practicum**. *European Journal of Psychology of Education*, *39*(4), 4067-4089. https://doi.org/10.1007/s10212-024-00847-0
The emotional well-being of individuals is largely dependent on the quality of their social relationships, as acknowledged by self-determination theory and the belongingness hypothesis. While the significance of high-quality relationships for teachers has received increasing attention in empirical research, little is known about the impact of social relationships on student teachers' emotions in the practicum, especially from a quantitative perspective and considering multiple relationship qualities simultaneously. Research on this topic is highly topical as emotions have been found to be important drivers both for professional behaviour in the classroom and professionalisation processes in general. Against this backdrop, our study examined how the quality of social relationships between students in class, mentor teachers, and fellow student teachers influences the development of emotional experiences of student teachers in a school practicum. We conducted an online survey with 203 Austrian student teachers studying secondary education, inquiring about their emotional experiences and social relationships before and after their practicum. The results revealed that the quality of relationships with students in class was the most influential factor determining changes in student teachers' emotional states during their practicum. These findings emphasise the importance of cultivating positive relationships with students in the classroom, especially during the school practicum in teacher education.

Hunter-Mullis, K., Qing, C., & Decker, K. A. (2024). **Evaluation of remote and in-person instruction of a social-emotional learning curriculum in a rural midwestern middle school: A case study**. *Psychology in the Schools*, *61*(11), 4080-4094. https://doi.org/10.1002/pits.23270
Rural adolescents are at a greater risk for substance abuse and other mental health challenges. There is a need for enhanced evidence-based prevention efforts. This case

study evaluated both remote and in-person instruction of Second Step®, a social-emotional learning (SEL) curriculum aimed to improve school-based prevention efforts. Second Step® was implemented in a rural Midwestern middle school from Fall 2020 to Spring 2022. Pre- and post-surveys were given to 7th grade (n = 233) and 8th grade (n = 146) students. To evaluate program implementation, t-tests were conducted. Post-survey scores were compared to evaluate remote versus in-person learning. Seventh grade students showed significant improvement of self-efficacy in overcoming obstacles, and this was expanded via in-person instruction. Eighth grade students increased knowledge of identifying and disrupting bullying, and the goal-setting unit showed more success taught via remote instruction. Second Step® shows promise in increasing self-efficacy and knowledge of SEL topics. Exploratory results suggest both in-person and remote implementation should be considered.

Johnson, J. H., Thüne, E.-M., & Caruso, C. (2024). **University Lecturers' Experiences from the Classroom to a MOOC. Are they ready?** *Distances et Médiations Des Savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jk3
This article explores the experience of contributors to a MOOC designed mainly for students embarking on second-cycle Master's degree courses. Following the COVID pandemic, university lecturers were forced to adapt their traditional courses and lecture style in order to continue teaching. This involved a sudden shift to video conferencing platforms and the transformation of the format of learning objects. Teaching staff rapidly had to become familiar with new technologies and teaching strategies. Although all educators in Higher Education had to develop these new skills, getting involved in creating asynchronous online courses was yet another step into unfamiliar territory. A departmental research group designed a MOOC which will award university credits to users completing it. An initial survey to assess willingness to be involved and create content revealed considerable interest among teaching staff. Throughout the design and production process, the drop-out rate remained low. Teaching staff remained keen to contribute to the MOOC. Our hypothesis was that the recent disruption caused by the pandemic meant that teaching staff would be more open to new methods of teaching, and this would affect their approach to the design process in the future. Through the use of surveys and interviews to evaluate contributors' attitudes, experience and knowledge, we focus on the connections between traditional F2F teaching, online teaching and asynchronous teaching via MOOC, as well as highlighting lessons for both contributors and organisers.

Kang, D., Lee, S., & Liew, J. (2024). **Academic motivational resilience and teacher support: academic self-efficacy as a mediator**. *European Journal of Psychology of Education*, 39(4), 4417-4435. https://doi.org/10.1007/s10212-024-00870-1
The purpose of the present study was to examine the associations among teacher support, academic self-efficacy, and academic motivational resilience. Two hundred and four preservice teachers anonymously completed an online survey which included demographic information, academic motivational resilience, teacher support, and academic self-efficacy. Three separate structural equation models were tested. In each model, one of the teacher support aspects (i.e., instrumental aid, assurance of self-worth, and seek secure base) was included as a predictor variable. All models were the same in that the three dimensions of academic motivational resilience (i.e., perseverance, adaptive reflection, and negative affect/emotional response) were included as outcome variables and academic self-efficacy as a mediator. Findings were (1) The

effect of teachers' instrumental aid on perseverance was partially mediated by academic self-efficacy while the effect of instrumental aid on both adaptive reflection and negative affect/emotional response were fully mediated by academic self-efficacy; (2)The effect of teachers' assurance of self-worth on perseverance was partially mediated by academic self-efficacy while the effect of assurance of self-worth on both adaptive reflection and negative affect/emotional response were fully mediated by academic self-efficacy; and (3) Academic self-efficacy fully mediated the effect of teachers' provision of secure base on all three factors of academic motivational resilience. Implications for research and practice were discussed.

Kaynak, S., & Kan, A. (2024). **School adjustment scale for high school students: Development and initial validation**. *Psychology in the Schools*, 61(11), 4063-4079. https://doi.org/10.1002/pits.23269
Although research has consistently highlighted the importance of school adjustment for high school students, validated tools for assessing this construct are currently lacking. To address this gap, our study aimed to develop and validate a scale to measure school adjustment among high school students. Employing a two-stage approach, we first examined the concept of adjustment and generated scale items. Subsequently, we surveyed 1121 high school students, and randomly split the data into two groups for subsequent analyses. Through exploratory in the first stage and confirmatory factor analyses in the second stage, we identified two higher-order factors within the scale: social adjustment and academic adjustment, with academic adjustment consisting of two sub-factors, academic performance and, academic engagement. The results indicated that the scale has an excellent model fit, as well as adequate reliability and high construct validity. Overall, our study provides a valuable tool for assessing school adjustment in high school students.

Kolly, B. (2018, décembre 14). **Pédagogie Montessori : les rouages d'un succès qui ne se dément pas**. Consulté 18 octobre 2024, à l'adresse The Conversation website: http://theconversation.com/pedagogie-montessori-les-rouages-dun-succes-qui-ne-se-dement-pas-105269
Les écoles et les jeux qui se réclament des idées de Maria Montessori se multiplient, les contresens aussi. Au-delà des effets de mode, retour sur une pédagogie encore et toujours d'actualité.

Kormos, E. (2024). **Bridging the Gap: Exploring Urban High-Needs Teachers' Perceptions of Online Teaching Readiness and the Digital Divide**. *Education and Urban Society*, 56(9), 1094-1117. https://doi.org/10.1177/00131245241261088
This research study investigated the perspectives of urban K-12 educators regarding the challenges they confronted when endeavoring to implement online learning effectively. The quantitative investigation involved 204 full-time urban teachers in a Midwestern state, all completing a researcher-developed questionnaire. The findings illustrated that participants encountered diverse obstacles, encompassing aspects related to readiness, along with external and internal factors. Educators identified a need for more time for crafting impactful online lessons as the most prominent barrier to preparedness. Respondents selected dependable student access to the internet at home as the primary external factor influencing their capacity to instruct in a virtual setting. The findings offer a specific perspective and an opportunity to stimulate dialogues concerning the provision of resources to enhance preparedness. By cultivating a deeper

comprehension of how urban educators perceive their aptitude for online teaching, this study empowers current educators, educational leaders, and teacher preparation faculty to formulate more contemplative curricula. Future research should expand across multiple states to better equip aspiring educators and keep practicing professionals informed about empirically supported best practices.

Kubiszewski, V., & Carrizales, A. (2024). **Effects of school-wide positive behavioral interventions and supports on students' perceptions of teachers' practices**. *European Journal of Psychology of Education*, *39*(4), 4207-4229. https://doi.org/10.1007/s10212-024-00848-z
School-Wide Positive Behavioral Interventions and Supports (SWPBIS) is an evidence-based framework that aims to improve school environments and promote expected behaviors among students. SWPBIS primarily targets teachers' practices, and it is currently unclear how far it affects students' perceptions of these practices, even though such perceptions influence school outcomes. The present experimental effectiveness study therefore investigated the effects of SWPBIS on students' perceptions of three types of teachers' practices: behavior management, supportive practices, and encouragement of participation in school life. The study was conducted in 21 middle schools in France, among 6765 adolescents (mean age = 12.3 years; 51% girls) in 40 control and 44 SWPBIS grades (grades 6-9). Multilevel analyses were conducted, controlling grade-level students' perceptions at baseline. Results indicated that SWPBIS had a positive effect on students' perceptions of supportive practices and encouragement of participation in school life, irrespective of their initial levels. However, no significant effects were found for students' perceptions of behavior management. The study suggests that SWPBIS enhances students' perceptions of key teachers' practices. The implications for future research and practice are discussed.

Labesse, J., & Hache, C. (2024). **Regards croisés des jeunes et des éducateurs sur la relation éducative en maisons d'enfants à caractère social**. *Phronesis*, (HS2), 76-87. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-76

Laranjeira, M., & Teixeira, M. O. (2024). **Examining Teacher Feedback, Perceived Competencies, Interests, and Achievement in Fourth-Grade Students in Portugal**. *Journal of Career Development*, *51*(6), 675-695. https://doi.org/10.1177/08948453241290779
In a social cognitive framework, teacher feedback is a relational influence that is particularly significant in shaping learners' vocational self-concept during childhood—a critical stage for career development. This study examines the relationships among perceived teacher feedback, children's competence perceptions, interests, and achievement in two core curriculum subjects: native language (Portuguese) and mathematics. The sample comprises 409 fourth-grade students (51% male), aged between 9 and 13 years, who completed self-report questionnaires. Structural equation modeling analysis revealed that positive feedback in reading and mathematics is significantly associated with children's perceived competencies in Portuguese language and mathematics, respectively. Furthermore, perceived competencies accounted for the indirect effects of feedback on both interests and grades. Conversely, negative feedback had a detrimental effect on all variables. Implications, limitations, and future directions for children's career development will be discussed.

Lecuyer-Chardevel, S. (2024). **Régulation de l'activité lors de situation d'apprentissage en équipe**. *Rencontres jeunes chercheuses et chercheurs en EIAH*. Présenté à Laval, France. Consulté à l'adresse https://hal.science/hal-04752419

Cet article présente les résultats d'une étude préliminaire à la conception d'outils pour soutenir la phase de planification de l'activité lors de situations d'apprentissage en équipe. Nous mettons en évidences trois catégories de facteurs influant la planification de l'activité. Ces résultats sont mis en perspective de l'état de l'art scientifique réalisé à ce jour sur la régulation de l'activité d'apprentissage au sein d'un EIAH. Nous proposons des spécifications pour la conception d'outils visant à étayer la phase de planification de l'activité. Ces outils seront évalués au sein de la plateforme LabNbook. Nous présentons pour finir une première carte des conjectures articulant conjectures de conception, conjectures théoriques et conjectures de mesure.

Lemire, C., Chiasson-Roussel, M., Paul, M., Myre-Bisaillon, J., & Martinez-Manningham, E. (2024). **Environnement physique en littératie en milieu de garde enrichi par le personnel éducateur à la suite d'un développement professionnel**. *Canadian Journal of Education / Revue canadienne de l'éducation*, *47*(2), 272-301. https://doi.org/10.53967/cje-rce.6145

Cette étude visait à décrire les adaptations de l'environnement réalisées par le personnel éducateur d'un centre de la petite enfance (CPE) pour soutenir les habiletés en littératie des enfants de leur groupe lors des activités quotidiennes, et ce, à la suite d'un développement professionnel (formation et accompagnement). Le remplissage d'un questionnaire avant et après la démarche de développement professionnel ainsi que la tenue d'un journal de bord par les quatre éducatrices participantes ont permis de recueillir les données analysées. L'analyse qualitative révèle qu'à la suite du développement professionnel, la variété et la quantité des adaptations de l'environnement proposées par les éducatrices ont augmenté, notamment sur le plan des écrits imprimés environnementaux ainsi que du matériel en littératie mis à la disposition des enfants. En conclusion, l'enrichissement de l'environnement physique en littératie permettrait entre autres aux enfants d'accéder eux-mêmes au matériel, ce qui favoriserait leur intérêt et leur implication pour les activités d'éveil à la lecture et à l'écriture.

Leroy, D., Gilon, C., Ville, P., & Campini, C. (2024). *Penser - expérimenter des dispositifs d'éducation critique : Un colloque à l'épreuve des Épistémologies des Suds*. Consulté à l'adresse https://champsocial.com/book-penser_-_experimenter_des_dispositifs_d_education_critique_un_colloque_a_l_epreuve_des_epistemologies_des_suds,1319.html

Cet ouvrage fait suite au colloque international «Éducations critiques & Épistémologies des Suds : Paulo Freire et les pédagogies alternatives, libertaires, transformatrices...» réalisé à l'Université Paris 8. Loin d'une reprise d'actes de colloque, il se veut une réflexion sur l'action afin d'identifier l'importance des dispositifs à mettre en oeuvre pour s'inscrire dans une démarche transformatrice et émancipatrice. Ses deux parties se font écho, la première faisant le point sur la question des dispositifs en termes théoriques et pratiques, la seconde relatant des expériences de dispositifs d'éducation critique, à commencer par celles vécues durant ce colloque. Les coordinateur.rice.s de cet ouvrage avaient tenté de donner au colloque une forme en marge des pratiques universitaires habituelles afin qu'il se réalise en cohérence avec son objet. Leurs retours sur expérience établi ici une analyse entre ce qui a été entrepris et les effets constatés, en donnant voix à divers

protagonistes, souvent effacés des moments réflexifs, dont les étudiant.es ayant participé à l'organisation. Cette manifestation se lit ainsi également de l'intérieur par, entre autres, des textes produits collectivement lors des ateliers du colloque. Enfin, toujours dans l'ambition de tisser des ponts entre théorie et pratique, la fabrique d'écriture (le dispositif) de l'ouvrage a privilégié une écriture collective des quatre coordinateur et coordinatrices.

Leroy, G. (2024). **Critiques de l'école et émancipations, vues par la sociologie de l'éducation et par les pédagogies critiques : convergences et divergences**. *La Pensée d'Ailleurs. Pour une reconstruction de la forme scolaire*, (6). https://doi.org/10.57086/lpa.988
Introduction Sur les questions éducatives et pédagogiques, les champs que sont la sociologie de l'éducation et l'étude de la pédagogie dialoguent assez peu, constituant des espaces académiques et réseaux un peu hermétiques l'un à l'autre. Dans la continuité de la démarche de dialogue épistémologique mise en œuvre dans un de nos ouvrages (Leroy, 2022), nous souhaitons ici proposer quelques comparaisons entre les épistémologies sous-jacentes à la sociologie de l'éducation d'une part, et aux péd...

Li, W., Kuang, Z., Leng, X., Mayer, R. E., & Wang, F. (2024). **Role of Gesturing Onscreen Instructors in Video Lectures: A Set of Three-level Meta-analyses on the Embodiment Effect**. *Educational Psychology Review*, *36*(3), 67. https://doi.org/10.1007/s10648-024-09910-0
Although gesturing onscreen instructors are widely included in video lectures, it is still unclear whether, when, and how they are conducive to learning. To clarify this issue, we conducted a set of three-level meta-analyses of 662 effect sizes from 83 articles, spanning Web of Science, PsycINFO, ERIC, Education Research Complete, ProQuest Dissertations & Theses, and Google Scholar up to March 2024. We included randomized controlled trials of gesturing instructors in multimedia learning, measuring retention test score, transfer test score, fixation time, fixation count, cognitive load, and/or social perception across all languages of publication. Funnel plot and Egger sandwich test were used to assess risk of bias. Results showed that adding gesturing instructors improved retention (g = 0.28, 95% CI:[0.19,0.37]) and transfer test scores (g = 0.31, 95% CI:[0.21,0.41]), yielding an embodiment effect. This effect was stronger when the instructor displayed deictic, metaphorical, or a mixture of multiple gestures; when the instructor in the control condition was not visible; when the lecture was learner-paced and longer. Moreover, it increased learners' social connection ratings and eye fixation time and count on core learning material (but only when deictic gestures were used). Thus, gesturing onscreen instructors may promote learning by social and cognitive paths, deepening our understanding of the role of gesturing onscreen instructors in multimedia learning and providing guidance for designing effective video lectures. More studies with clear experimental descriptions and eye-tracking studies are needed.

Li, Z., Oon, P.-T. E., & Chai, S. (2024). **Examining the impact of teacher scaffolding in the knowledge building environment: Insights from students' interaction patterns, social epistemic networks, and academic performance**. *Education and Information Technologies*, *29*(14), 18501-18532. https://doi.org/10.1007/s10639-024-12535-z
Promoting progressive discourse and sustained inquiry is a focus area of knowledge building research. Although different approaches for scaffolding productive discourse have been documented, the experimental investigation into the impact of teacher

scaffolding on students' knowledge building processes and outcomes in technology-supported environments is limited. Therefore, we designed a quasi-experimental study to examine the impact of teacher scaffolding on students' interaction patterns, social-epistemic networks, and academic performance. Over a 14-week course, data were collected from undergraduates' online interactions, discourse in the Knowledge Forum, and their group artifacts. We employed lag sequence analysis, social epistemic network signature, and the Kruskal-Wallis test to analyze the data and compare the differences between the control and experimental groups. Findings demonstrate that teacher scaffolding can effectively enhance students' reflective behaviors, foster social and epistemic engagement, and improve academic performance within technology-supported knowledge building environments. This study provides valuable insights into the design and implementation of teacher scaffolding to facilitate student knowledge building processes and outcomes.

Lin, L., Lin, X., Zhang, X., & Ginns, P. (2024). **The Personalized Learning by Interest Effect on Interest, Cognitive Load, Retention, and Transfer: A Meta-Analysis**. *Educational Psychology Review*, *36*(3), 88. https://doi.org/10.1007/s10648-024-09933-7
None of the existing reviews or meta-analyses have focused on personalized learning that accommodates learners' interests. To address this issue, we conducted this meta-analysis to examine the effects of personalized learning by interest on self-reports of interest and cognitive load, retention, and transfer, as well as potential moderators of these effects. Based on 26 interest effect sizes (n = 5,335), 8 cognitive load effect sizes (n = 1,228), 46 retention effect sizes (n = 5,991), and 6 transfer effect sizes (n = 375) from 34 publications, our analysis revealed that a) personalized learning by interest had a medium-to-large effect on interest (g = 0.55), a medium-to-large effect on cognitive load (g = 0.54), a medium effect on retention (g = 0.48), and a medium effect on transfer (g = 0.36); b) the effect on interest was moderated by the diagnostic approach, grain size, and the domain, c) the effect on retention varied across learners from different continents, and d) the effect on retention was larger for quasi-experimental studies than experimental studies. Results are discussed in terms of their implications, limitations, and potential to inform future research.

Lorente, S., Arnal-Palacián, M., & Paredes-Velasco, M. (2024). **Effectiveness of cooperative, collaborative, and interdisciplinary learning guided by software development in Spanish universities**. *European Journal of Psychology of Education*, *39*(4), 4467-4491. https://doi.org/10.1007/s10212-024-00881-y
The European Higher Education Area (EHEA) proposes to enhance active learning and student protagonism in order to improve academic performance. In this sense, different methodologies are emerging to create scenarios for self-regulation of their learning. In this study the cooperative, collaborative and interdisciplinary learning methodologies were compared in Spanish universities. The main objectives were to evaluate their effects in higher education and to explore the relationship between perceived group cooperation and self-perceived ability to work in a group, differences between educational Spanish contexts, educational methodologies and gender. To this end, a quasi-experimental design was carried out. Data analysis included the descriptive metrics, correlations and analysis of variance to evaluate the differences among pedagogical methods, their effects on cooperative learning, teamwork outcomes and gender differences, comprising a total of 229 students in Spain from Psychology, Early Childhood Education, Primary Education and Computer Engineering completed the two

questionnaires. Results showed that the highest correlation between perceived cooperative activity and self-perceived ability to work in a group was found among computer science students, especially among women, suggesting that the interdisciplinary learning focused on software tool development may be the most effective methodology to improve teamwork and cooperative learning outcomes. Despite these findings concern only to Spanish universities, limiting the generalizability of results, the interdisciplinary methodology seems promising for improving both teaching quality and teamwork skills. The learning methodologies of interdisciplinary projects may therefore need to be implemented within the framework of cooperative and collaborative methodologies.

Mayeko, T. (2024). **Travailler en classe relais : construire une relation éducative à la fois positive et constructive**. *Phronesis*, (HS2), 34-46. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-34

Meirieu, P. (2024). **La relation éducative à l'épreuve des métiers de l'humain**. *Phronesis*, (HS2), 181-186. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-181

Mu, S., Xu, K., He, W., Hu, X., & Chiu, T. K. F. (2024). **Teaching behaviors in problem-oriented instruction for robotics education**. *Education and Information Technologies*, 29(14), 17943-17964. https://doi.org/10.1007/s10639-024-12578-2
Robotics education is valuable for developing students' 21st century competencies. It is of significant importance for teachers and researchers to explore its effective pedagogies. Robotics learning is interdisciplinary, and the most effective pedagogy is problem-oriented instruction. This type of instruction requires students to independently identify heuristic problems which can be categorized into four types: paradox, critical reflection, anomaly, and practice problems. School students are too young to develop sophisticated self-regulated learning, thus requiring guidance from teachers. However, how teachers can best guide students to solve these four types of problems remains unclear. Accordingly, this study aimed to investigate teaching behavioral patterns in the instruction of a robotics course. The participants were 30 seventh-grade students and a teacher. We proposed a Teaching Behavior Coding Scheme and used Lag Sequential Analysis to analyze the course videos to identify various major teaching behaviors and their sequences in the heuristic problems. The results showed that the behaviors included indirect influence, direct influence and wait time. Indirect influence occurred more often than direct influence, and it is argued that enough wait time should be provided in the instruction. Moreover, the results further suggest that paradox is missing from this instruction. The teaching behavior patterns for the three types of problems are discussed. The findings propose a new method to analyze teaching behavior patterns, and also recommend how teachers can support students learning in interdisciplinary robotics courses. The results contribute to the literature by designing the Teaching Behavior Coding Scheme and confirming its use in a robotics course.

Mutuale, A., Berger, G., Serina-Karsky, F., & Parayre, S. (2024). **La relation éducative dans les professions adressées à autrui : regards multi-référentiels sur les pratiques (dans et hors) l'École:Introduction au numéro**. *Phronesis*, (HS2), 15-21. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-15

Muzsnay, A., Zámbó, C., Szeibert, J., Bernáth, L., Szilágyi, B., & Szabó, C. (2024). **How do testing and test-potentiated learning versus worked example method affect medium- and long-term knowledge in abstract algebra for pre-service mathematics teachers?** *European Journal of Psychology of Education*, *39*(4), 4395-4415. https://doi.org/10.1007/s10212-024-00869-8

The retention of foundational knowledge is crucial in learning and teaching mathematics. However, a significant part of university students do not achieve long-term knowledge and problem-solving skills. A possible tool to increase further retention is testing, the strategic use of retrieval to enhance memory. In this study, the effect of a special kind of testing versus worked examples was investigated in an authentic educational setting, in an algebra course for pre-service mathematics teachers. The potential benefits of using tests versus showing students worked examples at the end of each practice session during a semester were examined. According to the results, there was no difference between the effectiveness of the two methods in the medium term— on the midterm that students took on the 6th week and the final that students took on the 13th week of the semester, the testing group performed the same as the worked example group. However, testing was more beneficial regarding long-term retention in studying and solving problems in abstract mathematics. Analyzing the results of the post-test that students took five months after their final test, the authors found that the improvement of those students who learned the material with testing was significantly larger than that of the worked example group. These findings suggest that testing can have a meaningful effect on abstract algebra knowledge and a long-lasting impact on solving complex, abstract mathematical problems.

Nachtigall, V., & Firstein, A. (2024). **Exploring the impact of authentic learning activities on school students' epistemic beliefs in the social sciences and humanities**. *European Journal of Psychology of Education*, *39*(4), 3351-3379. https://doi.org/10.1007/s10212-023-00773-7

The present two studies investigated whether students' development of epistemic beliefs about the educational sciences (study A; N = 152) and linguistics (study B; N = 150) can be affected by authentic learning activities in an out-of-school lab (OSL). OSLs aim to engage students in authentic activities that attempt to simulate the ways how scientists gather new knowledge, making an impact on students' epistemic beliefs likely. To test this assumption, the two (quasi-)experimental studies each compared a highly authentic with a less authentic activity and assessed students' epistemic beliefs before and after the students' visit to the OSL. We also analyzed how students' epistemic beliefs relate to their perceived authenticity of the learning activity, their situational interest, and their knowledge acquisition. The findings suggest that authentic activities in OSLs have no effect on students' epistemic beliefs, as students in both conditions either developed more sophisticated beliefs (study A) or changed their beliefs in the less authentic condition only (study B). Correlational analyses further show that students' epistemic beliefs about the texture of knowledge are negatively associated with both their perceived authenticity of the learning activity (studies A and B) and their situational interest (study A only). In contrast, students' epistemic beliefs about the variability of knowledge are positively correlated with their perceived authenticity and their knowledge acquisition (both in study A only). The findings are discussed in light of previous research on both students' epistemic beliefs and authentic learning in OSLs.

Nachtigall, V., Shaffer, D. W., & Rummel, N. (2024). **The authenticity dilemma: towards a theory on the conditions and effects of authentic learning**. *European Journal of Psychology of Education*, *39*(4), 3483-3509. https://doi.org/10.1007/s10212-024-00892-9
A highly authentic learning setting is likely to trigger positive motivational and emotional reactions due to its emphasis on promoting the acquisition of knowledge that is connected and transferable to real-world phenomena outside the learning environment. However, a high level of authenticity is usually accompanied by a high level of complexity due to the complexity inherent in the real world. This complexity can be overwhelming for learners and can hamper or even prevent cognitive learning outcomes. Consequently, to help learners cope with this complexity, they need some kind of instructional support. By building a high level of support into the learning setting in order to promote cognitive learning outcomes, the level of authenticity and thereby the effects of authenticity on motivational outcomes may, however, in turn be reduced. In the present conceptual paper, we refer to this tension between authenticity and complexity, on the one hand, and instructional support, on the other hand, as the "authenticity dilemma". Based on existing empirical evidence from previous studies, we (1) outline this dilemma, (2) discuss ways to reconceptualize it, and (3) derive implications regarding the conditions and effects of authentic learning. Finally, we discuss the findings of the studies included in the special issue "Perspectives on Authentic Learning" through the lens of the authenticity dilemma.

Nachtigall, V., & Wirth, J. (2024). **Perspectives on authentic learning**. *European Journal of Psychology of Education*, *39*(4), 3213-3225. https://doi.org/10.1007/s10212-024-00897-4

Nishen, A. K., & Kessels, U. (2024). **"Failure-to-warn" when giving advice to students? No evidence for an ethnic bias among teacher students in Germany**. *Social Psychology of Education*, *27*(5), 2321-2341. https://doi.org/10.1007/s11218-024-09899-y
Receiving appropriate, unbiased advice from their teachers is important for students' smaller- and larger-scale educational decisions. However, teachers' concerns about being or appearing to be prejudiced may interfere and lead them to provide encouraging advice to students belonging to negatively stereotyped groups even when it is not warranted (failure-to-warn phenomenon). In this experimental study, we aimed to replicate findings from the US and tested whether teacher students in Germany provided overly encouraging advice regarding the academic plans of a student with a Turkish (vs. German) name. Teacher students (n = 174) saw the overly ambitious timetable of a (supposed) student with a Turkish or German name and gave advice online on rating scales and in an open-response format. In their advice, they indicated, among others, the perceived demands of the timetable, possible affective and social consequences for the student, and the need to reconsider the timetable. Contrary to expectations and findings from the US, our analyses did not indicate differences in the advice that students with Turkish vs. German names received. Instead, teacher students warned students with a Turkish and German name equally of the difficulties associated with their potential timetable. We discuss both methodology- and theory-related potential explanations for these unexpected findings.

Novelli, C., & Ardoin, S. P. (2024). **Teaching foundational skills using strategic incremental rehearsal: Investigating effectiveness across varying school agents**. *Psychology in the Schools*, *61*(11), 4414-4442. https://doi.org/10.1002/pits.23292

Strategic incremental rehearsal (SIR) is an efficacious flashcard intervention shown to improve foundational skill acquisition. However, there is limited research examining the feasibility and effectiveness of SIR when used by school-based implementers. We present two studies to address this limitation. Study 1 examined the effects of SIR implemented by teachers on the acquisition of grapheme-phoneme correspondences with three at-risk kindergarteners. Study 2 examined the effects of SIR implemented by a same-age peer on the acquisition and fluency of addition math facts with 3 second-grade students receiving special education services. Overall, both studies point to the effectiveness of using SIR with students requiring intensive intervention in an focused, short timeframe. The effectiveness of SIR is particularly salient given that teachers and peers were able to implement SIR with high treatment integrity and effectively improve outcomes for students with and at risk for disabilities.

Oeschger, T. P., Makarova, E., Raman, E., Hayes, B., & Döring, A. K. (2024). **The interplay between teachers' value-related educational goals and their value-related school climate over time**. *European Journal of Psychology of Education*, 39(4), 3633-3660. https://doi.org/10.1007/s10212-024-00849-y
Values education within the school context is, among other elements, shaped by a value-related school climate as well as teachers' value-related educational goals. This longitudinal study investigated the interplay between these two elements over fifteen months, starting in March 2021, and including four points of measurement (t1 – t4). The sample consisted of 118 primary school teachers (years 1 and 2) from primary schools in Switzerland. Teachers' value-related educational goals were measured with the Portrait Values Questionnaire, and teachers' perception of their school climate was measured with the 12-Item School Climate Measure Scale. Random Intercept Cross-Lagged Panel Models along with Multiple Imputation for missing data were used to investigate the reciprocal relationships along the four dimensions of value-related educational goals represented by Schwartz's Higher-Order Value Types: Openness to Change, Conservation, Self-Enhancement, and Self-Transcendence and their corresponding dimensions of a perceived value-related school climate of Innovation, Stability, Performance, and Support. For the dimensions "Innovation and Openness to Change," the analyses revealed that the perceived value-related school climate of Innovation predicted teachers' value-related educational goals of Openness to Change significantly from t1 to t2, while an effect in the opposite direction from t2 to t3 and from t3 to t4 was found. For the dimension "Stability and Conservation," the analyses revealed that the perceived value-related school climate of Stability predicted teachers' value-related educational goals of Conservation from t3 to t4. These findings are discussed in light of the dynamic processes of values education within the school environment as well as in the context of environmental and societal developments.

Pansu, P., Freyssinet, I., & Le Hénaff, B. (2024). **Using differential reinforcement for all to manage disruptive behaviors: three class interventions at kindergarten and primary school**. *Frontiers in Education*, 9. https://doi.org/10.3389/feduc.2024.1411743
Introduction Disruptive behaviors produce harmful effects, which reduce students' well-being and learning opportunities. This paper presents a new strategy named Differential Reinforcement for All (DR-All), which has been inspired by DR and Social Learning Theory. Methods We conducted one study in which we applied DR-All to three classes with first grade students (intervention 1), then in kindergarten (intervention 2), and fifth grade students (intervention 3). In all three interventions, the measurements of student–student

relationships and disruptive behaviors were taken 1 week before implementation and after 2 weeks of implementation. In intervention 1, disruptive behaviors were measured again 1 year after, among the 10 students who remained with the same teacher the following year. Results Concerning student–student relationships, we only observed one effect, which was a positive effect on the most rejected pupils in the first-grade intervention, who were significantly less rejected by their classmates after the implementation. However, the results of all three interventions showed a significant decrease in the frequency of disruptive behaviors after the strategy implementation. This was also true for the intervention 1 measurement 1 year later. Discussion To conclude, the consistent application of DR-All can reduce disruptive behaviors in the classroom.

Paris, H. (2024). *Accompagner l'intégration des enjeux socio-écologiques dans la formation en école d'ingénieurs. Une recherche-intervention sur les pratiques de problématisation et de transposition didactique des enseignants* (Phdthesis, Aix-Marseille Université (AMU)). Consulté à l'adresse https://hal.science/tel-04736930
Alors que les enjeux socio-écologiques se font de plus en plus pressants au niveau de la société, ceux-ci intègrent progressivement les préoccupations des établissements de l'enseignement supérieur comme un enjeu à part entière de la formation de leurs étudiants, au-delà des seuls parcours dédiés. C'est dans ce contexte que l'Institut National des Sciences Appliquées de Lyon (INSA Lyon) s'est engagé dans une évolution de l'ensemble de ses formations pour se saisir de ces thématiques. Une telle réforme globale nécessite que le corps enseignant s'empare lui-même de ces enjeux sur les plans didactiques et pédagogiques. Comment une telle transformation peut-elle s'effectuer ? Comment les enseignants (re)problématisent-ils les enjeux socio-écologiques pour les intégrer dans les curriculums ? Dans un premier temps, l'enquête a porté sur l'identification des conditions et contraintes dans lesquels évoluent les enseignants(-chercheurs) de l'INSA et les rapports de force qui structurent les curriculums. À partir de ces analyses, il a été proposé dans un deuxième temps un dispositif de recherche-intervention centré sur l'accompagnement d'un groupe d'enseignants dans la construction d'un module de formation sur les futurs possibles et souhaitables. Ce dispositif expérimental a permis d'enquêter sur les pratiques de conception et de problématisation des enseignants ainsi que sur les processus transpositifs en jeu. Les résultats mettent en lumière les critères de sélection de contenu utilisés par les participants ainsi que des dynamiques collectives de négociation qui prennent appui sur leurs cultures disciplinaires et professionnelles. Cette thèse interroge par ailleurs la posture du chercheur dans un contexte où il prend le rôle d'un conseiller pédagogique à la fois pour explorer les systèmes didactiques et pour participer de leur transformation.

Pederiva, V., Andretta, I., & Brust-Renck, P. G. (2024). **Social skills predict the development of creative strategies in college teachers during the COVID-19 pandemic**. *Psychology in the Schools*, *61*(11), 4361-4374. https://doi.org/10.1002/pits.23284
The development of social skills (SS) and creative potential is of great interest to researchers in educational and organizational contexts. The present study aimed to understand the relationship between SS and the use of creative strategies to solve problems in the work environment of college teachers. The study included 386 faculty members of Brazilian colleges who were teaching during the first year of the COVID-19 pandemic. Participants answered an online survey including the Social Skills Questionnaire and the Strategies to Create at Work Scale. The results showed that the SS were predictors of the development of creative strategies in college teachers, with

greater emphasis on the ability to maintain calm in the face of criticism, which significantly predicted all strategies to create at work. The development and search for solutions to problems in a creative way in the work environment can be a result of frequent interactions with students, teachers, managers, other employees of the institution. Such interactions can also help improve repertoire of SS.

Peltier, C. (2024). **L'espace reconfiguré et le paradoxe des discours. Deux points de vue iconoclastes sur le cours magistral**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jk0
Le débat relatif à la pertinence et à l'avenir du cours magistral dans le contexte universitaire actuel initié dans le numéro 45 de Distances et médiations des savoirs se poursuit dans ce nouveau numéro avec deux contributions originales. La première, celle d'Olivier Perlot, aborde le cours magistral sous l'angle de son agencement spatial, celui de l'amphithéâtre, dont les « caractéristiques matérielles peu flexibles » imposent une certaine forme d'enseignement. Dans sa contribution, O. Perl...

Perlot, O. (2024). **L'amphipédia : un cours magistral « innovant » par la reconfiguration spatiale de l'amphithéâtre**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jk9
« La rubrique "débat-discussion" fait peau neuve ». Par ce titre Claire Peltier (2024) nous invite à renouveler la seconde rubrique la plus consultée de Distances et médiations des savoirs. Dans cette perspective, il s'agit de questionner le cours magistral à l'aide des travaux d'Olivier Aïm et Anneliese Depoux (2015). À partir de l'analyse d'un MOOC, Aïm et Depoux nuancent les discours sur l'horizontalité visée par ces dispositifs. Ils concluent que « le MOOC n'a pas tué la magistralité ; il...

Perrin, M. (2024). **L'ignorance, une opportunité éducative ? contours de la relation éducative dans l'accompagnement professionnel de mineurs non-accompagnés**. *Phronesis*, (HS2), 62-75. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-62

Philippou, S., & Tsafos, V. (2024). **Recontextualising Stenhouse: Instantiations of the 'teacher as researcher' metaphor in Greece and Cyprus**. *The Curriculum Journal*, *35*(4), 567-585. https://doi.org/10.1002/curj.286
This paper explores the transfer, translation and recontextualisation of Laurence Stenhouse's work, as encapsulated in the 'teacher as researcher' metaphor, to the Greek language and in the fields of research and policy in Greece and Cyprus. We first briefly frame action research work as emerging through and within a specific space-time (and in conversation with others in North America, Australia and Europe). We then trace its translation from English to Greek in specific key publications in books and articles (including his 1975 seminal work An introduction to curriculum research and development), which have since been central to curriculum studies as an academic field in both countries. We then construct four vignettes as cases of different uses of the metaphor in different fields. The first two refer to the institutional context of a new type of school called 'second chance schools' and a state policy for the professional development of teachers in Greece. The other two refer to an initial teacher education university programme and to the most recent school curriculum change in the Republic of Cyprus. We conclude by discussing certain patterns of constriction across the four vignettes in the recontextualisation of the 'teacher as researcher' to particular aspects

of the metaphor as it morphed in two rather centralised contexts with a strong historical presence of a formal, state-mandated curriculum and of teachers as public servants. Despite these patterns of constriction, we also note how other aspects of the metaphor provided conditions for some transformation.

Plantade-Gipch, A., & Serina-Karsky, F. (2024). **Penser ensemble la relation. regards croisés entre psychologie et sciences de l'éducation**. *Phronesis*, (HS2), 155-170. Consulté à l'adresse https://shs.cairn.info/revue-phronesis-2023-HS2-page-155

Poulton, P., & Golledge, C. (2024). **Future curriculum-makers: The role of professional experience placements as sites of learning about curriculum-making for preservice teachers**. *The Curriculum Journal, 35*(4), 652-672. https://doi.org/10.1002/curj.252
The teaching profession and initial teacher education face ongoing pressures which challenge how teachers' work with curriculum is positioned. Within Australia, recent reviews into initial teacher education have emphasised the need for 'classroom ready' graduates with knowledge of 'proven' pedagogical approaches. Parallel to this has been increasing push for 'ready-made' curriculum materials to be made available to all teachers for their use in classrooms. This discourse espouses curriculum as a product, positioning preservice teachers as future 'deliverers' of prescriptive forms of curriculum and dismissing their future potential as classroom curriculum-makers who engage with curriculum as a process, and think systematically and critically about their curriculum choices. In this paper, we explore the classroom curriculum-making experiences of two preservice teachers, and the role of professional experience placements as key sites of learning about curriculum-making, noting this as a significantly under-researched theme in existing literature. Our in-depth exploration of these individual cases highlights the contrasting opportunities these teachers had to engage with curriculum as a process, identifying, enabling and constraining structures within these placements which impact on preservice teachers' development, and future potential, as curriculum-makers. We contend that the pursuit of Lawrence Stenhouse's vision of curriculum work as an iterative, enquiry process driven by and for teachers rests not only on the way in which initial teacher education frames curriculum work in theory, but also in the way it is modelled to preservice teachers during their professional experience placements.

Pulker, H., & Vialleton, E. (2024). **Distance, flexibilité et nouveaux modes d'enseignement : de la crise du COVID à des transformations durables**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jjy
Ce numéro est le dernier des trois issus de la conférence internationale bilingue « L'enseignement à distance : résolument ? », qui s'est tenue en ligne les 20 et 21 octobre 2022. Les deux numéros précédents, « Apprendre et faire apprendre dans "le monde d'après" : réflexions et perspectives » et « Utiliser la vidéo en formation à distance et observer collaboration, interaction et relations interpersonnelles » abordaient les défis auxquels le secteur éducatif a été confronté lors de la transi...

Rahmian, L., Hod, Y., Yuan, G., & Zhang, J. (2024). **Supporting students' inquiry through doubly authentic learning designs: four configurations of interests, domain, and identity**. *European Journal of Psychology of Education, 39*(4), 3381-3402. https://doi.org/10.1007/s10212-024-00818-5
In this research, we examine learning within doubly authentic learning designs, which combine the sociocultural perspective that classrooms should be congruent with

professional practices, along with a humanistic perspective that suggests students' identities should be aligned with what they inquire about in class. Our work is situated in a long-term design based research effort where we have come to theorize and develop a set of specific practices around Humanistic Knowledge Building Communities (HKBCs). Based on interviews, classroom observations, learning artifacts, as well as in-class reflective diaries, we examined different ways that students negotiated their own interests and identities within a learning domain in doubly authentic HKBCs. The analysis of our data, instantiated across multiple case studies, resulted in an interest-identity-domain configuration framework that we call ENDURE. This research contributes new knowledge about the ways in which students' inquiry interests within knowledge building communities can be supported and sustained through designed activities that foster interconnections between different aspects of their lives and what they study in school.

Robinson, H. L., Rose, S. E., Elliott, J. M., & Vivaldi, R. A. (2024). **Teachers' Humour Use in the Classroom: A Scoping Review**. *Educational Psychology Review*, 36(3), 73. https://doi.org/10.1007/s10648-024-09913-x
Teachers frequently use humour, but it is unclear how this affects the academic experiences and psychosocial development of students. There is sparsity in the literature regarding the impact of teachers' humour on adolescent students. Teachers and the use of humour in the classroom have the potential to foster healthy development of social and academic skills during this key formative stage of maturation, but equally may be detrimental. This scoping review aimed to determine how and why teachers used humour in the classrooms of students aged 11-18, and the effect humour may have on students' educational experiences. The Joanna Briggs methodological framework and PRISMA extension for Scoping Reviews checklist were used. The narrative synthesis generated six themes from 43 empirical papers. Many studies have considered humour as a single construct, reporting improved classroom management and students' learning processes. However, other reports have suggested that humour use could lead to a loss of class control and for important information to be lost. Studies considering specific humour styles have identified affiliative humour as increasing engagement in deeper thinking. However, aggressive and course-related humour have reported mixed effects on educational experiences. This review identifies the humour styles and sub-styles reported in the sparse literature. It also highlights the lack of a comprehensive humour styles measure that adequately captures humour use and perceptions in teachers of adolescents and, importantly, how teachers' humour is perceived by this population. Such a tool is vital to enable understanding of how teaching humour styles may directly affect adolescents' educational experiences.

Roche, L., & Rolland, C. (2023). **La ludification des dispositifs éducatifs : au-delà des effets d'annonce**. *Revue IPTIC*, *3*, 169-174. Consulté à l'adresse https://hal.science/hal-04366813
Dans la conception des dispositifs éducatifs, le recours aux attributs des jeux ou aux mécanismes des pratiques dites ludiques est souvent considéré comme un gage d'implication des élèves. L'article éclaire les processus de ludification et de ludicisation mis en œuvre pour ce faire et questionne les postures consistant à associer de manière systématique à ces dispositifs des activités d'usages considérées a priori comme ludiques. Afin d'optimiser la construction de ces dispositifs, il apparaît opportun de comprendre finement, sans préconceptions, les expériences subjectives que vivent les individus qui y sont engagés.

Roduit, C., Barrier, T., & Squillaci, M. (2024). **Examen de deux outils d'évaluation ciblant les difficultés des élèves en numération et destinés aux enseignants**. *e-JIREF*, *10*(1), 85-115. https://doi.org/10.48782/e-jiref-10-1-85

La compréhension du système de numération décimal de position (SNDP) pose des défis aux élèves, en particulier à ceux qui présentent des dysfonctions exécutives. Or, cette compréhension est essentielle à l'apprentissage de l'arithmétique, en particulier lorsque les grands nombres sont engagés. Des travaux en sciences cognitives ont mis en évidence des liens entre ces difficultés d'apprentissage et les habiletés des élèves au niveau des fonctions exécutives. Notre article vise à examiner la qualité de deux outils créés pour les enseignants, pour appréhender les niveaux de difficultés des élèves : le premier, pour estimer la compréhension des élèves face au SNDP et hiérarchiser les résultats en cinq niveaux distincts ; le second, pour examiner le profil exécutif des élèves, sur la base d'un questionnaire complété par les enseignants. Un échantillon de 116 élèves de troisième année primaire en Fédération Wallonie-Bruxelles a participé à l'étude. Concernant l'outil d'évaluation de la compréhension du SNDP, nous mettons en évidence des limites quant au caractère hiérarchique des niveaux considérés. Les résultats révèlent en outre la faible validité du questionnaire adressé aux enseignants pour évaluer les fonctions exécutives chez leurs élèves. Des aspects pratiques sont présentés et discutés en guise de prolongement pédagogique à ce travail.

Romainville, M. (2024). **Pourquoi le cours magistral se maintient-il contre vents et marées ?** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jka

Introduction Comme l'illustrent les contributions parues dans la rubrique « Débat-discussion » de l'année 2024, la situation du cours magistral dans l'enseignement supérieur est paradoxale. Alors que les discours tendent à en dénoncer l'inadéquation par rapport aux évolutions des publics et des finalités et que l'enthousiasme initial associé aux MOOC avait conduit certains auteurs – dont ceux de l'article choisi comme point de départ du débat (Aïm et Depoux, 2015) – à anticiper une redéfiniti...

Ruan, Y., Maurer, U., & McBride, C. (2024). **Effectiveness of Reading Interventions on Literacy Skills for Chinese Children with and Without Dyslexia: a Meta-analysis of Randomized Controlled Trials**. *Educational Psychology Review*, *36*(3), 80. https://doi.org/10.1007/s10648-024-09915-9

This meta-analysis synthesizes 49 standardized mean-change differences between control and treatment groups as effect sizes from 28 independent studies, investigating the efficacy of existing reading interventions on literacy skills for Chinese children. Six potentially important moderators were considered in this study. These moderators included intervention outcome, intervention method, intervention timing, participant type, intervention form, and intervention implementer. Overall, the existing reading intervention significantly impacted Chinese children's literacy achievement ($g = 0.68$). Different intervention methods showed somehow different effects on literacy outcomes. Specifically, fluency training ($g = 1.78$) appeared as the most effective intervention method with a large effect. Working memory training ($g = 0.80$), phonological training ($g = 0.69$), orthographic training ($g = 0.70$), and morphological training ($g = 0.66$) had significant and medium effects on improving literacy skills of Chinese children. In addition, reading intervention improved literacy skills of older children ($g = 0.90$) and younger children ($g = 0.63$) comparably. However, children with dyslexia ($g = 0.87$) seemed to

benefit more than typically developing children (g = 0.49) from reading interventions. Reading interventions seemed to have a better effect on word spelling (g = 0.93) than word reading (g = 0.63). Interventions delivered in group (g = 0.78) seemed to be more effective than interventions delivered individually (g = 0.45). Children gained more from interventions administered by researchers (g = 0.85) or combined implementers (g = 1.11) than by parents (g = 0.27). These findings suggest that appropriate reading interventions are effective and essential for improving the literacy outcomes of Chinese children, but the efficacy might be different depending on the intervention methods, children's literacy status, outcome measures, and intervention settings.

San Martin Soares, P. (2024). **Combining Statistical and Machine Learning Methods to Identify Predictors of Brazilian Students' Proficiency in PISA 2018**. *Journal of Psychoeducational Assessment*, *42*(8), 927-954. https://doi.org/10.1177/07342829241262861
Brazil's education system lags behind international standards, with two-fifths of students scoring below the minimum level of proficiency in mathematics, science, and reading. Thus, this study combined machine learning with traditional statistics to identify the most important predictors and to interpret their effects on proficiency in the PISA 2018 mathematics, science, and reading tests. Predictors encompassed a wide range of variables, sociodemographic characteristics, teaching and learning processes, and non-cognitive skills. The outcome of the present study was proficiency in mathematics, science, and reading. PISA proficiency levels were grouped into "low proficiency" and "proficient" categories, using a classification system commonly employed in PISA reports. Using random forest analysis, a machine learning method, I compared the importance of predictors for proficiency in mathematics, science, and reading. I then adjusted multilevel logistic regression analyses to investigate the relationship between the top predictors and the outcomes. Among the top predictors for the three outcomes identified, annual household income, parents' highest occupational status, and early childhood education and care were positively associated with proficiency in mathematics, science, and reading, while grade repetition and additional instruction were negatively associated with these outcomes. These findings urge Brazilian policymakers and educators to prioritize initiatives that strengthen early childhood programs, minimize grade repetition, and promote effective learning strategies.

Schenck, K. E., & Nathan, M. J. (2024). **Navigating Spatial Ability for Mathematics Education: a Review and Roadmap**. *Educational Psychology Review*, 36(3), 90. https://doi.org/10.1007/s10648-024-09935-5
Spatial skills can predict mathematics performance, with many researchers investigating how and why these skills are related. However, a literature review on spatial ability revealed a multiplicity of spatial taxonomies and analytical frameworks that lack convergence, presenting a confusing terrain for researchers to navigate. We expose two central challenges: (1) many of the ways spatial ability is defined and subdivided are often not based in well-evidenced theoretical and analytical frameworks, and (2) the sheer variety of spatial assessments. These challenges impede progress in designing spatial skills interventions for improving mathematics thinking based on causal principles, selecting appropriate metrics for documenting change, and analyzing and interpreting student outcome data. We offer solutions by providing a practical guide for navigating and selecting among the various major spatial taxonomies and instruments used in

mathematics education research. We also identify current limitations of spatial ability research and suggest future research directions.

Seveno, R., & Tanguy, E. (2024, octobre 10). ***Mise en place et analyse du mode comodal dans une unité d'enseignement de Licence***. Présenté à Présence et relation éducative. Consulté à l'adresse https://nantes-universite.hal.science/hal-04733915

Sirois, P., Vanlint, A., & Gravel, A.-S. (2024). **L'écriture créative partagée : une voie d'intervention à l'école primaire**. *Canadian Journal of Education / Revue canadienne de l'éducation*, *47*(2), 332-374. https://doi.org/10.53967/cje-rce.5805
L'article présente les résultats d'une recherche longitudinale ayant permis d'expérimenter une approche pédagogique développementale en écriture auprès d'élèves du primaire. Le cheminement des élèves est examiné par l'analyse de récits réalisés à différents temps de la recherche dans deux contextes distincts : l'un sans structure prédéfinie, l'autre avec structure prédéfinie. Les résultats des élèves identifiés au début de l'étude comme étant en difficulté sont comparés avec ceux de leurs pairs considérés comme non en difficulté. Les analyses réalisées, en plus de mettre en exergue l'apport de l'approche pour le déploiement d'interventions différenciées, permettent de s'interroger sur les pratiques d'évaluation et d'intervention actuelles, qui s'appuient souvent sur une conception étapiste et rigide de l'écriture.

Spiegel, T., & Nivette, A. (2024). **A four-cohort study testing the relative impact of take-home and in-class examination on students' academic performance and wellbeing**. *European Journal of Psychology of Education*, *39*(4), 3943-3962. https://doi.org/10.1007/s10212-024-00821-w
The current study examines the relative impact of take home (open book) examinations (THE) and in class (closed book) examinations (ICE) on student academic performance and wellbeing outcomes. Specifically, this study contributes to our understanding about students' long-term knowledge retention, measured four to six months after completing the course. A unique longitudinal dataset consisting of four cohorts of a social science bachelor and master course that implemented either a THE or ICE in successive years was used. Survey data included wellbeing and academic performance measures as well as a 10-item knowledge retention quiz. Within the master course, the ICE cohort had higher examination grades and higher knowledge retention scores than the cohorts that completed a THE. In the bachelor course, there were no differences in knowledge retention across cohorts. Examination score was associated with higher knowledge retention scores across both courses. One bachelor cohort reported lower wellbeing compared to others (cohort 2021–2022); however, we found no further differences in academic or wellbeing outcomes based on examination form. The findings suggest a slight advantage of ICEs over THEs with regard to academic performance.

Stürmer, K., Fütterer, T., Kron, S., Sommerhoff, D., & Ufer, S. (2024). **What makes a simulation-based learning environment for preservice teachers authentic? The role of individual learning characteristics and context-related features**. *European Journal of Psychology of Education*, *39*(4), 3277-3299. https://doi.org/10.1007/s10212-024-00837-2
To support professional competence development in teacher education, learning environments should allow learners to engage with professional tasks. It is crucial for knowledge and skill transfer in such learning environments to real-life context that preservice teachers perceive the task as authentic. However, due to a lack of prior

knowledge, novices may have difficulties in recognizing relevant elements of practice. It is thus assumed that different factors may guide their perception of task authenticity independently of the task that has to be mastered. Such factors could be, for example, overt design features of the learning environments on a physical level or the familiarity with the learning context and learning prerequisites, which act as important links for knowledge acquisition. In this study, preservice teachers' perception of task authenticity is contrasted between two implementation types (video vs. role-play) of the same simulation aiming to foster diagnostic competence. The two types differ in approximating real-life practice concerning the professional task that has to be mastered. In an experimental, longitudinal study, N = 119 mathematics preservice teachers participated online in one type of the simulation four times during one semester (n = 66 video, n = 53 role-play). Perceived task authenticity was higher for the video simulation type and increased with repeated participation in the simulation independently of the implementation type. Further, preservice teachers' task utility value positively influenced their perception of task authenticity. The results illustrate the role of learning prerequisites as well as familiarity with the task for novices' perception. Also, they could be an initial indication that, depending on the level of learners' professional development, the way of approximating real-life practice in simulations might influence the perception of task authenticity.

Swift, D., Clowes, G., Gilbert, S., & Lambert, A. (2024). **Sustaining professionalism: Teachers as co-enquirers in curriculum design**. *The Curriculum Journal, 35*(4), 622-636. https://doi.org/10.1002/curj.267
In England, the development of teachers' curriculum design capabilities has been identified as a 'challenge remaining' (Department for Education [DfE]. (2022). Opportunity for all: Strong schools with great teachers for your child. https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child). A recent White Paper (Department for Education [DfE]. (2022). Opportunity for all: Strong schools with great teachers for your child. https://www.gov.uk/government/publications/opportunity-for-all-strong-schools-with-great-teachers-for-your-child) offered access to a publicly funded online platform as a solution. Drawing on Stenhouse's concepts of teachers as researchers and curriculum as an inquiry process, this article argues that such a policy initiative restricts both curriculum and professional development. An alternative approach to curriculum design, one based on Stenhouse's conception of the iterative development of teachers' professional and curriculum knowledge is profiled. In this article, we, as four teacher-researchers, analyse a project which featured the Curriculum Design Coherence (CDC) model. We share insights gained from our involvement, both in relation to our professional learning and the impact of our curriculum design work on our pupils. We argue that the 'othering' of teachers in research contributes towards the under valuing of practice-informed evidence in policy making. We draw on the work of Lawrence Stenhouse to inform a different means of generating educational research evidence, one that sustains teacher-researchers through engagement with principles and concepts so as to inform policy and curriculum development.

Sylvestre, E., & Perret, C. (2024). **De la salle de classe à l'université : repenser l'évaluation pour soutenir les apprentissages (Editorial)**. *e-JIREF, 10*(1), 1-2. https://doi.org/10.48782/e-jiref-10-1-1

Pour ce premier numéro de 2024, la revue e-JIREF amorce une étape décisive dans son développement en adoptant les normes APA 7e édition pour la soumission des manuscrits. Ce changement s'inscrit dans notre souhait de répondre aux standards les plus rigoureux en matière de publication scientifique. Une feuille de style a également été mise en ligne pour guider les auteurs dans la soumission de leurs articles au format standardisé. Cette évolution devrait renforcer la clarté et la cohérence de nos publications, tout en facilitant la diffusion de ces travaux au sein de la communauté académique internationale.

Teistler, N. (2024). **Validity evidence for the attitudes on person-centered behavior toward students questionnaire (APBS): Internal structure and associations with external variables**. *Social Psychology of Education*, *27*(5), 2637-2676. https://doi.org/10.1007/s11218-024-09895-2

Building positive teacher-student relationships (TSR) is a central task for teachers. According to the person-centered approach, teachers create positive relationships by treating students with unconditional positive regard, empathic understanding, and genuineness. Numerous studies demonstrate the impact of person-centered teacher behavior for students' achievement and well-being. The effectiveness of person-centered behavior is supposed to be determined by underlying attitudes. Accordingly, person-centered attitudes should receive greater focus in both teacher education and TSR research. However, a suitable measurement instrument is currently lacking. Therefore, the APBS instrument was developed, a theoretically-grounded self-report questionnaire that measures pre-service teachers' attitudes on person-centered behavior toward students. In previous studies, the suitability of the test's content and internal structure were empirically examined using EFA. The present study investigated the internal structure using CFA, as well as the associations with external variables, in a sample of N = 1284 pre-service teachers from German universities (Mage = 23.3, SDage = 5.2; 79.8% female). Different factor models were tested and compared. The model with four first-order factors (unconditionality, empathic understanding, trust, genuineness) along with the APBS higher-order factor showed the best fit (χ2/df(1504.868/520) = 2.894, p < .001; CFI = .968; RMSEA = .038). Both the four first-order scales (ωt* = .81-.90), and the second-order scale (ωt* = .95) exhibited satisfactory internal consistency. In addition, structural regression and mediation analyses revealed mostly theory-consistent relationships with respondents' attachment representation, empathy and relational competence. In summary, the findings support the intended interpretation of APBS test scores. The questionnaire can be used as a measurement instrument in TSR research and as a self-exploration tool in teacher education.

Tempier, C., Taly, A., & Alvarez, J. (2022). **Faciliter les pratiques des équipes pédagogiques et de game design grâce à un modèle CEPAJe "augmenté"**. *AUPTIC 2022 - Education*. Présenté à Louvain La Neuve, Belgium. Consulté à l'adresse https://hal.science/hal-04743546

In 2017, several edutainment devices in French higher education are attracting interest, particularly in university libraries. In this context, the user training team at the BU of Sciences-Po in Paris wanted to design a serious game for its audience of first-time students. The team sought in-house support from a pedagogical engineer and the experience of pedagogical advisors from the former SAPIENS USPC service, as well as a game designer. Difficulties of understanding and pedagogical alignment soon arose between the various players involved in the project, in particular between library staff,

educational engineers/advisors and the game designer. As the design and then evaluation process progressed, we discovered that we did not have the same definition of the terms « objectives », « activity », « evaluation », for example, and we sought to harmonize our conceptions and practices. In June 2018, with other university teams encountering the same questioning, we came together around the CEPAJe model (Alvarez & Chaumette, 2017). Initially driven by the concern to evaluate the impact of our edutainment devices, we examined the importance of clarifying certain terms such as « player », « learner », « game context » for example, in order to move forward together. This initial work was continued by three experts from Sciences du Jeu (Game Sciences), so as to be able to use the initial CEPAJe model as a basis for questions in each box of the grid, and for recommendations where necessary. It is this work that we propose to present here.

Tercanli, H., Jongbloed, B., & van der Meulen, B. (2024). **Strategic boundary management in university-based living labs**. *Higher Education Quarterly*, *78*(4), e12558. https://doi.org/10.1111/hequ.12558
University-based boundary organisations provide academics with an environment where they can interact with a wide variety of societal partners to produce knowledge and work on research projects, often of a transdisciplinary nature. This environment, however, implies that their researchers may be confronted with multiple and sometimes conflicting demands coming from various stakeholders. In this study, we focus on one such case, a Real-world Laboratory (RwL), set up by the Karlsruhe Institute of Technology. This RwL focuses on urban sustainable development challenges. Drawing on boundary work literature, we analyse the boundary work strategies employed by the lab's leading researchers to manage such demands as part of a RwL research project. We observe that the managing researchers buffer several types of boundaries in order not to compromise the transdisciplinary nature of the RwL. They appear to utilise four types of boundary devices when managing boundaries: language, people, objects, and spaces. We conclude that, to reduce tensions, the managing researchers should acknowledge the presence of boundaries early on in their RwL research project, that is, during its conception phase.

Theodorio, A. O., Mataka, T. W., & Shambare, B. (2024). **Teacher educators' use of mind mapping in the development of TPACK in a technology-rich learning environment**. *Education and Information Technologies*, *29*(14), 18675-18694. https://doi.org/10.1007/s10639-024-12587-1
Since 2020, teaching has gone through substantive transformation. Teacher educators have been compelled to reevaluate their instructional strategies and the use of technology to deliver effective training for pre-service teachers. The year 2020 escalated the use of teaching strategies that relied on technology as a crucial tool in all teaching processes. Moreover, from the year 2020 and onwards, teacher educators' knowledge of teaching, curriculum, and technology has been transformed to align with the new teaching and learning requirements for creating and delivering instruction in teacher education. However, little is mentioned in studies on how teacher educators think about lesson activities, especially how they map out instructional pathways and technology integration in a technology-rich environment. It is against this backdrop that this study uses qualitative and interpretive paradigms to investigate teacher educators' use of mind-mapping for instructional practices in a technology-rich environment. The objective was to understand how they develop or prioritize the development of technological

pedagogical content knowledge (TPACK). Six participants were purposively selected based on the criteria that the participants must use mind-mapping to plan lesson activities and integrate technology into the lesson, reflect on the instructional process, and allow the researchers to observe their classroom teaching engagements. Data was generated and collected using journal reflections, observations, and document analysis. The findings showed that the teacher educators made use of mind-mapping in the preparation of lesson activities and created rubrics using mind-mapping. They also used self-made video podcasts and integrated videos in lesson activities and mind-mapped assessment pathways with technology. From the narrations shared by the participants, the use of mind-mapping opened new strategies of planning, teaching, and assessing instruction with technology to develop technological pedagogical content knowledge.

Valdez, J. P. M., & Mendoza, N. B. (2024). **Digital learning for preschools: Validation of basic ICT competence beliefs of preschool teachers in Hong Kong and the Philippines**. *Education and Information Technologies*, 29(14), 1-15. https://doi.org/10.1007/s10639-024-12591-5
With technology integration efforts expanding to early childhoodeducation globally, assessing preschool teachers' technological competencebeliefs is imperative. However, most existing tools measuring teachers'information and communication technology (ICT) competence beliefs focused on primarythrough secondary grades. This study examined the factorial validity, reliability,and measurement invariance of the Basic ICT Competence Beliefs (BICB) questionnaireamong 209 preschool teachers in Hong Kong and the Philippines. Confirmatory factoranalyses supported the original nine-factor structure over plausible alternativemodels. All factors showed good reliability (a = 0.83 to 0.91)and theoretically meaningful factor intercorrelations. Multigroup CFA resultssupported the measurement invariance of the scale. Specifically, the resultsdemonstrated the configural, metric, scalar, and strict invariance across culturalgroups. Findings provide further validity for the BICB as a psychometrically soundinstrument for assessing preschool teachers' ICT competence beliefs withinand across contexts. The BICB can help identify teacher strengths and needs, guideprofessional development, and evaluate technology integration efforts in earlychildhood education in Asia.

Vandeyar, T., & Adegoke, O. O. (2024). **Teachers' ICT in pedagogy: A case for mentoring and mirrored practice**. *Education and Information Technologies*, 29(14), 18985-19004. https://doi.org/10.1007/s10639-024-12603-4
The rapid expansion of the knowledge society, due mainly to the ubiquity and access of information and communication technology (ICT), places a professional demand on teachers to acquire relevant knowledge to make use of technology in their classrooms. Thus, for teachers to effectively integrate ICT into their teaching repertoire, they must transform their pedagogical practices. In this regard, the quality of pre-service and in-service training is pivotal in preparing teachers for effective technology integration. Utilising a case study approach and Activity Theory principles as a theoretical lens, this study set out to explore the influence of ICT as a tool of instruction on the classroom practice of in-service teachers in Rwanda. Qualitative methods were employed to capture data through interviews, observations, and document analysis. Data was analysed using content analysis to understand in-service teachers' constructions about learning through ICT and how it influenced their classroom practice. The investigation of the influence of ICT as an instructional tool to in-service teachers yielded unique patterns

of their ICT learning-teaching experiences. The findings were two-fold. First, the ICT learning experiences of the in-service teachers changed their perspective towards teaching and learning with ICT in their own classrooms. Second, the teacher participants vicariously mirrored their lecturers' use of ICT in their own classroom practice. This unintended experience created affordances for the in-service teacher trainees to not only learn 'about' ICT, but significantly 'how to teach' pedagogically with ICT. It is crucial for teacher trainees to experience the same type of learning environments they are expected to create in their own classrooms.

Wan, H., Zhang, X., Yang, X., & Li, S. (2024). **Which approach is effective: Comparing problematization-oriented and structuring-oriented scaffolding in instructional videos for programming education**. *Education and Information Technologies*, 29(14), 17807-17823. https://doi.org/10.1007/s10639-024-12550-0
This study investigated the impact of problematization-oriented scaffolding and structuring-oriented scaffolding, incorporated within instructional videos, on students' computational thinking and their performance in programming education. We recruited 86 participants from three senior classes at a high school. Each of the three classes was assigned to one of the experimental conditions: the problematization-oriented scaffolding group, the structuring-oriented scaffolding group, and the control group, which received no scaffolding. Pre- and post-tests were conducted to assess students' computational thinking and programming performance during a three-week period. We observed significant improvements in the computational thinking skills of the problematization-oriented scaffolding group, particularly in the algorithmic thinking and cooperativity subdimensions, when compared to the control group. Structuring-oriented scaffoldings in videos also helped enhance students' computational thinking, especially in the algorithmic thinking subdimension. In contrast, students in the control group primarily improved their problem-solving skills, although the difference across the three groups was not significant. Furthermore, this study revealed that the use of learning scaffolds, whether problematization-oriented or structured, significantly contributes to students' learning achievements in comparison to the control group. These findings emphasize the importance of selecting the appropriate scaffolding approach to enhance specific dimensions of computational thinking.

Witmer, S. E., & Marinho, N. (2024). **Extended time test accommodations: Does use correspond to score comparability for students with disabilities deemed in need?** *Psychology in the Schools*, 61(11), 4175-4188. https://doi.org/10.1002/pits.23275
Extended time is frequently recommended for students with disabilities (SWD) with an intent to remove barriers to accurate measurement of their underlying knowledge and skills. However, empirical findings have varied in terms of whether extended time conditions are an appropriate method for doing so, raising questions of whether frequent recommendation is warranted. Existing score comparability studies have not carefully attended to whether students for whom the extended time accommodation has been recommended truly need, use, and benefit from extended time. In the current study, math test process data from the National Assessment of Educational Progress were used to explore and compare score comparability, as determined via analysis of differential item functioning, for SWD specifically deemed by school teams to need extended time. Score comparability was evident regardless of whether or not the students actually used extended time, begging the question of whether, for many SWD, extended time is truly necessary for score comparability to be achieved. Implications for practice, including

methods for more specifically identifying who indeed needs extended time, as well as options for alternative accommodations and interventions that may better target the needs of students who don't truly need and/or use it are offered.

Xiong, H., Xue, M., Di, G., Mao, Y., & Qiao, E. (2024). **A Rasch Analysis of the Teacher Social and Emotional Learning Beliefs Scale (TSELBS) in Chinese Context**. *Journal of Psychoeducational Assessment, 42*(8), 988-1001. https://doi.org/10.1177/07342829241265158
The impact of teachers' beliefs on the implementation and effectiveness of Social and Emotional Learning (SEL) programs underscores the essential need for reliable measures of these beliefs. This study aims to explore and validate the psychometric properties of the Teacher Social and Emotional Learning Beliefs Scale (TSELBS) within the Chinese educational context, utilizing the Partial Credit Model of the Rasch family models. Through the analysis of responses from 893 Chinese teachers, our findings confirm the reliability, validity, and robust psychometric properties of the TSELBS, making it a valuable instrument for assessing educators' SEL beliefs. Additionally, our results indicate that the TSELBS demonstrates fairness across gender, educational levels, and areas. These outcomes emphasize the critical role of culturally sensitive methods in evaluating SEL beliefs and lay a foundational step for future cross-cultural research in this domain. This contribution advances the global conversation on SEL, facilitating further studies on similar validations across diverse cultural settings.

Yang, P., & Chow, L. T. (2024). **Negotiating identities, values, and teaching practices: five immigrant teachers in Singapore schools as potential agents of educational diversity**. *Asia Pacific Education Review, 25*(5), 1319-1329. https://doi.org/10.1007/s12564-023-09880-y
In a globalized world with increasing international migration and encounters of difference, education is presented with new challenges and opportunities regarding diversity, including teacher diversity. This paper focuses on teachers with immigrant backgrounds and explores how they potentially add constructive diversity to the receiving country's education system. The empirical setting of this paper is Singapore, an Asian city-state seldom featured in teacher diversity research. Drawing from a broader study involving online surveys and qualitative interviews, this article examines the discourses of five immigrant teachers chosen for their insightful perspectives. We found that the teachers consciously engaged their foreigner/outsider identities by drawing on their biographical and educational backgrounds; they sought to add value to aspects of the Singapore school system which they perceived to be lacking, while negotiating with dominant values and teaching practices. Their negotiations, however, remain delimited in significant ways. The paper argues that immigrant teachers represent an undertapped and underappreciated resource for greater educational diversity in Singapore and beyond.

Yang, Y., Govindasamy, P. a/p, & Mohd Isa, N. J. binti. (2024). **Mediating effect of teacher support and student engagement in mathematics at Chinese junior middle school**. *Psychology in the Schools, 61*(11), 4203-4217. https://doi.org/10.1002/pits.23277
This study aimed to examine the influence of teacher support on student engagement in mathematics. A cross-sectional survey was employed to recruit 632 students from grades 7 to 9 in junior middle schools across China. Participants completed various scales, including a teacher support scale, an academic self-efficacy scale, and a student

engagement scale. Data analysis was conducted using SPSS 20.0 and Amos 24.0. Results showed that, first, emotional support and competence support had a significant positive effect on student engagement in mathematics. The contribution from competence support was the strongest. The contribution from autonomy support was the weakest; second, academic self-efficacy mediated the relationship between autonomy support, emotional support, and competence support and student engagement in mathematics. These findings supplement and expand the understanding of the factors that affect student engagement and provide theoretical support and useful guidance for formulating effective education policies to improve student engagement in mathematics.

Ye, H. (2024). **Setting off the dominoes: a theory of change for scaled interdisciplinarity at a Sino-American joint-venture liberal arts and sciences University in China**. *Asia Pacific Education Review*, *25*(5), 1451-1463. https://doi.org/10.1007/s12564-024-09987-w
Despite a key feature of the Fourth Industrial Revolution and a core strength of liberal arts and sciences education, interdisciplinarity is also a noisy buzzword which does not always make sense from an institutional point of view. Traditional interdisciplinary fields take it for granted like fish in the water while, somewhere else, people keep a distance with questions. Doing interdisciplinarity faces additional boundary challenges due to strong gravitational forces that are national, historical, and increasingly from between college and workplace. For a higher education institution whose vision for robust interdisciplinarity is rooted across these boundaries, it is not enough to set up a curriculum, hoping that once and for all the train of interdisciplinarity will roar on. In reality, it may take a higher magnitude of interdisciplinarity and constant enabling mechanisms to balance out certain gravitational forces, such as the pro-STEM and pro-exam tendencies in Chinese higher education. This study surveyed the inaugural undergraduate class of Duke Kunshan University (DKU) as well as its undergraduate faculty to propose a theory of change for scaled interdisciplinarity. The resulting theory of change elaborates on an actionable definition of interdisciplinarity using a vocabulary common to college and workplace, a mobility lens for measuring and leveraging different and especially higher magnitudes of interdisciplinarity, and a linchpin mechanism for energizing this mobility so that interdisciplinarity is more entwined with other institutional facets of teaching, learning, and research.Kindly check and confirm the edit made in the Article title. Checked and confirmed.

Yildiz, E., & Arpaci, I. (2024). **Understanding pre-service mathematics teachers' intentions to use GeoGebra: The role of technological pedagogical content knowledge**. *Education and Information Technologies*, *29*(14), 18817-18838. https://doi.org/10.1007/s10639-024-12614-1
The research investigated the "Technological Pedagogical Content Knowledge" (TPACK) of pre-service mathematics teachers and its impact on their sustained intention to utilize GeoGebra in teaching mathematics. This study introduced a novel research model by extending the "Unified Theory of Acceptance and Use of Technology" (UTAUT) with TPACK. Through "Structural Equation Modeling" (SEM) applied to data collected from 205 pre-service teachers, the research model was evaluated. The results revealed that factors like effort expectancy, social influence, performance expectancy, and TPACK significantly predicted the continuous use intention of GeoGebra. However, no substantial relationship was found concerning facilitating conditions. The findings have

managerial and practical implications for academics, teachers, principals, and decision-makers promoting the use of GeoGebra in educational settings.

Yilmaz, E., & Akar, H. (2024). **Rethinking the assessment of the quality of teacher reflection by validating an innovative vignette-based instrument and an analytic coding scheme**. *Asia Pacific Education Review*, 25(5), 1197-1214. https://doi.org/10.1007/s12564-022-09773-6

This study introduces the development of a new, transferable, customizable, authentic, and analytic framework for addressing different dimensions of teacher reflection. Given the emphasis on teacher reflection as a socially situated practice spawned by cognitive and affective aspects, this study covers four dimensions (i.e., breadth, depth, dialog, and affectivity). Ultimately and importantly, this empirical study constructs and validates an innovative vignette-based instrument and its analytic coding scheme on the basis of this framework for assessing the quality of reflection of elementary science teachers. The instrument includes eight vignettes, which include various authentic science teaching contexts, followed by three open-ended questions for each vignette to prompt teacher reflection on (1) the issues raised in the vignette, (2) the actions that could be taken to solve the problems, and (3) teacher emotions concerning the problems encountered. The instrument is validated through content, construct, internal, and face validity; and audit trial and inter-coder reliability are used to ensure the reliability of the data and findings. In summary, the study recruits 81 elementary science teachers from 24 public elementary schools in urban and suburban schools in Ankara for two reasons: (1) to ensure that the vignettes are clear and authentic as intended and (2) to develop a coding scheme involving descriptions and indicators of behaviors for each dimension of reflection quality accordingly to assess the quality of teacher reflection. For data analysis, once statistical conclusion validity and inter-coder reliability are established and a high percentage of agreement is obtained for each dimension across all vignettes (a > 0.70), content validity is once again explored by assessing whether the guiding framework of the instrument capture teacher reflections. The results indicate that the instrument can be an effective tool for assessing the quality of reflection of elementary science teachers. The preliminary validity and reliability of the vignettes and the coding scheme suggest that the vignettes warrant further testing.

Ying, J., Yan, F., Harrison, M. G., & Jackson, L. (2024). **Humility and its cultivation in Chinese schools: an exploratory study into teachers' perspectives**. *Asia Pacific Education Review*, 25(5), 1215-1225. https://doi.org/10.1007/s12564-022-09800-6

Humility as a concept has recently received increasing scholarly attention in international scholarship. It has also been regarded as important for education traditionally in Chinese culture. However, no empirical research so far has examined Chinese people's conceptualisations of humility in education and its cultivation in schools. Based on semi-structured interviews, this exploratory study examined urban teachers' conceptions of humility and their experiences of cultivating humility in mainland Chinese schools. Our findings highlight the multiplicity and complexity of conceptualisations of humility and the challenges faced by the teachers in cultivating humility. The study also raises questions about the politics of practicing humility and the complex entanglements between moral values and social norms and relations, inviting more research to examine the complex implications of moral virtues that are promoted in schools and wider societies around the world. Despite their recognition of the potentially negative consequences of humility such as avoidance from competition and entailing emotional constraints, the teachers

regarded humility as a predominantly positive moral concept important for learning, teaching, and teacher–student relationship. Meanwhile, they associated it with disciplinary dispositions such as being quiet, subtle, cautious, or dutiful. The teachers' attempts to cultivate it among their students were highly contingent, however, due to various challenges, including a lack of teacher training and limited textbook contents on humility, the exam-orientedness of the Chinese education system, and the perceived individualistic dispositions of Chinese students.

Zhang, H., Dai, W., & He, J. (2024). **An analysis of the differences in information-based teaching to improve the learning achievements of Chinese higher vocational college students**. *Asia Pacific Education Review*, *25*(5), 1305-1317. https://doi.org/10.1007/s12564-023-09855-z

As a concept, technology, and method, information-based teaching precisely connects teachers and students at the two ends. In the context of Chinese vocational colleges, where there are differences between teachers' information-based teaching abilities and students' subjectivity, the paper examines the differences in the effects of information-based teaching on student learning achievements in vocational colleges. The study shows, first, that learning achievements are significantly improved after adopting an information-based teaching mode. Second, an analysis of the heterogeneity of students based on assessment levels found that information-based teaching has a relatively limited effect on the learning achievements of students with poor academic performance due to their low level of motivation. Third, an analysis of the heterogeneity of teachers' information-based teaching strengths found that stronger information-based teaching abilities significantly improved the performance of vocational college students. These findings provide useful insights for Chinese vocational colleges to improve the effectiveness of information-based teaching reform.

Zhang, L., & Sweller, J. (2024). **Instructional sequences in science teaching: considering element interactivity when sequencing inquiry-based investigation activities and explicit instruction**. *European Journal of Psychology of Education*, *39*(4), 3791-3801. https://doi.org/10.1007/s10212-024-00799-5

The use of investigations in science teaching is both common and commonly advocated for in science education literature. We suggest that the use of investigations should differ depending on the complexity of the subject matter. That complexity can vary depending on both the nature of the information and students' expertise levels. The present study used Cognitive Load Theory and tested a hypothesis that the sequential order of having investigations first followed by explicit instruction only is more effective than that of having explicit instruction first when students have acquired sufficiently high levels of knowledge. This hypothesis was tested with 85 middle school students. Participants were randomly assigned to one of the two sequences. The results indicated that for sufficiently knowledgeable students, a dis-ordinal knowledge level by sequence interaction was obtained. There was an advantage to the explicit instruction first approach for the less knowledgeable students for whom element interactivity was high but an advantage to the investigation first approach for the more knowledgeable students for whom element interactivity was lower. The results were discussed in light of a recent debate between the authors and De Jong et al. (Educational Research Review, 39, 1-14, 2023) on the role of investigations and explicit instruction in science education.

Zhou, X., Chen, S., Ohno, S., She, J., & Kameda, H. (2024). **Motivational design for enhancing behavioral engagement in a flipped Chinese course**. *Asia Pacific Education Review*, 25(5), 1289-1303. https://doi.org/10.1007/s12564-023-09849-x

Pre-class learning plays a crucial role in the teaching and learning of the flipped classroom. While it is a challenging task to stimulate students to engage in pre-class autonomous learning, especially for the learning of a foreign language that requires a long-term commitment. In this study, we dealt with the problem of how to improve and maintain students' motivation in pre-class learning of a foreign language. First, we devised a motivational model with factors that encourage student engagement. Then, we developed motivational strategies based on the model to motivate students to be highly engaged before class in this pilot study for a Chinese course for beginners at Tokyo University of Technology. Using a Moodle learning management system, we established a framework for pre-class learning materials and collected data by keeping track of pre-class learning activities and extracting student perceptions and evaluations of their pre-class learning experience. Statistical analysis of the data for three academic years shows that the motivational design used for the flipped classroom effectively enhanced students' behavioral engagement and accordingly increased academic outcomes. The practice of the flipped classroom with motivational design is of particular significance for foreign language teaching and learning. The motivational model and the instructional design for pre-class learning have the potential to be used for other foreign language courses.

Relation formation-emploi

Azmat, G., & Britton, J. (2024). ***Labour Market Returns to Higher Education*** [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-04709561.htm

The persistent high wage premium associated with college education, despite increasing participation rates, continues to generate a great deal of academic and policy interest. While it is widely agreed that the financial benefits associated with college completion outweigh the costs, modelling and empirically estimating the returns are complicated. A simple theoretical framework on educational investment illustrates the decision-making processes and key factors, such as expected returns, that guide the choice of an individual to engage in higher education and to achieve an optimal level of educational investment. Broadening the investment model, however, is instrumental to account for potential heterogeneous returns to higher education – the variation in returns by institution, field of study, and students' background characteristics, among others – and to recognise the wider societal benefits of higher education, beyond private returns. The challenges involved in estimating the returns to higher education, and the heterogeneity in returns, are central in the discussion. Interpreting a naïve correlation between education and wages is complicated by the non-random selection of individuals into higher education, such that individuals who are most likely to benefit from higher education are also those most likely to attend. Advancements in data collection, the ability to track individuals from compulsory education to the labour market, and improvements in econometric methodologies have enabled researchers to causally estimate the impact of higher education on earnings and allow for an improved insight into the disparities in returns to higher education. Recognising the links between students' characteristics (or backgrounds) and associated constraints helps to understand differences in higher education choices. Similarly, identifying differences in labour market

returns associated with attending certain colleges or in pursuing particular academic disciplines are as important in shedding light on the complex nature of human capital disparities and the signalling effect of higher education. As the costs of higher education provision constitute an increasingly large share of government spending all over the world, the high returns to college raise questions associated with who should pay for attending college, and the role of the state. Internalizing the social returns to education and their broader implications on the growth and the persistence of inequality complicates this discussion. Higher education funding is one potential policy instruments to influence college attendance and returns. It is not, however, the only one. Better information on returns to education, or access policies that target members of certain social groups, might be other potential tools to overcome constraints.

Brough, R., Phillips, D. C., & Turner, P. S. (2024). **High Schools Tailored to Adults Can Help Them Complete a Traditional Diploma and Excel in the Labor Market**. *American Economic Journal: Economic Policy*, *16*(4), 34-67. https://doi.org/10.1257/pol.20230053
Over 18 million adults in the United States lack a high school credential. While some go on to attain the GED, diplomas are potentially more valuable. A network of high schools helps adults graduate by providing tailored curricula, nonacademic coaching, onsite child care, and transportation. After five years, earnings increase by 38 percent more for graduates than nonenrolling applicants. We address selection by conditioning on preapplication earnings and comparing to students who exit after positive shocks. Much of the wage gains can be accounted for by sectoral switching and evidence on credential completions is consistent with a human capital mechanism.

Cheung, R., Jin, Q., Yeung, K. K., Lau, H. L., & Chui, W. H. (2024). **Vocational Identity Statuses Among Hong Kong Sub-degree Students: Pattern Identification and Relationship to Career Development and Academic Performance**. *Journal of Career Development*, *51*(6), 639-659. https://doi.org/10.1177/08948453241279937
The process model of vocational identity was well applied in various Western countries to study the vocational identity process and statuses of college students. However, such research is limited in Hong Kong. Moreover, the relation between vocational identity development and academic performance was inconclusive in the literature, and it was also not tested among Hong Kong students. In light of these, the current study aimed to empirically identify and validate vocational identity statuses among a sample of 576 sub-degree students in Hong Kong using the vocational identity process model. Relations of vocational identity processes and statuses with perceived academic performance were also tested. Six vocational identity statuses were empirically derived in the Hong Kong Chinese context. Vocational identity statuses also differentiate perceived academic performance. Moreover, we found that career flexibility and self-doubt were significantly related to perceived academic performance. Implications of the results for theory and practice are discussed.

Corrales-Herrero, H., & Rodríguez-Prado, B. (2024). **Mapping the Occupations of Recent Graduates. The Role of Academic Background in the Digital Era**. *Research in Higher Education*, *65*(8), 1853-1882. https://doi.org/10.1007/s11162-024-09816-4
The progressive robotisation and the introduction of artificial intelligence imply economic and social changes. In this paper, we investigate their impact on the occupations of recent Spanish graduates and examine how graduates with different skills can expect their occupations to be transformed by the digital era. To this end –using a three-step

approach—we first map occupations in terms of the level of the transformative and destructive effects of digitalization, and determine which groups are most threatened. Second, we characterize the technological occupational groups according to dimensions related to worker and job requirements, such as abilities, skills and tasks performed. Finally, we explore the influence of educational background on the probability of belonging to each group. The analysis relies on three data sources—the main one being microdata from the Survey on Labour Market Insertion of University Graduates (EILU-2019)—which provide exhaustive information about students' education and training during and after their degree. Results show that only about 15% of graduates hold jobs that have a high probability of being replaced by machines over the next 10–20 years, although a significant number will still face changes in their occupations that will affect skill requirements. Graduates working in these occupations will need a high level of flexibility if they are to adjust to rapid changes and not be displaced. Moreover, certain features of students' academic background –such as the field of study or more formal education– play a key role and offer some tips to mitigate possible disruptions in graduate employability.

Coskun, S. (2024, octobre 18). **Young, educated, and unemployed**. Consulté 21 octobre 2024, à l'adresse CEPR website: https://cepr.org/multimedia/young-educated-and-unemployed
In some places in Europe, young college graduates are more likely to be unemployed than young high school graduates. We assume that jobs are more likely to go to people with more education, so can economics explain why this is happening? Sena Coskun of tells Tim Phillips what is different about these countries – and the young jobseekers in them.

del Rey Poveda, A., Stanek, M., García-Gómez, J., & Orfao, G. (2024). **Patterns of overeducation among highly educated mobile intra-EU workers, 2005–2016: Enlargement, financial crisis, and mobility**. *International Journal of Comparative Sociology*, 65(6), 782-808. https://doi.org/10.1177/00207152241229400
This study analyses the working conditions of highly educated mobile workers in five major European Union (EU) markets. The study uses the overeducation indicator, analyzing its transformation over the period 2005–2016. Using annual data from the European Union Labour Force Survey, the results reveal very different conditions between home country nationals and mobile workers from newer (enlargement)—EU-13—and older—EU-15—member states from the perspective of successful economic and social integration. The EU enlargement process has not completely removed the penalty for educated workers from EU-13 countries, but it has significantly reduced it, as has the premium received by mobile workers from other EU-15 member states, thus leading to their better integration and greater equality.

Imad, M., & Ibtissem, B. (2023). *The Algerian university and the needs of the labor market* [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-04684571.htm
This paper examines the alignment between the university education at ISTA Oran and labor market needs in Algeria. The high unemployment rate among Algerian university graduates points to a general problematic of mismatch between education and jobs. The main hypothesis is that there is a gap between the educational services and actual labor market requirements. The methodology used is a survey of 47 ISTA teachers. Overall,

the study highlights the need for better training-employment alignment to positively impact graduates' employability.

Kovačević, M., Dekker, T. J., & van der Velden, R. (2024). **Liberal Arts Graduates in the Labour Market: A Comparative Study of Dutch University Colleges and Conventional Bachelor's Programmes**. *Research in Higher Education*, 65(8), 1911-1933. https://doi.org/10.1007/s11162-024-09813-7
This paper compares the employment outcomes of liberal arts graduates from Dutch university colleges with those of their peers who pursued conventional, subject-specific bachelor's degrees. Using data from the Dutch National Alumni Survey, the analysis includes 14,933 respondents who completed a master's programme at a research university, with 210 of them holding a university college degree. Logistic, multinomial, and OLS regression analyses were performed on six labour market outcomes: employment status, time to first paid job, vertical match, horizontal match, vertical and horizontal match combination, and hourly wage from regular work. Propensity score matching was used as a robustness check. The results show that holding a university college degree is not associated with any distinct advantages or disadvantages in the job market. While a liberal arts bachelor's degree has a negative effect on obtaining employment in STEM professions, no statistically significant differences, neither negative nor positive, were found in other outcomes. This suggests that university colleges do not lack the capacity to prepare students for the labour market.

Mansouri, N., Abed, M., & Soui, M. (2024). **SBS feature selection and AdaBoost classifier for specialization/major recommendation for undergraduate students**. *Education and Information Technologies*, 29(14), 17867-17887. https://doi.org/10.1007/s10639-024-12529-x
Selecting undergraduate majors or specializations is a crucial decision for students since it considerably impacts their educational and career paths. Moreover, their decisions should match their academic background, interests, and goals to pursue their passions and discover various career paths with motivation. However, such a decision remains challenging are unfamiliar with the job market, the demand for the required skills, and being in the proper placement in a major is not straightforward. Thus, an automatic recommendation system can be helpful for students to assist and guide them in the right decision. In this context, we developed a machine learning model to predict and recommend suitable specializations for undergraduate students according to the job market and student's academic history. Two hundred twenty-five records of students are considered to establish this work. The proposed approach encompasses four major steps, including data preprocessing to clean, scale, and prepare the data for training to avoid obtaining suboptimal results, accompanied by an oversampling process to equal the samples' distribution to prevent the model from being biased or poorly generalized. Furthermore, we conducted a feature selection step using Sequential Backward Selection (SBS) to extract the relevant features to improve the outcomes and reduce the risk of noise. The selected subset is used to train the model using the AdaBoost classifier. We deployed the Genetic algorithm to optimize the classifier's hyperparameters to maximize results. As a result, the findings of this study exhibit noticeable results compared to existing models, with an accuracy of 98.1%. The proposed model can be reliable in guiding undergraduate students through proper decisions regarding selecting their major.

Réussite scolaire

Altepe, C., Chetail, F., & Dehon, C. (2024). **Réussir à l'université : rôle des prérequis disciplinaires et intérêt d'un test diagnostique à l'entrée du parcours supérieur**. *e-JIREF*, *10*(1), 5-28. https://doi.org/10.48782/e-jiref-10-1-5
Depuis plusieurs décennies, la réussite des étudiants suscite un intérêt considérable dans le monde académique. Peu d'étudiants réussissent en première année dans l'enseignement supérieur. Les chercheurs ont tenté d'identifier les facteurs favorisant la réussite académique des étudiants. Notamment, le niveau de prérequis disciplinaires des étudiants à l'entrée du parcours supérieur apparait comme un facteur déterminant de la réussite. Ainsi, il serait important d'évaluer le niveau de prérequis à travers un test diagnostique à l'entrée du supérieur rapidement après l'inscription, l'objectif étant d'identifier les étudiants ayant des lacunes et difficultés pour leur proposer des accompagnements et les soutenir dans la réussite. À l'aide des données récoltées auprès d'étudiants de première année universitaire (n = 856), nous avons étudié dans cet article la relation entre le niveau de maitrise des prérequis disciplinaires des étudiants en début d'année académique et leur réussite en fin de première année ainsi que la relation entre la participation à un test diagnostique à l'entrée du supérieur et la réussite en fin de première année. Les résultats montrent que le niveau de prérequis des étudiants et la participation à un test à l'entrée du supérieur sont liés de manière significative aux résultats des étudiants en fin de première année. Cela met en avant l'intérêt d'établir un diagnostic à l'entrée du parcours supérieur et d'identifier les étudiants en difficulté afin de promouvoir leur réussite en leur apportant le soutien nécessaire.

Anderson, D. M., Monaghan, D. B., & Richardson, J. (2024). **Can the Promise of Free Education Improve College Attainment? Lessons from the Milwaukee Area Technical College Promise**. *Research in Higher Education*, 65(8), 1747-1770. https://doi.org/10.1007/s11162-024-09811-9
This study found that the MATC Promise increased college attainment by encouraging Milwaukee high school students to access state and federal aid, and to consider matriculating to their local two-year college. The MATC Promise exemplifies the last-dollar model of college aid. If seniors at Milwaukee area public high schools complete academic milestones, apply for financial aid, qualify based on low family income, and matriculate to Milwaukee Area Technical College (MATC), then the Promise covers any remaining tuition charges. The message promoting free college was the program's main element, since the funding support for eligible students came primarily from existing state and federal aid. We studied outcomes for the first four graduating classes after the Promise was launched, compared to the trend in Milwaukee for the previous six graduating classes. The rate of matriculation to MATC increased from 10 percent to 15 percent. There was no such increase in matriculation to other technical college districts around the state, suggesting that the increase was caused by the Promise. The increase in enrollment was larger among lower-income students and those in the urban Milwaukee Public Schools. Those students were more likely to apply for financial aid earlier, regardless of whether they ultimately qualified for the Promise, and their rate of matriculation to any college increased from 45 percent to 49 percent. There was no indication that attracting additional students to college led to lower graduation rates, though we were limited to examining credentials earned in two years or less.

Andreu, S., Biarrotte-Sorin, A., Bourgeois, C., Cannes, F.-X., Conceiçao, P., Desclaux, J., … Thumerelle, J. (2024a). *Évaluations 2024 Repères CE1 - Premiers résultats* (Document de travail N° 2024-E11; p. 74). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/evaluations-2024-reperes-ce1-premiers-resultats-415578
En septembre 2024, les élèves entrant en CP, CE1, CE2, CM1 et CM2 ont passé une évaluation standardisée sur support papier. Au total, près de 4 000 000 d'élèves ont ainsi été évalués dans plus de 31 000 écoles publiques et privées sous contrat. En CE1, 767 698 élèves ont ainsi été évalués. Il s'agit de la septième édition de ce dispositif Repères CP-CE1 initié en 2018, de la deuxième édition du dispositif Repères CM1 et de la première édition pour les Repères CE2 et CM2.

Andreu, S., Biarrotte-Sorin, A., Bourgeois, C., Cannes, F.-X., Conceiçao, P., Desclaux, J., … Thumerelle, J. (2024b). *Évaluations 2024 Repères CE2 - Premiers résultats* (Document de travail N° 2024-E11; p. 56). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/evaluations-2024-reperes-ce2-premiers-resultats-415579
En septembre 2024, les élèves entrant en CP, CE1, CE2, CM1 et CM2 ont passé une évaluation standardisée sur support papier. Au total, près de 4 000 000 d'élèves ont ainsi été évalués dans plus de 31 000 écoles publiques et privées sous contrat. En CE1, 767 698 élèves ont ainsi été évalués. Il s'agit de la septième édition de ce dispositif Repères CP-CE1 initié en 2018, de la deuxième édition du dispositif Repères CM1 et de la première édition pour les Repères CE2 et CM2.

Andreu, S., Biarrotte-Sorin, A., Bourgeois, C., Cannes, F.-X., Conceiçao, P., Desclaux, J., … Thumerelle, J. (2024c). *Évaluations 2024 Repères CM1 - Premiers résultats* (Document de travail N° 2024-E13; p. 70). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/evaluations-2024-reperes-cm1-premiers-resultats-415581
En septembre 2024, les élèves entrant en CP, CE1, CE2, CM1 et CM2 ont passé une évaluation standardisée sur support papier. Au total, près de 4 000 000 d'élèves ont ainsi été évalués dans plus de 31 000 écoles publiques et privées sous contrat. En CE1, 767 698 élèves ont ainsi été évalués. Il s'agit de la septième édition de ce dispositif Repères CP-CE1 initié en 2018, de la deuxième édition du dispositif Repères CM1 et de la première édition pour les Repères CE2 et CM2.

Andreu, S., Biarrotte-Sorin, A., Bourgeois, C., Cannes, F.-X., Conceiçao, P., Desclaux, J., … Thumerelle, J. (2024d). *Évaluations 2024 Repères CM2 - Premiers résultats* (Document de travail N° 2024-E14; p. 58). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/evaluations-2024-reperes-cm2-premiers-resultats-415582
En septembre 2024, les élèves entrant en CP, CE1, CE2, CM1 et CM2 ont passé une évaluation standardisée sur support papier. Au total, près de 4 000 000 d'élèves ont ainsi été évalués dans plus de 31 000 écoles publiques et privées sous contrat. En CE1, 767 698 élèves ont ainsi été évalués. Il s'agit de la septième édition de ce dispositif Repères CP-CE1 initié en 2018, de la deuxième édition du dispositif Repères CM1 et de la première édition pour les Repères CE2 et CM2.

Andreu, S., Biarrotte-Sorin, A., Bourgeois, C., Cannes, F.-X., Conceiçao, P., Desclaux, J., … Thumerelle, J. (2024e). *Évaluations 2024 Repères CP - Premiers résultats* (Document de travail N° 2024-E10; p. 70). Consulté à l'adresse DEPP website: https://www.education.gouv.fr/evaluations-2024-reperes-cp-premiers-resultats-415575

En septembre 2024, les élèves entrant en CP, CE1, CE2, CM1 et CM2 ont passé une évaluation standardisée sur support papier. Au total, près de 4 000 000 d'élèves ont ainsi été évalués dans plus de 31 000 écoles publiques et privées sous contrat. En CE1, 767 698 élèves ont ainsi été évalués. Il s'agit de la septième édition de ce dispositif Repères CP-CE1 initié en 2018, de la deuxième édition du dispositif Repères CM1 et de la première édition pour les Repères CE2 et CM2.

Bahr, P. R., Boeck, C. A., Chen, Y., & Clasing-Manquian, P. (2024). **Less is more, or is it? Age and Gender Differences in How Students Build Momentum toward College Graduation**. *Research in Higher Education*, 65(8), 1771-1803. https://doi.org/10.1007/s11162-024-09806-6
Do older community college students build momentum toward graduation differently than their younger peers? One-third of students in community colleges are 25 years of age or older, and these students tend to have lower rates of graduation than their younger peers. Yet, we know little about how the factors that influence college graduation differ across the wide range of ages found among community college students. Using multilevel statistical models to analyze data for Ohio's community colleges, we investigate how the relationships between early academic momentum and the likelihood of completing a postsecondary credential vary by age. We disaggregate results by gender in light of prior evidence of differences in the educational experiences and outcomes of adult men and women. The measures of momentum, all observed in the first year in community college, include credits earned, credit success rate, enrollment continuity, passing college-level math, and passing college-level English. The college graduation outcomes, observed over six years, include earning a postsecondary certificate, earning an associate degree from a community college, and earning a baccalaureate degree from a four-year institution. We find some differences and some similarities in how older and younger students build momentum toward a postsecondary credential, and how these patterns differ for men and women, revealing fruitful opportunities to strengthen the outcomes of older students.

Brough, R., Phillips, D. C., & Turner, P. S. (2024). **High Schools Tailored to Adults Can Help Them Complete a Traditional Diploma and Excel in the Labor Market**. *American Economic Journal: Economic Policy*, 16(4), 34-67. https://doi.org/10.1257/pol.20230053
Over 18 million adults in the United States lack a high school credential. While some go on to attain the GED, diplomas are potentially more valuable. A network of high schools helps adults graduate by providing tailored curricula, nonacademic coaching, onsite child care, and transportation. After five years, earnings increase by 38 percent more for graduates than nonenrolling applicants. We address selection by conditioning on preapplication earnings and comparing to students who exit after positive shocks. Much of the wage gains can be accounted for by sectoral switching and evidence on credential completions is consistent with a human capital mechanism.

Cabras, E., Pozo, P., Suárez-Falcón, J. C., Caprara, M., & Contreras, A. (2024). **Stress and academic achievement among distance university students in Spain during the COVID-19 pandemic: age, perceived study time, and the mediating role of academic self-efficacy**. *European Journal of Psychology of Education*, 39(4), 4275-4295. https://doi.org/10.1007/s10212-024-00871-0
The COVID-19 pandemic, and the associated confinement, imposed a novel personal and social context for university students; nevertheless, few studies have addressed the

effects of this on distance university students. Indeed, defining the needs of these students under such unique circumstances will allow them to receive the support necessary to effectively reduce their perceived stress and improve their academic achievement. A predictive model was designed to examine the direct effects of the variables' age and perceived study time on stress and academic achievement in students in an online learning context, as well as to assess the indirect effects through the mediating role of academic self-efficacy. Using path analysis, the model was tested on a sample of 1030 undergraduate students between 18 and 60 years old enrolled on a psychology degree course at the UNED (National Distance Learning University of Spain). The model provides a good fit to the data, confirming the mediating role of academic self-efficacy. Perceived study time is a factor negatively associated with stress and positively with academic achievement. However, it appeared that age was not related to academic achievement, indicating that academic self-efficacy had no mediating effect on these two variables. Academic self-efficacy is a mediator and protective factor in challenging times like the COVID-19 pandemic. These results may contribute to the design of educational and clinical interventions for students at an online learning university over an extended age range.

Cano, F., Pichardo, C., Justicia-Arráez, A., Romero-López, M., & Berbén, A. B. G. (2024). **Identifying higher education students' profiles of academic engagement and burnout and analysing their predictors and outcomes**. *European Journal of Psychology of Education*, *39*(4), 4181-4206. https://doi.org/10.1007/s10212-024-00857-y
A review of research on the relationship between academic engagement and burnout reveals three research gaps as most of the research was conducted: i) without analysing all its multiple dimensions; ii) from a variable-centred perspective; and iii) in educational contexts other than higher education. We seek to address these gaps and thus enhance our understanding of the nature of the mentioned relationship. Adopting a person-centred perspective, a latent profile analysis (LPA) was used to identify how all the dimensions of academic engagement and burnout combine in different profiles of higher education students (n=430). Additional analyses were used to validate these LPA profiles by relating them to a set of auxiliary variables (i.e., predictors and outcomes), grounded on theoretical models relevant to higher education. LPA revealed three ordered profiles (burned-out, moderately engaged and engaged) and the additional analyses detected statistically significant associations between predictors (e.g., perceptions of academic quality, perceptions of stress) and profile membership; and between these and outcomes. The latter tended to be ordered from the least to the most desirable in learning strategies (e.g., self-regulation, deep processing) and learning outcomes (e.g., generic skills, satisfaction), with the most desirable generally being associated more with the two engaged profiles than with the burned-out profile.

Chen, H., & Mei, H. (2024). **How vocabulary knowledge and grammar knowledge influence L2 reading comprehension: a finer-grained perspective**. *European Journal of Psychology of Education*, *39*(4), 3767-3789. https://doi.org/10.1007/s10212-024-00793-x
Based on theories on vocabulary knowledge, grammar knowledge, and reading comprehension subcomponents, ten attributes/subskills were defined for 50 items from relevant subtests of TEM4 (Band Four of Test for English Majors in China). Cognitive diagnosis was conducted on the TEM4 data of the randomly sampled 2285 examinees (roughly at the B2 level) through the saturated generalized deterministic inputs, noisy "and" gate (G-DINA) model. The person parameters obtained from cognitive diagnosis

served as the basis for simple multiple regression and path analyses for detecting relationship patterns. The study discovered that the relationship pattern at both construct and attribute/subskill levels can be better described as a mediation pattern in which vocabulary knowledge and its attributes are more suitable to serve as the starting point for reading comprehension. The study also discussed the patterns of the impact of vocabulary and grammar attributes on reading subskills as well as the internal subskill relationships within the construct of reading comprehension.

Cheng, S., Chang, H.-P., & Tseng, S.-S. (2024). **Exploring the impact of psychosocial learning environments and instructional modalities on academic achievement in blended computer science education**. *European Journal of Psychology of Education*, *39*(4), 4493-4514. https://doi.org/10.1007/s10212-024-00884-9
The goal of the present study was to explore the relations among perceived psychosocial learning environments, instructional modality, motivation, self-regulated learning, and academic achievement in blended computer science education. The participants were 207 undergraduate students enrolled in a blended online and face-to-face design course. We employed exploratory structural equation modeling to analyze the data. Our findings indicated that within the perceived psychosocial learning environments, dimensions such as personal relevance, authentic learning, and active learning significantly predicted various motivational beliefs. Furthermore, active learning and expectancy were strong predictors of effective time management, while instructional modality and emotional cost were closely linked to academic procrastination. Notably, academic procrastination emerged as the sole significant predictor of academic achievement, measured by course grades. These results suggest that traditional curricula emphasizing textbook reading and code memorization may be ineffective in teaching computer science. Additionally, our study highlights a higher tendency for procrastination in online settings. We recommend a curriculum focused on personal relevance, authentic learning, and active learning to better motivate students and enhance their ability to manage their learning effectively. To improve academic achievement in computer science education, it is crucial to address maladaptive self-regulatory processes and motivational beliefs, which primarily arise from active learning and instructional modality. We will conclude with specific recommendations for designing learning environments that better support computer science education.

Christodoulou, A., Tsagkaridis, K., & Malegiannaki, A.-C. (2024). **A multifactorial model of intrinsic / environmental motivators, personal traits and their combined influences on math performance in elementary school**. *European Journal of Psychology of Education*, *39*(4), 4113-4135. https://doi.org/10.1007/s10212-024-00846-1
Numerous studies have explored the important role of achievement goals, as well as factors such as interest and self-efficacy, for academic performance of students of various ages. Such studies usually focus on the influence of one or two of these factors that are known to be associated with performance. At the same time, achievement goals themselves are influenced by environmental factors such as the influence of "significant others" (parents, teachers) or the overall socio-cultural context. In the present study, we expand the framework of achievement goal theory by building a holistic multifactorial path analysis model of direct and indirect influences, where achievement goals and personality traits such as self-efficacy and interest exert a combined influence on performance, but also receive influence from environmental factors.

Cieciuch, J., Kwiatkowska, M., Kindschi, M., Davidov, E., & Algesheimer, R. (2024). **Peers and value preferences among adolescents in school classes: a social network and longitudinal approach**. *European Journal of Psychology of Education*, *39*(4), 3561-3583. https://doi.org/10.1007/s10212-024-00878-7

The aim of our study was twofold: (1) to explore the role of value preferences on peer relations in school classes (selection effect) and (2) to explore the role of peers' values on adolescents' values (influence or socialization effect) in three types of networks (friendship, advice, and trust). To answer these questions, we used a longitudinal social network approach in a study of N = 903 adolescents (57% girls) from 34 secondary school classes in Poland. Pupils began participating in the study when they joined their secondary school and were followed over two and a half years. Panel data were collected at six measurement time points during this period. Values were conceptualized according to the values theory proposed by Schwartz and measured by the Portrait Value Questionnaire. The collection of network data followed a roster design. Pupils were asked to evaluate the strength of their friendships, as well as the frequency with which they approached peers to ask for advice about school or homework or to talk about things that are important to them in the last 2 weeks. We found empirical support for both selection and socialization effects, especially for protection values (Conservation and Self-enhancement). The selection effect was most evident in advice and trust networks and the socialization effect was particularly prevalent in friendship and trust networks.

Çırak, C. R., Akıllı, H., & Ekinci, Y. (2024). **Development of an early warning system for higher education institutions by predicting first-year student academic performance**. *Higher Education Quarterly*, *78*(4), e12539. https://doi.org/10.1111/hequ.12539

In this study, an early warning system predicting first-year undergraduate student academic performance is developed for higher education institutions. The significant factors that affect first-year student success are derived and discussed such that they can be used for policy developments by related bodies. The dataset used in experimental analyses includes 11,698 freshman students' data. The problem is constructed as classification models predicting whether a student will be successful or unsuccessful at the end of the first year. A total of 69 input variables are utilized in the models. Naive Bayes, decision tree and random forest algorithms are compared over model prediction performances. Random forest models outperformed others and reached 90.2% accuracy. Findings show that the models including the fall semester CGPA variable performed dramatically better. Moreover, the student's programme name and university placement exam score are identified as the other most significant variables. A critical discussion based on the findings is provided. The developed model may be used as an early warning system, such that necessary actions can be taken after the second week of the spring semester for students predicted to be unsuccessful to increase their success and prevent attrition.

Claro, S., & Loeb, S. (2024). **Students With Growth Mindset Learn More in School: Evidence From California's CORE School Districts**. *Educational Researcher*, *53*(7), 389-402. https://doi.org/10.3102/0013189X241242393

Previous research provides evidence that developing a growth mindset—believing that one's capabilities can improve—promotes academic achievement. Although this phenomenon has undergone prior study in a representative sample of ninth graders in the United States, it has not been studied in representative samples of other grade levels or with standardized assessment measures of achievement rather than more subjective

grades. Using a rich longitudinal data set of more than 200,000 students in Grades 4 through 7 in California who we followed for a year until they were in Grades 5 through 8, this article describes growth mindset gaps across student groups and confirms, at a large scale, the predictive power of growth mindset for achievement gains. We estimate that a student with growth mindset who is in the same school and grade level and has the same background and achievement characteristics as a student with a fixed mindset learns 0.066 SD more annually in English language arts, approximately 18% of the average annual growth or 33 days of learning if we assume learning growth as uniform across the 180 days of the academic year. For mathematics, the corresponding estimates are 0.039 SD, approximately 17% of average annual growth or 31 days of learning.

Costa, F. J. M., & Goldemberg, D. (2024). *Too Hot to Learn? Evidence from High School Dropouts in Brazil* (OSF Preprints N° apu6j). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfosfxxx/apu6j.htm
This paper examines the impact of cumulative heat exposure on dropout rates for K10-12 students across Brazil, using data from over 30,000 schools and 80 million enrollments between 2007 and 2016. We find that a one-standard-deviation increase in the share of days above 34°C raises dropout rates by 0.36 percentage points, representing a 5.1% increase in the average dropout rate. The effects are concentrated in public schools, particularly in urban areas, where poor infrastructure amplifies the impact of heat. In contrast, private schools show no significant effects, likely due to better resources, such as air conditioning. These findings highlight the need to improve learning environments, particularly in public schools, to help students cope with rising temperatures and reduce dropout rates and educational inequality.

Dahri, N. A., Yahaya, N., Al-Rahmi, W. M., Vighio, M. S., Alblehai, F., Soomro, R. B., & Shutaleva, A. (2024). **Investigating AI-based academic support acceptance and its impact on students' performance in Malaysian and Pakistani higher education institutions**. *Education and Information Technologies*, 29(14), 18695-18744. https://doi.org/10.1007/s10639-024-12599-x
The rapid advancement of artificial intelligence (AI) technologies has led to a transformation in higher education worldwide. AI tools provide academic support to students anywhere and anytime to enhance their knowledge and skills. Those facing difficulties have been relying on traditional support and guidance. However, this support has experienced difficulties, including availability and accessibility. This study examines the potential of AI-powered tools to address these challenges, aiming to make academic support more accessible, efficient, and effective. This study focuses on understanding the determinants of AI tools' acceptance and use for academic support among students, influencing student satisfaction and academic performance in Pakistan and Malaysia. The research on AI tool acceptance and use in the higher education Institutions (HEI) context is still new and less explored in Pakistani and Malaysian higher education institutions. A theoretical model based on the Unified Theory of Acceptance and Use of Technology (UTAUT) and other factors was employed to identify factors that affect AI tool adoption in higher education. The survey research design was employed, and the total sample size was 305 respondents, with 203 students from Quaid-e-Awam University of Science and Technology (QUEST), Pakistan, and 102 students from Universiti Teknologi Malaysia (UTM). A "Partial least squares structural equation modeling (PLS-SEM) Analysis" was employed to assess the research model and hypotheses using SmartPls 4.0. In Pakistan and Malaysia, students are more concerned about using AI tools to improve

their academic performance. The findings indicated that performance and effort expectancy, information accuracy of AI tools, pedagogical fit to meet the student's expectations, and student interaction with tools were important factors in predicting the acceptance and use of AI tools among students of both countries in higher education, and the rising use of these AI tools has improved students' satisfaction levels and significantly impacted students learning outcomes in both countries. Additionally, student engagement and personal innovativeness have not significantly affected the use of AI tools among students in both countries. This study provides a comprehensive analysis of AI tool adoption in the unique contexts of Pakistan and Malaysia, contributing to the broader discourse on technology integration in higher education.

Delaney, T. (2024). **2-Year or Not 2-Year? The Impact of Starting at Community College on Bachelor's Degree Attainment**. *Research in Higher Education*, 65(8), 1717-1746. https://doi.org/10.1007/s11162-024-09805-7
As college tuition rises nationwide, policy efforts to reduce these costs are increasingly focused at the 2-year level. However, it is not fully known whether increased access to college increases degree attainment. Compared to observationally equivalent peers who enroll in 4-year institutions, 2-year enrollees may face a decreased likelihood of BA receipt. Using data from the Education Longitudinal Study, this paper examines the long-term academic outcomes for full-time, bachelor's degree intending students who initially enroll at public 2-year institutions. I examine the impact of initial community college enrollment on degree attainment, credit accumulation, and student loan debt using multiple identification strategies. I utilize a series of linear probability models (LPM) and an instrumental variable (IV) approach that exploits variation in the cost of and proximity to 2- and 4-year institutions. These strategies estimate the impact of initial community college enrollment by comparing identical students regarding demographics and academic ability, in which one student enrolls in a 2-year school and another in a 4-year institution. I find that initial 2-year enrollment reduces the likelihood of bachelor's degree attainment by 14 (LPM) to 35 (IV) percentage points but reduces student loan accrual by nearly $7500. Understanding the impact of initial 2-year enrollment is especially important as there is increased pressure on community colleges to play a role in providing pathways to BA receipt. Understanding the effect of community college enrollment can help secondary and postsecondary institutions and policymakers better provide pathways to baccalaureate attainment.

El Aouifi, H., El Hajji, M., & Es-Saady, Y. (2024). **A hybrid approach for early-identification of at-risk dropout students using LSTM-DNN networks**. *Education and Information Technologies*, *29*(14), 18839-18857. https://doi.org/10.1007/s10639-024-12588-0
Dropout refers to the phenomenon of students leaving school before completing their degree or program of study. Dropout is a major concern for educational institutions, as it affects not only the students themselves but also the institutions' reputation and funding. Dropout can occur for a variety of reasons, including academic, financial, personal, and social factors. Therefore, understanding the factors that contribute to dropout and developing effective strategies to prevent it is a critical challenge for educational institutions. In this study, we propose a hybrid deep learning model based on Long Short-Term Memory and Deep Neural Network algorithms for school dropout prediction. The proposed model was compared with previous works and several other machine learning algorithms, including Deep Neural Network (DNN), K-Nearest Neighbors (KNN), Naive Bayes (NB), Multi-Layer Perceptron (MLP), Decision Trees (DT), Support Vector Machine

(SVM), and Random Forest (RF). The results showed that the proposed DNN-LSTM model outperforms the other models in terms of accuracy and efficiency.

Flanigan, A. E., Wheeler, J., Colliot, T., Lu, J., & Kiewra, K. A. (2024). **Typed Versus Handwritten Lecture Notes and College Student Achievement: A Meta-Analysis**. *Educational Psychology Review*, 36(3), 78. https://doi.org/10.1007/s10648-024-09914-w
Many college students prefer to type their lecture notes rather than write them by hand. As a result, the number of experimental and quasi-experimental studies comparing these two note-taking mediums has flourished over the past decade. The present meta-analytic research sought to uncover trends in the existing studies comparing achievement and note-taking outcomes among college students. Results from 24 separate studies across 21 articles revealed that taking and reviewing handwritten notes leads to higher achievement (Hedges' g = 0.248; p < 0.001), even though typing notes benefits note-taking volume (Hedges' g = 0.919; p < 0.001), among college students. Furthermore, our binomial effect size display shows that taking handwritten lecture notes is expected to produce higher course grades than typing notes among college students. We conclude that handwritten notes are more useful for studying and committing to memory than typed notes, ultimately contributing to higher achievement for college students.

George, K. L., & Newhouse, K. N. S. (2024). **Updating Our Understanding of Doctoral Student Persistence: Revising Models Using Structural Equation Modeling to Examine Consideration of Departure in Computing Disciplines**. *Research in Higher Education*, 65(8), 1883-1910. https://doi.org/10.1007/s11162-024-09807-5
Given a myriad of recent contemporary challenges graduate students are facing as well as long-standing issues with student attrition, there is a pressing need to reexamine models of doctoral student progress. While existing research commonly examines departure or failure to meet milestones as the outcome of interest, by the time students leave their programs, it is too late for faculty or departments to offer meaningful interventions. Drawing from Girves and Wemmerus's conceptual framework for doctoral student degree progress, we leverage more recent literature to propose and test an adapted conceptual framework among a recent nationwide sample of computing doctoral students in the United States. Findings illuminate the importance of psychosocial factors (e.g., sense of belonging, researcher self-efficacy), positive perceptions of departmental community, and the role of faculty advisors in reducing doctoral students' consideration of departure. Implications for departmental efforts and faculty advising practices that can honor students' agency and identity in the computing Ph.D. process and that may affect change in doctoral education are discussed.

He, G., Chen, S., Lin, H., & Su, A. (2024). **The association between initial metacognition and subsequent academic achievement: a meta-analysis of longitudinal studies**. *Educational Psychology Review*, 36(3), 81. https://doi.org/10.1007/s10648-024-09922-w
In the present meta-analysis, we systematically examined the association between students' initial level of metacognition and their academic achievement at least three months later. Using multilevel meta-analysis as well as meta-analytic structural equation modelling, we analysed data from 71,171 students provided by 28 independent studies. The findings indicated a positive relationship between initial metacognition and subsequent academic achievement (r = .22, 95% CI = [0.18, 0.33], p < .001). Meanwhile, age, gender, time lag, educational stage, culture, and the composition and

measurement of metacognition were considered as potential moderating variables. Moreover, while previous research has typically viewed high levels of academic achievement as a consequence of high levels of metacognition, the self-determination theory (SDT) suggests that high levels of academic achievement may also be an antecedent of high levels of metacognition. Therefore, we conducted cross-lagged panel analyses, and after accounting for autoregressive effects, the results showed that students' initial academic achievement was also a significant positive predictor of subsequent metacognitive levels. Finally, theoretical and practical implications are discussed.

Kelz, J., & Krammer, G. (2024). **Synthesising models of primary school mathematicians by putting influencing factors of mathematics performance to the test**. *European Journal of Psychology of Education*, 39(4), 4137-4161. https://doi.org/10.1007/s10212-024-00836-3
The gender-sensitive analysis of influencing factors on mathematical performance of primary school pupils can yield valuable insights into facilitating this vital phase of pupils' educational trajectory. We view gender-sensitive mathematical performance in primary school based on works of Niklas (Psychologie in Erziehung und Unterricht, 62, 106, 2015) and Luttenberger et al. (Psychology Research and Behavior Management, 11, 311–322, 2018). All elements of their models can be assigned to structural traits of origin, home learning environment, interacting variables, and mathematics performance. These are presented and described in terms of gender. In our four-year long longitudinal study (n = 239) with four measurement points in primary school, the interplay and predictive power of these elements were analysed with structural equation model. Among the structural traits of origin, socio-economic status and migration background are relevant concerning precursor skills. The home learning environment is not relevant for precursor skills or later mathematics performance. The precursor skills and self-concept appear to be significant for mathematics performance whereas enjoyment of the subject does not matter. Gender affected only two measuring points of mathematics performance, so that the results support the gender similarity hypothesis according to Hyde (The American psychologist, 60, 581–592, 2005.) According to our study, school entry is not shaped by gender differences in social background, affective characteristics, or precursor skills. The results emphasize gender equality at the start of school, so that it is of interest for future studies to determine when and on the basis of which criteria performance differences develop in mathematics.

Klinke, C., Kulle, K., Schreyögg, B., Fischer, K., & Eckert, M. (2024). **Equal opportunities for non-traditional students? Dropout at a private German distance university of applied sciences**. *European Journal of Psychology of Education*, 39(4), 4003-4024. https://doi.org/10.1007/s10212-024-00829-2
Student dropout represents a significant challenge in distance higher education. To better understand this issue, a comprehensive analysis of institutional data, spanning several years from a private German distance learning university of applied sciences, was conducted. The primary objectives were twofold: (1) to pinpoint institutional factors serving as predictors for student dropout and (2) to analyze the underlying psychological mechanisms. The findings indicate that part-time enrollment, age, interruptions, and overdue payments predicted dropout. Conversely, a good match between a student's occupation and the study program, as well as employer reimbursement of study fees, predicted degree completion. Further results suggest that students who recommend the program to others are more likely to succeed. However, those referred by friends are at

a higher risk of dropping out. Additionally, poor grades and late submission of the first assignment were identified as predictors of dropout. A noteworthy finding was the interaction between these factors and the student's qualification for studying. Vocationally qualified students tend to submit their first assignment earlier but perform worse academically compared to academically qualified students. Generally, the influence of socio-demographic factors such as the educational background, gender, or nationality was low. This suggests that some of the disadvantages that non-traditional students might face at traditional universities in Germany might cease to exist at private distance universities of applied sciences. The implications of these findings are discussed.

Lafontaine, D. (2019, mai 15). **Limiter le nombre d'élèves par classe : une clé de la réussite scolaire ?** Consulté 18 octobre 2024, à l'adresse The Conversation website: http://theconversation.com/limiter-le-nombre-deleves-par-classe-une-cle-de-la-reussite-scolaire-116931
On considère souvent que des classes moins chargées permettent une ambiance de travail plus sereine et un meilleur suivi des élèves. Mais les recherches montrent que les enjeux sont plus complexes.

Li, Z., Oon, P.-T. E., & Chai, S. (2024). **Examining the impact of teacher scaffolding in the knowledge building environment: Insights from students' interaction patterns, social epistemic networks, and academic performance**. *Education and Information Technologies*, *29*(14), 18501-18532. https://doi.org/10.1007/s10639-024-12535-z
Promoting progressive discourse and sustained inquiry is a focus area of knowledge building research. Although different approaches for scaffolding productive discourse have been documented, the experimental investigation into the impact of teacher scaffolding on students' knowledge building processes and outcomes in technology-supported environments is limited. Therefore, we designed a quasi-experimental study to examine the impact of teacher scaffolding on students' interaction patterns, social-epistemic networks, and academic performance. Over a 14-week course, data were collected from undergraduates' online interactions, discourse in the Knowledge Forum, and their group artifacts. We employed lag sequence analysis, social epistemic network signature, and the Kruskal-Wallis test to analyze the data and compare the differences between the control and experimental groups. Findings demonstrate that teacher scaffolding can effectively enhance students' reflective behaviors, foster social and epistemic engagement, and improve academic performance within technology-supported knowledge building environments. This study provides valuable insights into the design and implementation of teacher scaffolding to facilitate student knowledge building processes and outcomes.

Martin-Requejo, K., González-Andrade, A., Álvarez-Bardón, A., & Santiago-Ramajo, S. (2024). **Mediation of study habits and techniques between music training and academic achievement in children**. *European Journal of Psychology of Education*, *39*(4), 3751-3765. https://doi.org/10.1007/s10212-023-00792-4
Although music training has been related to better school performance, the processes that may mediate this improvement are unknown. Given that study habits and techniques are one of the variables most closely related to academic achievement, the present study analyzed the differences in study habits and techniques between children with and without musical training, checking whether the age at which training began is a significant variable and whether study habits and techniques act as a mediator

between musical training and academic achievement. A total of 132 children aged 9–12 years from the Autonomous Community of the Basque Country were studied using the Questionnaire of Habits and Study Techniques and school grades. Significant differences were found in the attitude toward study, exams and exercises; personal and environmental conditions for study; and general study habits and techniques in favor of children with musical training. In addition, children who started training before the age of seven showed better results in study habits and techniques. In turn, study habits and techniques significantly mediated the relationship between music training and academic achievement. Therefore, music training, especially before the age of seven, seems to have a beneficial effect on academic achievement, which could be explained, at least in part, by study habits and techniques.

Mašková, I., Kučera, D., & Nohavová, A. (2024). **Who is really an excellent university student and how to identify them? A development of a comprehensive framework of excellence in higher education**. *European Journal of Psychology of Education*, 39(4), 4329-4363. https://doi.org/10.1007/s10212-024-00865-y
This paper addresses the need for a more comprehensive framework of excellence in higher education, which goes beyond academic achievement alone, placing emphasis on its integration with personal characteristics, and acknowledging the diversity in the student population. Two research studies were conducted to establish this comprehensive framework. The pilot study aimed to offer a conceptual definition of the excellent university student according to the perceptions of the academic community. The study, which involved 26 teachers and 159 students, was informed by teacher interviews, student essays, and focus group discussions. The established conceptual framework of excellence was based on a subset of essential attributes that could be embodied by a real student. The conceptual framework comprises facets of expertness, proactive learning, and being a good person organised within the dimensions of educational and personal excellence. It is complemented by academic achievement and underpinned by genuine study motivation. Building upon the findings of the pilot study, the main study aimed to develop and implement a systematic procedure for identifying excellent students. The study, which involved 53 teachers and 112 students, was based on a multisource assessment of multiple contextually relevant criteria of excellence. The identification procedure involved three phases: teacher nomination and assessment, academic achievement assessment, and peer assessment. As a result, 10 excellent students were identified who met all the conceptual criteria of excellence. In conclusion, this paper presents a comprehensive conceptual and methodological framework for defining and identifying excellent university students, grounded in both theoretical principles and empirical findings.

Mertens, B., De Maeyer, S., & Donche, V. (2024). **Exploring learner profiles among low-educated adults in second-chance education: individual differences in quantity and quality of learning motivation and learning strategies**. *European Journal of Psychology of Education*, 39(4), 3963-3987. https://doi.org/10.1007/s10212-024-00834-5
Research on learning strategies and learning motivation in different educational contexts has provided valuable insights, but in this field, low-educated adults remain an understudied population. This study addresses this gap by means of a person-oriented approach and seeks to investigate whether quantitatively and qualitatively different learner profiles can be distinguished among low-educated adults in second-chance education (SCE) by relating three key components of learning: learning motivation,

regulation and processing strategies. Five hundred twelve adult learners of six SCE-institutions filled in a Learning and Motivation questionnaire. Latent profile analysis showed the presence of motivational profiles differing both in quantity and quality (i.e. good- versus poor-quality and high- versus low-quantity motivational profiles) and regulatory profiles being distinct in the use of regulation strategies (i.e. self-regulated versus unregulated profiles). Mainly quantitatively different processing profiles were found among low-educated adults (i.e. active, moderate, inactive processing profiles). When integrating all three components of learning, analyses identified two more optimal motivational-learning profiles, combining good-quality motivation with a moderately active use of self-regulation and processing strategies (i.e. good-quality motivation – self-regulated – active processing profile and good-quality motivation – moderate profile) and two more suboptimal profiles in which poor-quality or low-quantity motivation was combined with the inactive use of self-regulation and processing strategies (i.e. poor-quality motivation – unregulated – inactive processing profile, low-quantity motivation – unregulated – inactive processing profile). A fifth motivational-learning profile exhibited a pattern of poor-quality motivation combined with a moderately-active use of self-regulation and processing strategies.

Meyer, J., Scharf, J., Daumiller, M., & Hübner, N. (2024). **How values relate to student achievement in upper secondary education: Integrating interdisciplinary perspectives on value beliefs in the school context**. *Social Psychology of Education, 27*(5), 2559-2588. https://doi.org/10.1007/s11218-024-09906-2
Educational research often refers to the subjective values assigned to aspects of education. Theoretical frameworks from the related disciplines of psychology and sociology applied to the context of education aim to better describe why some students are more motivated in school than others to understand differences in academic outcomes. In the current study, we followed an interdisciplinary approach that aimed to integrate psychological views regarding domain-specific value beliefs (i.e., intrinsic, attainment, utility, cost) and sociological views regarding domain-general values of education (i.e., stimulation, comfort, status, behavioral confirmation) and to investigate how they relate to academic success in upper secondary education. In a sample of 3,775 upper secondary school students in Germany, we found evidence that combining the two perspectives had incremental effects when predicting domain-specific achievement and GPA. We discuss how integrating interdisciplinary theoretical perspectives could foster communication between scientific disciplines and benefit future research in the field of motivation.

Mohammed, I. A., Falode, O. C., Kuta, I. I., & Bello, A. (2024). **Effect of game-based learning on educational technology Students' performance: A case of simple repeated measures approach**. *Education and Information Technologies, 29*(14), 18287-18297. https://doi.org/10.1007/s10639-024-12593-3
The COVID-19 pandemic kick-started a new paradigm shift in the way and manner teaching and learning takes place on the global scale due to the lockdown that succeeded in shutting down school activities. As a result, most institutions turned to technology supported e-learning as against the traditional face-to-face teaching and learning in order to cover for lost time. This study therefore tested the effectiveness of game-based learning on students' performance in educational technology. Using a simple repeated measures design, 24 students participated in this study. Using an Educational Technology Achievement Test (ETAT), which was validated and pilot-tested

to obtain data, the students were given two separate pre-tests before the commencement of the treatment as well as two different post-tests after the treatment. Data were computed using a mixed design repeated-measures ANOVA. Findings revealed that game-based learning significantly improved students' performance to a large extent (F (3, 69) = 170.960; p < 0.05) with an effect size (ηp2) of 0.881. The study has some implications for Nigerian teachers and researchers in Educational Technology and Science-related fields on the need to incorporate game-based learning given that it has what it takes to improve students' performance.

Núñez-Regueiro, F. (2024). **Cubic Relations of Autonomous and Controlled Motivation to Achievement: A Cross-National Validation of Self-Determination Theory Using Response Surface Analysis**. *Educational Psychology Review*, 36(3), 71. https://doi.org/10.1007/s10648-024-09905-x
Self-determination theory (SDT) proposes to explain the relations between motivational states and human development. In education, a central tenet of the theory is that experiencing autonomous motivation in school activities (i.e., genuine pleasure and enjoyment) fosters optimal learning processes, whereas experiencing controlled motivation (i.e., pressure from social or instrumental incentives) undermines them. Although the theory is well established empirically, little is known about how these motivations combine in their effects on achievement at school (interactions), and whether their effects depend on the intensity of motivations (nonlinearities) or on the context of study (national differences). Applying cubic response surface analysis to the TIMSS 2019 dataset on mathematics (N = 152,825 8th grade students from 37 countries), as well as replication data (N = 169,269 8th grade students from TIMSS 2015, N = 270 college students from SDT data), this study uncovers the existence of various kinds of nonlinear-interactive motivational processes in achievement, three of which systematically account for cross-national differences. In substance, these findings demonstrate that predictions based on SDT are close to universally true (93% of students), although they may not generalize well to extreme states of autonomous or controlled motivation (nonlinear and interactive processes). Implications for research and interventions on motivational processes are discussed.

Porter-Szucs, I., & DeCicco, B. (2024). **Triple Hybrid: What Happened When COVID Hit the Research Study**. *Distances et Médiations Des Savoirs. Distance and Mediation of Knowledge*, (47). https://doi.org/10.4000/12jk1
This pilot study examined whether student success in an MA in Teaching English to Speakers of Other Languages (TESOL) assessment course was comparable regardless of the mode of attendance chosen for this 'Triple Hybrid' (or 'TriHy') course. The three modes at the start of the semester were face-to-face (F2F), synchronous online (SO), and asynchronous online (ASO). The study began in January of 2020, before the COVID-19 pandemic reached the university. For ten weeks, the course was taught as originally planned. Due to the shutdown of in-person instruction at the university, the former F2F group joined the SO group for the remaining five weeks of the semester. This restructuring created two groups: Synchronous (the former SO + F2F) and Asynchronous. While the students' success in the course did not differ statistically significantly, their perceptions of the factors that contributed to their success did. We can conclude that the quality of instruction need not be compromised in a Triple Hybrid format with considerable institutional support, substantial investment of time and commitment from the instructor, and meaningful choices from the students.

Printer, L. (2024). **Towards a motivating language acquisition curriculum**. *The Curriculum Journal*, *35*(4), 727-731. https://doi.org/10.1002/curj.287
Motivation is repeatedly found to be a determining factor for achievement in language acquisition at school. Decades of Self-determination theory (SDT) research has shown that students exhibit higher levels of engagement and positive learning behaviours when their basic psychological needs of competence, autonomy and relatedness are satisfied, resulting in intrinsic motivation. This paper explores and juxtaposes the motivational potential of the International Baccalaureate curriculum against the revised GCSE modern foreign language (MFL) curriculum through an SDT lens. A curriculum that is autonomy-supportive rather than autonomy-suppressive allows more opportunities for both students and teachers psychological needs for motivation to be met.

Sánchez-Gelabert, A. (2024). **Higher education and the life course: Exploring the interactive effects of age and employment status on university graduation**. *Higher Education Quarterly*, *78*(4), e12553. https://doi.org/10.1111/hequ.12553
The recent complexity of the university system, with diverse academic trajectories and varying socio-demographic characteristics of students, has led to increased access for historically underrepresented students. This has resulted in a rising number of adult learners, students with external responsibilities and individuals returning to education. However, despite this enhanced access, it remains unclear whether it has improved graduation. This uncertainty stems from the fact that students' social circumstances and external responsibilities differ significantly based on when they enter university. From a life course perspective, the aim of this paper is to explore the interactive effects of age at university entrance and employment status on the probability of graduating of an entire cohort of new students who entered the Catalan Higher Education System in 2012 (N = 29,463). The results show an interaction effect between age and employment status on the probability of graduation where working decreases the probability of graduation among students younger than 42 years old. Conversely, the negative impact of employment on university graduation diminishes among students entering university at an older age. This underscores the importance of adopting a life course perspective to comprehend students' educational experiences and outcomes within higher education.

Schwerter, J., Stang-Rabrig, J., Kleinkorres, R., Bleher, J., Doebler, P., & McElvany, N. (2024). **Importance of students' social resources for their academic achievement and well-being in elementary school**. *European Journal of Psychology of Education*, *39*(4), 4515-4552. https://doi.org/10.1007/s10212-024-00877-8
Based on the relationships motivation theory, it can be assumed that social interactions in elementary school are essential for students' development and especially for their school success. Thus, this study examined how vital social resources, more precisely social interactions with peers and teachers, are for two central aspects of school success, namely academic achievement and well-being. To this end, the representative German PIRLS 2016 data of 3959 fourth-grade students (MAge = 10.34 years; N = 1,940 girls, 71% white) were analyzed. Social interactions were operationalized using factors indicating whether students experienced bullying from peers, and how much teacher support they perceived. We found that fewer bullying experiences and more perceived teacher support were positively related to academic achievement and enjoyment of school as a prominent aspect of school-related well-being. Applying machine-learning methods to avoid overfitting while including important control variables, only the effects of bullying

experiences and perceived teacher support on well-being remained robust. The results underlined that positive relationship experiences were particularly important for students' well-being but not necessarily incremental to students' academic achievement.

Sirois, P., Vanlint, A., & Gravel, A.-S. (2024). **L'écriture créative partagée : une voie d'intervention à l'école primaire**. *Canadian Journal of Education / Revue canadienne de l'éducation*, *47*(2), 332-374. https://doi.org/10.53967/cje-rce.5805
L'article présente les résultats d'une recherche longitudinale ayant permis d'expérimenter une approche pédagogique développementale en écriture auprès d'élèves du primaire. Le cheminement des élèves est examiné par l'analyse de récits réalisés à différents temps de la recherche dans deux contextes distincts : l'un sans structure prédéfinie, l'autre avec structure prédéfinie. Les résultats des élèves identifiés au début de l'étude comme étant en difficulté sont comparés avec ceux de leurs pairs considérés comme non en difficulté. Les analyses réalisées, en plus de mettre en exergue l'apport de l'approche pour le déploiement d'interventions différenciées, permettent de s'interroger sur les pratiques d'évaluation et d'intervention actuelles, qui s'appuient souvent sur une conception étapiste et rigide de l'écriture.

Spiegel, T., & Nivette, A. (2024). **A four-cohort study testing the relative impact of take-home and in-class examination on students' academic performance and wellbeing**. *European Journal of Psychology of Education*, *39*(4), 3943-3962. https://doi.org/10.1007/s10212-024-00821-w
The current study examines the relative impact of take home (open book) examinations (THE) and in class (closed book) examinations (ICE) on student academic performance and wellbeing outcomes. Specifically, this study contributes to our understanding about students' long-term knowledge retention, measured four to six months after completing the course. A unique longitudinal dataset consisting of four cohorts of a social science bachelor and master course that implemented either a THE or ICE in successive years was used. Survey data included wellbeing and academic performance measures as well as a 10-item knowledge retention quiz. Within the master course, the ICE cohort had higher examination grades and higher knowledge retention scores than the cohorts that completed a THE. In the bachelor course, there were no differences in knowledge retention across cohorts. Examination score was associated with higher knowledge retention scores across both courses. One bachelor cohort reported lower wellbeing compared to others (cohort 2021–2022); however, we found no further differences in academic or wellbeing outcomes based on examination form. The findings suggest a slight advantage of ICEs over THEs with regard to academic performance.

Steinberg, O., Kulakow, S., & Raufelder, D. (2024). **Academic self-concept, achievement, and goal orientations in different learning environments**. *European Journal of Psychology of Education*, *39*(4), 3893-3917. https://doi.org/10.1007/s10212-024-00825-6
Stage-Environment Fit Theory underlines the role of learning environments and their match with students' needs as crucial for students' motivation and learning. This study explores the mediation role of goal orientations in the interplay of academic self-concept and achievement in mathematics and verbal domains in student-directed and teacher-directed learning environments. The sample consists of 1153 adolescent students (Mage t1 = 13.97; SD = 1.37, 49% girls) from Germany. Multi-group cross-lagged panel analyses confirm the Reciprocal Effects Model for the student-directed learning environment only, as reciprocal relation of academic self-concept and grades over time has been found.

The extension of the Reciprocal Effects Model with goal orientations as mediators could not be confirmed for any learning environment.

Villalobos, E., Hilliger, I., Gonzalez, C., Celis, S., Pérez-Sanagustin, M., & Broisin, J. (2024). **The Mediating Role of Learning Analytics: Insights into Student Approaches to Learning and Academic Achievement in Latin America**. *Journal of Learning Analytics*, *11*(1), 6-20. https://doi.org/10.18608/jla.2024.8149
Researchers in learning analytics have created indicators with learners' trace data as a proxy for studying learner behaviour in a college course. Student Approaches to Learning (SAL) is one of the theories used to explain these behaviours, distinguishing between deep, surface, and organized study. In Latin America, researchers have demonstrated that organized approaches to learning could be more effective in higher education, leading to better performance and course approval. However, further analysis of student behavioural data is needed to understand this relationship and inform interventions targeting study habits and academic performance. In this study, we analyzed the relationship between student approaches to learning and their final grade in six college courses, using behavioural trace data as a mediator variable. Specifically, we conducted a quantitative study in two Latin American institutions where data of different granularity was collected from their Learning Management Systems. We observed that most learning analytics indicators do not mediate the effect between approaches to learning and course performance. However, there was evidence for fine-grained indicators acting as total mediators. Implications are discussed at methodological and pedagogical levels, aiming to inform the advancement of learning analytics in the region and its use for supporting student learning.

Xu, J., & Cai, D. (2024). **The cognitive foundations of different hierarchical levels of mathematical skills in primary school children: extending the mathematics pathways model**. *European Journal of Psychology of Education*, *39*(4), 3919-3941. https://doi.org/10.1007/s10212-024-00823-8
Although previous research has demonstrated that the acquisition of mathematical skills requires support from multiple cognitive abilities, the associations between cognitive precursors in different domains and mathematics at different hierarchical levels among primary school children are not well understood. This study explores the cognitive mechanisms underlying primary school children's mathematics learning by extending the original pathways model. A total of 409 children participated v.in the study. A battery of cognitive, symbolic number processing, and mathematics measures were performed on the participants. The cognitive pathways supported children's symbolic number skills, which in turn provided the foundation for formal mathematics. Different hierarchical mathematics skills were supported by different cognitive constellations. A hierarchical progressive development structure was found, from cognitive precursors, through symbolic number processing, to basic math fluency and complex numerical computation, and then, to problem-solving. The study also tried to divide children into two groups, grades 1–3 and 4–5. The exploratory results showed that there were commonalities and differences in the cognitive basis of mathematics learning in the two groups. These findings further explained the cognitive mechanisms underlying mathematical development in primary school children, with possible implications for the effective teaching and practice of mathematics knowledge and early identification and intervention of learning difficulties.

Zainuddin, Z. (2024). **Integrating ease of use and affordable gamification-based instruction into a remote learning environment**. *Asia Pacific Education Review*, *25*(5), 1261-1272. https://doi.org/10.1007/s12564-023-09832-6
Increasing student engagement and improving learning outcomes are ongoing issues in higher education worldwide. These issues were particularly pertinent during the COVID-19 pandemic when remote learning was selected as the primary instructional learning setting. This study aims to assess the impact of gamification-based quiz instruction in driving college students' learning in an online class during the COVID-19 pandemic at a remote institution of higher education in Indonesia (n = 68). The study employs an explanatory sequential mixed-method approach, including quasi-experimental research, quantitative surveys, and qualitative interviews. The findings indicate that the overall result of the four tests conducted during the intervention indicates a statistically significant difference among the three groups. The gamification-based quizzes increase student enthusiasm and improve learning outcomes. The study demonstrates the transformation induced by the ease of use and low cost of digital gaming platforms from mundane activities, such as listening to lectures on Zoom, to enjoyable educational gaming activities. The weekly gamification-based formative assessments using easy-to-use media significantly increase student engagement, critical and creative thinking, and information literacy during the learning process.

Zhang, H., Dai, W., & He, J. (2024). **An analysis of the differences in information-based teaching to improve the learning achievements of Chinese higher vocational college students**. *Asia Pacific Education Review*, *25*(5), 1305-1317. https://doi.org/10.1007/s12564-023-09855-z
As a concept, technology, and method, information-based teaching precisely connects teachers and students at the two ends. In the context of Chinese vocational colleges, where there are differences between teachers' information-based teaching abilities and students' subjectivity, the paper examines the differences in the effects of information-based teaching on student learning achievements in vocational colleges. The study shows, first, that learning achievements are significantly improved after adopting an information-based teaching mode. Second, an analysis of the heterogeneity of students based on assessment levels found that information-based teaching has a relatively limited effect on the learning achievements of students with poor academic performance due to their low level of motivation. Third, an analysis of the heterogeneity of teachers' information-based teaching strengths found that stronger information-based teaching abilities significantly improved the performance of vocational college students. These findings provide useful insights for Chinese vocational colleges to improve the effectiveness of information-based teaching reform.

Zheng, Y., Shen, J., Johnson, M. R., Krenn, H. Y., & Carter, K. (2024). **School Effectiveness Factors and Student Achievement: A Longitudinal Study in an Urban School District**. *Education and Urban Society*, *56*(8), 931-950. https://doi.org/10.1177/00131245241230086
In this study we explore the longitudinal impact of effective school factors on student achievement over a five-year period in an urban school district. By collecting teacher survey data from urban schools in a Midwest school district and analyzing the survey data alongside student achievement, we identified several factors associated with student achievement growth. Our findings reveal that Shared Vision and Goals is positively associated with student achievement growth in math and reading. Furthermore, Student Behavior Expectations and Behavior Management Practices are positively associated

with growth in reading achievement. Our research contributes to the understanding of effective school factors from a longitudinal perspective, particularly in an urban school setting.

Zhou, X., Chen, S., Ohno, S., She, J., & Kameda, H. (2024). **Motivational design for enhancing behavioral engagement in a flipped Chinese course**. *Asia Pacific Education Review*, *25*(5), 1289-1303. https://doi.org/10.1007/s12564-023-09849-x
Pre-class learning plays a crucial role in the teaching and learning of the flipped classroom. While it is a challenging task to stimulate students to engage in pre-class autonomous learning, especially for the learning of a foreign language that requires a long-term commitment. In this study, we dealt with the problem of how to improve and maintain students' motivation in pre-class learning of a foreign language. First, we devised a motivational model with factors that encourage student engagement. Then, we developed motivational strategies based on the model to motivate students to be highly engaged before class in this pilot study for a Chinese course for beginners at Tokyo University of Technology. Using a Moodle learning management system, we established a framework for pre-class learning materials and collected data by keeping track of pre-class learning activities and extracting student perceptions and evaluations of their pre-class learning experience. Statistical analysis of the data for three academic years shows that the motivational design used for the flipped classroom effectively enhanced students' behavioral engagement and accordingly increased academic outcomes. The practice of the flipped classroom with motivational design is of particular significance for foreign language teaching and learning. The motivational model and the instructional design for pre-class learning have the potential to be used for other foreign language courses.

Zimmermann, P., Kennel, S., & Plateau, J.-F. (2024). **Les stagiaires du Diplôme d'Accès aux Études Universitaires : effets de la dynamique d'une communauté sur la réussite au diplôme**. *Colloque 2024 de l'AIPU : L'enseignement supérieur et les communautés : des dynamiques interconnectées*. Présenté à Sherbrooke (Québec), Canada. Consulté à l'adresse https://hal.science/hal-04745003
En France, le diplôme d'accès aux études universitaires (DAEU) offre l'opportunité aux personnes n'ayant pas obtenu le baccalauréat et ayant interrompu leurs études initiales depuis plus de deux ans d'entamer un parcours de formation supérieur diplômant ou de passer des concours requérant le baccalauréat. C'est une véritable école de la deuxième chance et une possibilité de réaffiliation à un parcours académique pour des publics en rupture scolaire. Ce dispositif et ce public sont encore aujourd'hui très peu étudiés dans les publications scientifiques. Ils présentent pourtant un intérêt indéniable à la fois pour la recherche et pour les acteurs de la réussite étudiante. Ces populations ont en effet souvent vécu trois expériences académiques particulières dans leur parcours de vie : celle précédant le DAEU marquée fréquemment par la rupture scolaire, celle du DAEU et de la réaffiliation mais aussi parfois du décrochage, celle suivant le DAEU avec une diversité de vécus, de réussite et d'abandon. Nous bénéficions essentiellement des travaux de Zaouni-Denoux (2014) qui identifient les motifs intrinsèques et extrinsèques de la motivation des stagiaires, et de ceux de Beaupère et al. (2020), qui pointent les bénéfices de la construction identitaire des anciens stagiaires, tout en dressant le constat de la difficulté vécue en ce qui concerne les tentatives de poursuites d'études. Ces recherches soulignent la complexité et la singularité des phénomènes d'abandon et, parallèlement, de poursuite du diplôme au sein de la population du DAEU. Nous nous

intéressons aux trois temps des parcours académiques des personnes ayant suivi la formation au DAEU. Notre question de recherche porte sur leur ressenti de l'expérience d'apprentissage et d'études qu'elles ont vécues. Plus précisément, nous interrogeons les facteurs qui ont pu déterminer la rupture scolaire et la réaffiliation et en quoi la relation pédagogique, l'interrelation entre la communauté apprenante et la communauté enseignante, a pu influencer leurs parcours et leurs perceptions. Notre étude s'appuie sur une méthodologie mixte, une enquête par questionnaire auprès des 329 anciens stagiaires de la formation, puis sur des entretiens semi-directifs auprès des personnes volontaires afin d'approfondir la compréhension de leur perception. Les questions posées croisent les modèles existants des déterminants de la réussite dont celui de Romainville et Michaut (2012). Elles portent sur le passé scolaire, le vécu durant le parcours de formation, la relation avec les pairs, l'expérience pédagogique avec les enseignants, les méthodes d'apprentissage, le projet d'études ou de formation à la sortie du DAEU, le projet professionnel, enfin, les caractéristiques sociodémographiques. L'analyse des résultats doit permettre à l'équipe pédagogique d'améliorer le dispositif de formation et d'accompagnement des stagiaires du DAEU en travaillant à renforcer les leviers pour la réussite qui émergeront de notre étude. La suite de notre projet de recherche s'intéressera au public enseignant, dans l'intention d'analyser les fondements et les modalités de leur engagement dans la relation pédagogique.

Valeurs

Aghaz, A., Sheikh, A., Salmasi, S. D., & Tarighian, A. (2024). **How faculty members' organizational citizenship behaviours can be predicted by their personality traits: The moderating role of perceived university brand**. *Higher Education Quarterly*, *78*(4), e12554. https://doi.org/10.1111/hequ.12554
The qualifications of faculty members play a crucial role in the success of educational systems. Academics with a high level of organizational citizenship behaviour (OCB) are mostly valued due to the excellent services they offer to their students. This study aims to investigate the impact of faculty members' personality traits on their OCB. Additionally, it examines the moderating role of the perceived university brand in the relation between the two variables. This study is quantitative in nature and the sample includes professors working at seven prestigious Iranian universities. Overall, 422 questionnaires were gathered. By the use of Smart-PLS, the results indicate that academic members with conscientious, agreeable and openness personality traits tend to show higher levels of OCB. On the flip side, neuroticism negatively predicts academics' OCB. Moreover, this research indicates that perceived university brand significantly moderates only the effect of openness trait on faculty members' OCB, meaning that professors with openness to experience traits who are working at such universities, are more likely to engage in OCB.

Allegret, G. (2024). **Âgisme, sexualité et vieillesse : réflexions pour une éducation sentimentale et intime tout au long de la vie**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (69). Consulté à l'adresse https://pratiquesdeformation.fr/659
L'âgisme désigne l'ensemble des discriminations, préjugés et stéréotypes fondés sur le critère d'âge dont sont principalement victimes les personnes âgées et les enfants. L'un des stéréotypes âgistes banalisés est celui d'un désintérêt pour toute activité sexuelle au-delà d'un certain âge. Pourtant, les études statistiques internationales sur la vie intime des personnes âgées démentent depuis des décennies cette représentation d'une

vieillesse désexualisée et des personnes âgées comme asexuelles. L'âgisme sous ses différentes formes contribue à la persistance de l'invisibilisation et de la répression de la sexualité des personnes âgées. Les femmes en particulier sont exposées à la double charge du sexisme et de l'âgisme (désignée par le concept d'âgisme genré) qui les marginalise précocement du marché de la sexualité et les expose à de nouvelles injonctions esthétiques à « l'effacement de l'âge ». Ainsi, les rapports sociaux de pouvoir âgistes s'opposent à la préservation et au renouvellement d'une vie sentimentale et intime épanouie à tous les âges de l'existence. À rebours d'une vieillesse pensée exclusivement sur le registre du déclin et de la déficience, cet article propose de reconsidérer la sexualité dans le grand âge comme un « nouvel espace érotique » et l'intime comme un processus d'éducation tout au long de la vie.

Döring, A. K., Jones, E., Oeschger, T. P., & Makarova, E. (2024). **Giving voice to educators: Primary school teachers explain how they promote values to their pupils**. *European Journal of Psychology of Education*, *39*(4), 3607-3631. https://doi.org/10.1007/s10212-024-00885-8
Values are the trans-situational goals guiding human attitudes and behavior (Schwartz, 1992). As early socialization agents, teachers have a responsibility to promote democratic values of citizenship to create an inclusive, fair, and sustainable society, necessary for individual and collective well-being (OECD, 2019). By facilitating social and cognitive development through social interactions, the school setting helps spark curiosity, leading to reflection and adaptation. Across the curriculum, teachers use strategies like imitation, modelling, priming, and discussion to help children make sense of the world (Makarova et al., 2024; Oeschger et al., 2022). Yet little empirical evidence exists to support how teachers achieve this. The present study gives voice to educators through the personal experiences of ten UK primary school teachers. Semi-structured interviews were conducted, lasting between 50 and 90 min. Data was analyzed in two stages: First, a deductive structuring content analysis identified how values of self-transcendence versus self-enhancement and openness to change versus conservation, as defined in Schwartz's (1992) model, were reflected in the interview data. Second, an inductive thematic analysis yielded the following themes: mechanisms of value transmission; implicit vs explicit instruction of values; values that are most difficult to teach; value transmission through taught lessons; the role of collective worship and cultural days; opportunities for value transmission in the wider school environment; and the role that a school culture and ethos play in the transmission of values. This study supports the view that values are promoted through a variety of methods and across all areas of the school environment.

Gondard-Lalanne, C., & Jeanne-Rose, E. (2024). **Éduquer à la vie affective, relationnelle et sexuelle**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4008* [Report]. Consulté à l'adresse Conseil économique website: https://www.lecese.fr/sites/default/files/pdf/Rapports/2024/2024_13_evars.pdf
La vie affective, relationnelle et sexuelle des jeunes se déploie dans tous les espaces qu'elles et ils fréquentent. En premier lieu, dans leur famille, puis à l'école et enfin dans tous les lieux tiers (club de sport, colonie de vacances etc.). En France, l'éducation à la sexualité a été rendue obligatoire à l'école en 2001, à raison de trois séances annuelles pendant toute la scolarité de l'élève. Mais toutes les enquêtes, à commencer par le rapport de 2021 émanant de l'inspection généralede l'éducation du sport et de la

recherche, montrent que cette obligation n'est pas respectée. Pourtant, les jeunes sont en demande de cette éducation. Vouloir les en « protéger », en particulier à l'école, c'est souvent les laisser seuls avec leurs questionnements, sachant par exemple qu'ils et elles seront exposés à des imagespornographiques sur un téléphone portable avant l'âge de 10 ans. Il est indispensable de les accompagner.L'EVARS, c'est quoi ?L'éducation à la sexualité telle que définie par le ministère de l'Education nationale comporte trois volets égaux dans leur importance : la dimension affective,la dimension relationnelle et la dimension sexuelle.→ L'éducation affective se concentre sur le développement du lien de confiance entre une personne et son environnement, générant la confiance en soi ;→ L'éducation relationnelle aborde les relations interpersonnelles mais aussi l'égalité entre les individus, les stéréotypes de genre, la prévention des violences sexuelles ;→ L'éducation sexuelle englobe divers aspects de la sexualité humaine et de la santé sexuelle. C'est pourquoi le CESE a retenu la notion d'éducation à la vie affective,relationnelle et sexuelle (EVARS). Lire la synthèse du rapport ou la fiche de colmmunication.

Huchon, T. (2024). **Désinformation : un péril démocratique, une urgence à agir**. *Administration & Éducation, 183*(3), 71-78. https://doi.org/10.3917/admed.183.0071

Ledoux, S., Ferhat, I., Guimonnet, C., Capuano, C., & Alazard, J. (2024). *Une école sous le choc ? : Le monde enseignant après l'assassinat de Samuel Paty* (1er édition). Consulté à l'adresse https://www.editionsbdl.com/produit/une-ecole-sous-le-choc/
L'assassinat de Samuel Paty par un terroriste survenu le 16 octobre 2020, près de son collège de Conflans-Sainte-Honorine où il travaillait comme professeur d'histoire-géographie, a eu un grand retentissement politique et médiatique. La victime a d'abord l'objet de différents hommages de la population le 19 octobre dans plusieurs villes de France, puis dans le cadre d'un hommage national de l'État à la Sorbonne le 21 octobre. Le contexte de cet assassinat a provoqué dans les semaines et les mois qui ont suivi d'intenses polémiques dans les médias sur la laïcité, les caricatures, le séparatisme religieux, la formation des enseignants, « l'islamo-gauchisme », ou la situation des quartiers populaires urbains. Dans cette production considérable de politiques et discours dans l'espace public depuis cet événement dramatique, les réactions des personnels éducatifs, à commencer par les enseignants, ont été paradoxalement très peu traitées. Dans un format volontairement court, le livre se fonde sur le résultat de deux enquêtes, complémentaires, l'une qualitative, l'autre quantitative. L'enquête qualitative a été menée dans les semaines qui ont suivi la mort de Samuel Paty auprès d'enseignants de la région parisienne dans le cadre d'entretiens semi-directifs (projet "Le monde scolaire face aux attentats"/Programme "13-Novembre" CNRS-Inserm). L'enquête qualitative porte sur les enseignantes et enseignants des premiers et second degrés deux ans après, à l'automne-hiver 2022-2023, à partir d'un questionnaire écrit qui a déjà reçu plus de 1400 réponses et toujours en cours de diffusion. Ces deux enquêtes donnent à voir les réactions de ce champ professionnel à cet attentat dans plusieurs domaines. Le livre étudie ainsi les dimensions personnelle (émotion, affects, convictions), relationnelle (avec les collègues, les élèves, la hiérarchie) et professionnelle (évolution des cours d'EMC, notamment sur la laïcité, la liberté d'expression et des outils pédagogiques mobilisés) des réactions des enseignants enquêtés. Sur un événement marqué par les polémiques politico-médiatiques et de nombreux clivages de la société française, l'ouvrage propose ainsi une analyse scientifique portant sur les enseignants afin

d'éclairer le débat public et les professionnels de l'éducation sur la reconfiguration des enjeux scolaires et civiques après la mort tragique de Samuel Paty.

Ma, W., Khan, A. J., Fayyaz, S., Curle, S., & Gigauri, I. (2024). **Am I Safe at My Educational Place? Creating Secure and Sustainable Urban Learning Spaces Through Green Infrastructure and Ecological Education**. *Education and Urban Society*, *56*(9), 1118-1141. https://doi.org/10.1177/00131245241249980
Green infrastructure has become a critical part of society for environmental sustainability. Students studying in public urban spaces seem less satisfied with their living standards and environmental conditions. This research aims to determine the impact of perceived danger in urban public spaces, green infrastructure, and ecological education on student satisfaction. Additionally, this study considers the moderating effects of ecological education and green infrastructure. Data were collected from 350 students at public schools and colleges. The Partial Least Squares Structural Equation Modeling (PLS-SEM) method was used for data analysis. The study found a significant direct relationship between perceived danger in urban public spaces, green infrastructure, ecological education, and student satisfaction. Moreover, the moderating effects of green infrastructure and ecological education are significant in increasing student satisfaction. This research is based on a novel idea and contributes a newly developed model to the body of knowledge on student satisfaction and ecological education. The research has both theoretical and practical implications for improving student satisfaction through ecological education and green infrastructure. The limitations of this research are described, along with future directions to guide researchers in their future studies.

Martin, I. (2024). **L'éducation aux médias et à l'information (EMI), au défi des intelligences artificielles génératives d'images**. *Administration & Éducation*, *183*(3), 79-86. https://doi.org/10.3917/admed.183.0079

Marty, O. (2024, octobre 15). *Les inégalités d'éducation à la laïcité*. Présenté à Anniversaire des 20 ans de la laïcité. Consulté à l'adresse https://shs.hal.science/halshs-04738752
Lors de l'anniversaire des 20 ans de la loi de 2004 sur la laïcité, nous mettons proposons une définition (le lien clercs-laïques) et une histoire de la laïcité (depuis les Lumières françaises), ainsi que des pistes pour son enseignement (dans le troisième degré) afin d'éviter les inégalités d'éducation.

Meddas, H. (2024). **Présentation du dossier. L'éducation sentimentale : sens, interdisciplinarité et perspectives éducatives**. *Pratiques de formation/Analyses. Revue internationale de sciences humaines et sociales*, (69). Consulté à l'adresse https://pratiquesdeformation.fr/656
Préalable de l'être humain sentimental ou des preuves de zoomorphisme Le sentimental résonne le plus souvent dans le registre de l'amour. Nous pourrions d'ailleurs dire que l'homme et la femme montrent des signes de zoomorphisme dans son rapport à l'être aimé. En effet, amourette, séduction, jalousie, rivalité existent chez les animaux1. Chez nos amis à plumes, à la saison des retrouvailles et de la nidification, les cigognes craquettent de doux mots d'amour. Les tourterelles roucoulent. La p...

Smith, S., & Walker, D. (2024). **The instrumental academic: Collegiality and the value of academic citizenship in contemporary higher education**. *Higher Education Quarterly*, *78*(4), e12551. https://doi.org/10.1111/hequ.12551
Collegiality and the contribution to the sustenance of the academy through academic citizenship are central to commonly held conceptions of what it is to be a university. This study investigates the articulation and recognition of academic citizenship through institutional promotion criteria, including both traditional research and teaching-focussed career pathways. The study adopts a qualitative research approach and examines promotion criteria from a sample of 55 mid-sized universities in the UK. Findings point to a progressive shift in formal recognition of service activities associated with citizenship as part of the core academic workload. Institutional service is pervasive across all academic roles and levels, student service is largely invisible, and activities associated with public service are most notably acknowledged in traditional academic roles at the professorial level. The evolving nature of expectations of citizenship necessitates a more nuanced consideration of the core dimensions of an academic role and citizenship activities to ensure equity and inclusivity in career progression.

Yao, R., Tian, M., Lei, C.-U., & Chiu, D. K. W. (2024). **Assigning multiple labels of sustainable development goals to open educational resources for sustainability education**. *Education and Information Technologies*, *29*(14), 18477-18499. https://doi.org/10.1007/s10639-024-12566-6
Sustainable Development Goals (SDG) 4.7 aims to ensure learners acquire the knowledge and skills for promoting sustainable development by 2030. Yet, Open Educational Resources (OERs) that connect the public with SDGs are currently limitedly assigned and insufficient to promote SDG and sustainability education to support the achievement of SDG 4.7 and other SDGs by 2030, indicating a need for automatic classification of SDG-related OERs. However, most existing labeling systems can not support multiple labeling, tend to generate a large number of false positives, and have poor transferability within the OER domain. This research proposes a method to automatically assign SDGs based on AutoGluon, a machine-learning framework with powerful predictive capabilities, to allow multiple SDGs to be assigned to each OER. In the proposed framework, challenges of category imbalance and limited data availability are addressed, enhancing the precision and applicability of SDG integration in educational resources. To validate the transferability of model knowledge within the OER corpus, we used 900 lecture video descriptions from SDG Academy, forming the foundation for comparing our framework with existing labeling systems. According to the experiment results, our model demonstrates outstanding merits across various metrics, including precision, recall, F1, ACC, AUC, and AP.

Ying, J., Yan, F., Harrison, M. G., & Jackson, L. (2024). **Humility and its cultivation in Chinese schools: an exploratory study into teachers' perspectives**. *Asia Pacific Education Review*, *25*(5), 1215-1225. https://doi.org/10.1007/s12564-022-09800-6
Humility as a concept has recently received increasing scholarly attention in international scholarship. It has also been regarded as important for education traditionally in Chinese culture. However, no empirical research so far has examined Chinese people's conceptualisations of humility in education and its cultivation in schools. Based on semi-structured interviews, this exploratory study examined urban teachers' conceptions of humility and their experiences of cultivating humility in mainland Chinese schools. Our findings highlight the multiplicity and complexity of conceptualisations of humility and the

challenges faced by the teachers in cultivating humility. The study also raises questions about the politics of practicing humility and the complex entanglements between moral values and social norms and relations, inviting more research to examine the complex implications of moral virtues that are promoted in schools and wider societies around the world. Despite their recognition of the potentially negative consequences of humility such as avoidance from competition and entailing emotional constraints, the teachers regarded humility as a predominantly positive moral concept important for learning, teaching, and teacher–student relationship. Meanwhile, they associated it with disciplinary dispositions such as being quiet, subtle, cautious, or dutiful. The teachers' attempts to cultivate it among their students were highly contingent, however, due to various challenges, including a lack of teacher training and limited textbook contents on humility, the exam-orientedness of the Chinese education system, and the perceived individualistic dispositions of Chinese students.

Yuan, X., Li, X., Yu, L., Liu, T., & Cao, Y. (2024). **Assessing quantity and spatial patterns of greenspaces in Chinese universities for enhancing sustainable development**. *Higher Education Quarterly*, *78*(4), e12550. https://doi.org/10.1111/hequ.12550
Greenspaces on university campuses have gained recognition for their multifaceted impact on the physical, social, emotional and intellectual well-being of students. The allocation of resources towards the development and maintenance of greenspaces is regarded as a strategy in the pursuit of sustainable development goals. However, the research on greenspaces within higher education has been inadequate. This study conducts an assessment of greenspaces within 2556 Chinese universities using remote sensing and geospatial technology, analysing the disparities in their distribution and exploring the spatial patterns and driving factors on a national scale. A national university greenspace database is obtained. Unexpectedly, the study finds that greenspace area and proportion within Chinese universities are relatively low in comparison to the greenspace areas outside the campus and of the city. There is heterogeneity and a decreasing trend in university greenspace. Compared to university faculty and off-campus population, university students have the lowest per capita greenspace area. Of concern is the significant issue of greenspace inequality. Our research suggests that the inequality in greenspace provision for university students can be explained by factors of economic development, educational investments and provincial greenspace supply. This study provides an in-depth analysis of the state of greenspaces in Chinese universities and calls for interdisciplinary and interdepartmental cooperation to address issues of greenspace inequality and campus greening, ensuring the sustainability and livability of urban areas and university campuses.