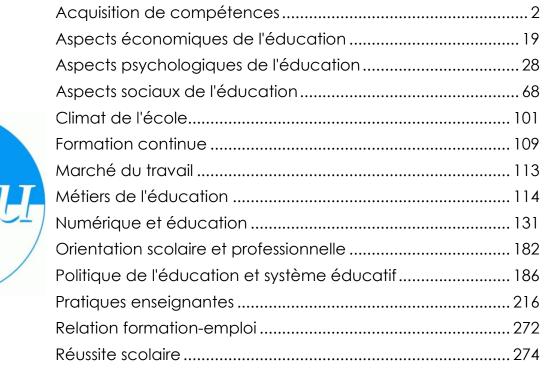# Veille de l'IREDU

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Sommaire :

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Acquisition de compétences

ADB: Asian development bank. (2024). *Climate Change and Education Playbook: Investing in Education and Skills for Climate Resilience in Asia and the Pacific*. Consulté à l'adresse https://www.adb.org/sites/default/files/publication/1009861/climate-change-education-playbook.pdf
Ce rapport souligne la nécessité d'investir dans des installations scolaires résilientes au changement climatique et d'intégrer l'action climatique dans l'enseignement primaire, secondaire, professionnel et supérieur. Il fournit ainsi aux décideurs politiques des stratégies pour préparer les systèmes éducatifs aux défis climatiques, afin de permettre la transition vers une économie à faible émission de carbone. Plusieurs appels à l'action sont proposés, tels que : promouvoir une littératie climatique pour les enfants et les jeunes ; développer des compétences vertes pour la main-d'œuvre actuelle et future ; soutenir l'éducation et la formation des femmes, des jeunes défavorisés et des populations marginalisées afin qu'ils puissent emprunter des voies résilientes face au climat. Enfin, des études de cas montrent comment l'éducation axée sur le climat favorise un avenir prospère, inclusif, résilient et durable pour l'Asie et le Pacifique.

Andrade, A. E., Padilla, L., & Carrington, S. J. (2024). **Educational spaces: The relation between school infrastructure and learning outcomes**. *Heliyon*, *10*(19). https://doi.org/10.1016/j.heliyon.2024.e38361
Auriac-Slusarczyk, E., Broussais, J., Maire, H., & Connac, S. (2024). **Former la jeune génération via le philosopher : dossier**. *Education et socialisation. Les cahiers du CERFEE*, (73), n.p. Consulté à l'adresse https://journals.openedition.org/edso/28447
Philosopher est-il utile dans cet apprentissage du penser par soi-même ? A priori, oui, et l'école est concernée. Mais pas uniquement. Il s'agit aussi de reconnaitre les contextes et l'évènementiel qui font la grande comme la petite histoire. Que pensera-t-on demain ? Disposons-nous des bons outils intellectuels ? Priorise-t-on aujourd'hui certains modus operandi ? Penser prévient-il le mal ? Connaissons-nous nos fragilités, nos vulnérabilités ? Qui juge ce qu'il est bon ou bien de penser ? À quel point est-il nécessaire de structurer ou déconstruire sa pensée pour penser ? Quels motifs avons-nous, humains, pour vouloir provoquer une réflexion humaine singulière ou collective ? Les contributions se répartissent sur quatre domaines : 1. Accompagner la jeune génération à penser le tumulte du monde, 2. Le prudentiel comme boussole, 3. Lieux et milieux diffractant les repères du pionnier américain, enfin 4. Favoriser une influence pour une future jeunesse sensée.

Austerberry, C., Fearon, P., Ronald, A., Leve, L. D., Ganiban, J. M., Natsuaki, M. N., … Reiss, D. (2024). **Evocative effects on the early caregiving environment of genetic factors underlying the development of intellectual and academic ability**. *Child Development*, 95(6), 2082-2101. https://doi.org/10.1111/cdev.14142
This study examined gene–environment correlation (rGE) in intellectual and academic development in 561 U.S.-based adoptees (57% male; 56% non-Latinx White, 19% multiracial, 13% Black or African American, 11% Latinx) and their birth and adoptive parents between 2003 and 2017. Birth mother intellectual and academic performance predicted adoptive mother warmth at child age 6 ($\beta = .14$, $p = .038$) and 7 ($\beta = .12$, $p = .040$) but not 4.5 years, and adoptive father warmth at 7 ($\beta = .18$, $p = .007$) but not 4.5 or 6 years. These rGE effects were not mediated by children's language. Contrary to theory

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that rGE accounts for increasing heritability of intellectual ability, parenting did not mediate genetic effects on children's language or academic performance.

Bi, J., Izadpanah, S., Mohammadi, Z., & Rezaei, Y. M. (2024). **Investigating the impact of technology-based education on academic motivation, academic perseverance, and academic self-efficacy in english language learning skills**. *Education and Information Technologies*, *29*(15), 20523-20545. https://doi.org/10.1007/s10639-024-12712-0
This study aims to investigate the impact of technology-based education (TBE) on the academic motivation (AM), academic perseverance (AP), and academic self-efficacy (ASE) of high school sophomore males. Technology has an important place in education in the modern digital age since it opens up new avenues for instruction and learning. Research is still being conducted to determine the precise impacts of TBE on different facets of students' academic performance and attitudes. The study employed a quasi-experimental research design and utilized the cluster sampling method to select participants. Data collection for the study was conducted in the year 2023 and involved the administration of three distinct questionnaires: Harter's AM questionnaire, Benishek et al.'s AP questionnaire, and Lent et al.'s ASE questionnaire. A thorough grasp of how TBE affects male students' AM, AP, and ASE is one of the research's predicted objectives. Examining how technology affects these factors might provide insightful information for educational practices and interventions targeted at improving student performance and engagement. The study's findings revealed that TBE significantly influences both AE and AP while having a distinct impact on ASE. The outcomes of this study may have implications for curriculum designers, instructors, and educational officials by offering evidence-based suggestions for successfully integrating technology into the classroom. Furthermore, the findings might fill a gap unique to male students in the second year of high school by adding to the body of knowledge already available on TBE and its effects on student outcomes.

Bilici, S., & Yilmaz, R. M. (2024). **The effects of using collaborative digital storytelling on academic achievement and skill development in biology education**. *Education and Information Technologies*, *29*(15), 20243-20266. https://doi.org/10.1007/s10639-024-12638-7
The purpose of the study is to investigate the effect of the use of digital storytelling on academic achievement, critical thinking dispositions, co-regulation, and narrative skills of 10th grade students. To this end, the study was conducted using a semi-experimental design with a convenience sample. The participants consisted of 64 students (33 in experimental and 31 in control group) who were studying in a high school. After the groups were trained, a two-week pilot study was conducted by forming collaborative groups among the students. This was followed by eight weeks of main implementation, during which students presented their projects to the class every two weeks. Following the digital story presentations in the experimental group, feedback was provided by the course instructor and peers. In addition, rubric scores were generated by the researchers for each digital story. Academic achievement test, critical thinking disposition scale, co-regulatory skills scale, and digital story evaluation rubric were used as data collection tools at the end of the process. Independent samples t-test, repeated ANOVA, and regression analysis were performed on the collected data. According to the results, digital story activities had moderate positive effects on students' academic achievement and critical thinking, and high positive effects on co-regulation. In addition, the narrative skills of the students in the experimental group increased significantly over

the weeks with a difference of 27.44 points. There was also evidence that storytelling ability was a significant predictor of academic achievement and that this ability increased significantly over the weeks. The results showed that the collaborative creation of a digital story by the students had a positive effect on their academic achievement and the development of their skills.

Bouchetal, T., Crocé-Spinelli, H., Guignard, M., & Thurler, M. G. (2022). **Vers des processus coopératifs émancipatoires au sein des établissements scolaires. Analyse d'une recherche-action centrée sur le développement de compétences d'autoévaluation**. *Recherches Qualitatives*, *41*(1), 335. https://doi.org/10.7202/1088807ar

Boyraz, S., & Rüzgar, M. E. (2024). **What Digital Competency Tells Us About E-Learning Satisfaction of Pre-Service Teachers**. *European Journal of Education*, 59(4), e12766. https://doi.org/10.1111/ejed.12766
It is imperative that pre-service teachers gain digital competency (DC) as a result of their education where e-learning is a central component. In this study, we aimed to describe pre-service teachers' perceived DC and e-learning satisfaction (ELS) levels, to examine how their perceived DC and ELS change in terms of related variables and to investigate how perceived DC predicts ELS. To inform their policy decisions, teacher training institutions and more generally HEIs must have a clear understanding of this relationship as it will allow them to decide whether to invest in e-learning platforms or in enhancing pre-service teachers' perceptions of DC. Utilising a quantitative research understanding, we collected data from 402 students in various teaching programs at a Faculty of Education. Findings indicated that pre-service teachers report a high level of perceived DC and moderate level of ELS while we ascertained a low level of predictive relationship between the two variables. We suggest that policymakers prioritise investing resources in improving DC of pre-service teachers in order to have them higher levels of ELS to increase the quality of their education.

Burguete, E., & Forgione, R. (2024, novembre 28). **Sur smartphone, la vogue du microlearning : que penser de ces formations ultra-courtes ?** Consulté 29 novembre 2024, à l'adresse The Conversation website: http://theconversation.com/sur-smartphone-la-vogue-du-microlearning-que-penser-de-ces-formations-ultra-courtes-238392
En découpant les savoirs en petites unités de formation, ils deviendraient plus faciles à apprendre, notamment sur un smartphone. Cependant, est-ce vraiment efficace pour bien se former ?

Cabezas, F., Burgos, L., Darrigol, J., & Zúñiga, M. (2024). **Implementation of an early alert system in quizzes of a high complexity subject in higher education: Improvement of student performance and teacher perception**. *Education and Information Technologies*, 29(15), 19321-19341. https://doi.org/10.1007/s10639-024-12610-5
Early Alert Systems (EAS) play a fundamental role in education by supporting the learning process and evaluating student performance. In this study, an innovative EAS designed to specifically identify weaknesses in Cognitive Skills (CS) in first-year higher education students is presented, focusing on a challenging course at a South American university. Through big data technology, approval rates linked to various cognitive skills were evaluated using quizzes. Subsequently, teachers, after analysis and dialogue, applied adapted strategies to strengthen these skills in their classes, which were evaluated in subsequent exams. The sample under study included 1,691 students from various health

majors enrolled in a complex subject. The experimental group (994 students) that participated in the EAS was compared with a control group (697 students). Evaluations validated by the academic team were used, applying three quizzes throughout the 2022-20 academic period, and the results were analysed with the Power BI computer tool, generating online reports that highlighted CS by section. The EAS, based on teacher surveys, is innovative and it also positively impacts student achievement, evidenced in overall approval rates, by teacher and section. In addition to promoting collaboration among professors, it also improves the teaching quality and suggests a positive impact on the learning of complex subjects in Higher Education Institutions (HEIs). This comprehensive approach to early monitoring of student performance shows promise for the ongoing improvement of educational quality.

Cao, F., Li, M., & Zhang, L. (2024). **What Matters in PhD Students' Creativity? The Roles of Academic Psychological Capital and Academic Engagement**. *European Journal of Education*, *59*(4), e12799. https://doi.org/10.1111/ejed.12799
Drawing on the job demands–resources theory, this study pioneered the investigation of the influence of academic psychological capital (including self-efficacy, hope, resilience, and optimism) on PhD students' creativity (including novelty and usefulness). It further explored the mediating role of academic engagement (including vigour, dedication, and absorption) in this relationship. A sample of 376 PhD students at two comprehensive universities in Jiangsu province, mainland China, responded to an online survey. Results showed that: (1) PhD students' self-efficacy, resilience, and optimism positively predicted novelty, and all four dimensions of academic psychological capital positively predicted the usefulness dimension of creativity; and (2) dedication mediated the effects of hope and optimism on both novelty and usefulness; however, vigour and absorption did not mediate the association between academic psychological capital and creativity. The findings highlight the significance of academic psychological capital and academic engagement, especially dedication, in optimising PhD students' creativity.

Claracq, I. (2024). *Améliorer les performances en résolution de problèmes arithmétiques à l'école élémentaire : agir sur la compréhension des énoncés* (Thesis). Consulté à l'adresse https://pepite-depot.univ-lille.fr/LIBRE/EDSHS/2024/2024ULILH030_diffusion.pdf

Coştu, F. (2024). **Enhancing Gifted Students' Creative Thinking Through Science Laboratory**. *European Journal of Education*, *59*(4), e12784. https://doi.org/10.1111/ejed.12784
The aim of this study was to examine the impact of the Predict-Explain-Observe-Discuss-Explain (PEODE)-based laboratory on enhancing the verbal and figural creativity of gifted students. The quasi-experimental research design utilised a pre- and post-test approach with a non-equivalent control group, consisting of 60 sixth-grade gifted students. The participants were randomly assigned into two groups: the experimental group (EG; n = 30) and the control group (CG; n = 30). During the study, the control group underwent traditional laboratory tasks, whereas the experimental group participated in PEODE-based laboratory tasks. Both groups engaged in laboratory work for a total of 16 h. Data were collected using the Torrance Test of Creative Thinking (TTCT) scale, and statistical analysis methods were applied. The results revealed significant differences in favour of the EG regarding both verbal and figural creativity. These findings suggest that

the PEODE-based laboratory approach can effectively enhance the creative abilities of gifted students.

Croguennec, F., & Monney, N. (2024). **La résolution de problèmes mathématiques. Analyse de pratiques de planification et d'évaluation chez des enseignantes lors de la mise en place d'activités visant le développement de la compétence à résoudre un problème mathématique : quelles réflexions pour favoriser l'inclusion de l'ensemble des élèves ?** *Revue hybride de l'éducation*, 8(5), 1-22. https://doi.org/10.1522/rhe.v8i5.1631
Cet article présente les propos de quatre enseignantes du primaire issus d'entretiens d'explicitation sur leurs manières de planifier l'enseignement de la résolution de problèmes mathématiques dans une perspective d'inclusion. Les analyses ont fait émerger leurs conceptions de l'enseignement de la compétence à résoudre des problèmes en mathématiques et de son évaluation. Il en ressort que, malgré leur reconnaissance des besoins variés des élèves, la mise en œuvre des pratiques inclusives dans l'enseignement de la résolution de problèmes reste difficile à planifier si elles ne tiennent pas compte des enjeux mathématiques de la compétence. En somme, les résultats montrent l'arrimage indispensable entre les connaissances mathématiques et les connaissances des pratiques inclusives pour éviter des pratiques inclusives de surface.

De Paola, M., & Skatova, E. (2024). **Non-cognitive skills and social isolation in late childhood: An investigation of their impact on school performance in Italy**. *Economics of Education Review*, *103*, 102581. https://doi.org/10.1016/j.econedurev.2024.102581
This study investigates whether students' non-cognitive skills are related to their educational outcomes. To mitigate potential issues of reverse causality, we rely on a very rich panel dataset, which provides extensive information on a cohort of Italian students, including school performance, demographic characteristics, and various measures of non-cognitive skills. Controlling for ex-ante cognitive abilities, we estimate whether non-cognitive skills measured in primary school predict standardized test scores in literacy and numeracy in 8th and 10th grade. Our findings reveal that higher levels of academic motivation and good time management disposition are positively related to performance in literacy and numeracy, as assessed by national standardized tests and teacher-assigned marks. Additionally, we explore the relationship between social isolation within the classroom and performance and find that higher levels of social isolation in primary school are associated to worst educational outcomes in secondary school. Our findings show that the influence of non-cognitive skills varies significantly by gender and with socio-economic background.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne). (2024). **International Computer and Information Literacy Study (ICILS) in Europe, 2023**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4016* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/59721dc6-a0aa-11ef-85f0-01aa75ed71a1
The 2023 International Computer and Information Literacy Study (ICILS) assessed the digital competencies of eighth-grade students across 22 education systems in the EU. The study revealed substantial variations in Computer and Information Literacy (CIL) performance across countries, gender, socioeconomic and migrant backgrounds. The results demonstrate that significant efforts are needed in order to move closer to the

ambitious EU-level target of reducing the share of low-achieving students in computer and information literacy to less than 15% by 2030. On average across the EU countries participating in the study, 43% of students do not reach the basic level of digital skills, with only a few countries, like Czechia and Denmark, performing better yet still far from the target, while others, particularly Romania and Greece, lag considerably behind.

Fraillon, J. (Éd.). (2024). ***An international perspective on digital literacy: results from ICILS 2023***. Consulté à l'adresse https://www.iea.nl/sites/default/files/2024-11/ICILS_2023_International_Report_0.pdf
Le rapport présente les résultats de 35 systèmes éducatifs participants à l'enquête Internationale ICILS 2023 axée sur la littératie numérique et la pensée informatique des élèves de huitième grade. En moyenne, près de 50 % des élèves ont atteint au moins le niveau 2 de compétence en littératie numérique, un niveau modeste. Aucun pays ayant participé à la fois à l'ICILS 2013 et à l'ICILS 2023 n'a connu d'amélioration des résultats dans ce domaine, d'un cycle à l'autre. La fracture numérique reste un facteur majeur d'échec. Les niveaux de réussite sont systématiquement plus élevés, en moyenne, pour les élèves issus de milieux socio-économiques favorisés et pour les élèves qui parlent la langue du test à la maison. Les élèves déclarent apprendre des sujets liés à Internet plus fréquemment en dehors de l'école qu'à l'école. En moyenne, les filles démontrent une maîtrise de l'informatique et de l'information plus élevée que les garçons.

Gao, C., Wang, F., Chen, J., Tong, Y., & Chen, Y. (2024). **Effects of Playing an Interactive Educational App on Children's Learning and Executive Function**. *Mind, Brain, and Education*, *18*(4), 399-407. https://doi.org/10.1111/mbe.12431
Children are increasingly using educational apps, but little research has been conducted to determine their effectiveness. The current study compared the effect of an interactive touchscreen app to the effect of a noninteractive video about the app on young children's Chinese characters learning and executive functions (EFs). In a mixed between-within design, 50 children aged 5 to 6 years old were randomly assigned to play the app on touchscreen or to watch a noninteractive video about the app. Results showed that children in the app condition made more progress from the pretest to the posttest in Chinese characters learning, and more improvement in working memory scores and inhibitory capacity scores compared to the video condition. Results suggest that interactive literacy apps on touchscreens benefit children's learning and EFs. Future research should continue to focus on the impact of different forms of touchscreen use on children's executive functioning.

García-Moya, M., Marcos, S., & Fernández-Cézar, R. (2024). **Non-routine mathematical problems and the strategies used by gifted students: A case study**. *Journal of Research in Special Educational Needs*, *24*(4), 1175-1189. https://doi.org/10.1111/1471-3802.12695
Many gifted students fail to be diagnosed, preventing them from receiving an education that is adapted to their characteristics, with activities that challenge their minds. Mathematics is one of the subjects in which they can demonstrate talent, where they often exhibit high skills in solving problems, handling numbers and performing spatial representations. One of the contexts in which these characteristics can be addressed is the resolution of non-routine problems. Thus, the purpose of this exploratory, observational and descriptive case study was to present a battery of challenging activities to a 10-year-old gifted student and identify the strategies he uses when solving non-routine problems, with Pólya's method being used to guide him to reach one or more

solutions. The results show that the activities proposed were challenging for the student, who used four strategies when solving the non-routine problems, with partial goals being the most widely used in problems of visual discrimination, and the use of patterns being the most frequently leveraged in numerical skills problems. This study provides teachers with resources that foster motivation among talented students and address their needs.

Gönderen Çakmak, H. S., & Ayhan Başer, D. (2024). **The effect of an evidence-based practice course on students' lifelong learning skills and problem-solving skills: An educational intervention study**. *European Journal of Education*, *59*(4), e12703. https://doi.org/10.1111/ejed.12703
In this study, the aim was to investigate the effect of an evidence-based practice course on the lifelong learning skills and problem-solving skills of health science students. A prospective one-group pre-test–post-test design. The universe of the study consisted of 189 students from Cankiri Karatekin University. Student information form, Jefferson lifelong learning skill scale, Problem-solving inventory (PSI) were used as data collection instruments. The sample of the study consisted of 156 students who completed the 14-week course and fully completed the pre-test and post-test. For data analysis, IBM Corp. Released 2013. IBM SPSS Statistics for Windows, Version 22.0. Armonk, NY: IBM Corp. package program was used. While 84% of the students said that they had never heard of the term EBP before, 91.7% of those who knew the term said they had heard it in their field courses. The lifelong learning skill scale total score change of the students, the PSI total score change of the students after the 26-h EBP course were statistically significant. EBP is very important for health science students to increase their problem-solving success and lifelong learning skills, and it should be integrated into the curriculum.

Hernández-Hernández, F., & Sancho-Gil, J. M. (2024). **L'« éthique en pratique » à l'appui d'une recherche collaborative sur la façon dont les étudiants apprennent**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
L'un des enjeux de la recherche en éducation est d'établir entre enquêteurs et enquêtés une relation qui ne soit ni colonisatrice ni limitée à des prélèvements de données, mais fondée sur une relation de réciprocité. Dans cette optique, le projet TRAY-AP, développé par les universités de Barcelone et du Pays basque, cherche à comprendre comment et où les jeunes étudiants universitaires apprennent, en adoptant une « éthique en pratique ». Cette perspective nous invite à prêter attention aux enjeux relationnels, discursifs et performatifs qui surgissent lors du développement de la recherche et de la rencontre avec ceux qui y collaborent. À cette fin, cet article commence par souligner le cadre dans lequel s'inscrit la recherche et d'où émerge la nécessité de revoir les modes de relation entre membres de la recherche collaborative. Vous trouverez ci-dessous une présentation des recherches de TRAY-AP et des décisions qui ont été prises pour favoriser les relations de collaboration. Enfin, nous discutons quelques évidences pour montrer comment l'adoption d'une éthique en pratique implique d'assumer les tensions et les possibles relations enchevêtrées dans l'étude, de repenser les postures et les engagements éthiques dans la recherche sociale et de développer des pratiques de recherche coresponsables et politiquement engagées.

Koonce, A. J. (2025). **Recovering Lost Learning Due to COVID 19: Expanding Enrichment Opportunities in an Urban School District**. *Education and Urban Society*, *57*(1), 3-12. https://doi.org/10.1177/00131245221137574

In the midst of the pandemic, this school district made a significant investment with recovery dollars to expand enrichment opportunities in art, music, and physical education for students in their K-8 schools. The hypothesis was increasing the quality and quantity of these opportunities, the school district would increase student engagement, lead to more empathetic and joyful learning environments, and create more time for teacher preparation and collaboration. There were a number of challenges in planning and implementation that district leaders and principals had to overcome in order to see this initiative come to fruition. Early results show some promising trends and anecdotes indicate that students are participating in extracurricular experiences that they never would have been exposed to without these opportunities.

Lin, P.-H., Huang, P.-S., Geng, Y., & Huang, Y.-M. (2024). **Enhancing problem-based learning with computational thinking concepts for nursing students in virtual simulation context: Bridging knowledge and practice**. *Education and Information Technologies*, *29*(15), 20409-20429. https://doi.org/10.1007/s10639-024-12661-8
Novice nurses often report a disconnect between textbook knowledge and realworld practice which damages their confidence in providing clinical care to patients. Nursing students indeed encounter numerous challenges in clinical environments such as inadequate resources and a gap between learning theory and clinical practice. To close the academic-practice gap and to ensure nursing students are equipped with sufficient clinical skills to perform tasks in their future career, virtual simulation can be used for students to experience clinical cases. In addition to the virtual simulation environment itself, appropriate pedagogies are also needed for them to explore simulated clinical tasks and apply what they have learned. Problem-based learning (PBL) is one pedagogy well-suited to this purpose. To increase the effectiveness of PBL in fostering student nurses' self-efficacy and problem-solving skills, this study proposes integrating computational thinking (CT) into PBL in concert with the virtual dissection table, as CT is viewed as a problem-solving skill. Informed by CT, nursing students organize and synthesize the acquired knowledge, applying it to solve clinical problems and provide nursing care in clinical practice more effectively with the skills developed. The results reveal no significant differences in learning achievement, but both problem solving skills and confidence increase for students empowered by CT concepts.

Liu, W., & Wang, Y. (2024). **The Effects of Using AI Tools on Critical Thinking in English Literature Classes Among EFL Learners: An Intervention Study**. *European Journal of Education*, *59*(4), e12804. https://doi.org/10.1111/ejed.12804
Artificial intelligence (AI)-driven learning has become an irreversible trend in foreign language education. Scholars are increasingly focusing on this field, yet few have examined its impact within English literature classes. To fill this gap, we designed an 8-week intervention study with mixed methods and recruited 90 students, with 42 in the experimental group and 48 in the control group, matched for average age, English proficiency and gender ratio. Critical thinking levels were measured before and after the intervention using a standardised assessment tool. In the experimental group, students used AI tools (ChatGPT-3.5, Bodoudou, SummarizBot, etc.) to generate and answer text-related questions, and participate in interactive quizzes and AI-assisted debates during classes, while the control group followed traditional methods without AI tools. The findings revealed a statistically significant improvement in the critical thinking skills of the experimental group compared to the control group, as measured by pre and postintervention assessments ($p < 0.05$). This suggests that AI tools can effectively

enhance critical thinking abilities in English literature classes. This study not only contributes to the emerging discourse on AI in education but also offers practical implications for integrating AI technologies to support and enrich the learning experiences of EFL students in literature classes. The findings have the potential to guide educators and policymakers in designing AI-driven educational strategies that are culturally responsive and pedagogically effective.

Lopez-Agudo, L. A., de Guevara Rodríguez, M. L., & Marcenaro-Gutierrez, O. D. (2024). **The influence of grade retention on students' competences in Spain**. *European Journal of Education, 59*(4), e12736. https://doi.org/10.1111/ejed.12736
Grade retention is at the core of the education debate in Spain, to the extent that its impact on students' competences has not been assessed beyond correlation. Because of that, in the present study, we analyse the influence of grade retention on students' competences, using more than 146,000 students from 6 PISA cycles (2003–2018) and an instrumental variable approach, in order to approach a causal influence. Our results show that repeating a grade in Spain seems to reduce students' competences between 1.5 and 1.7 standard deviations. Based on these results, we conclude that the Spanish educational authorities should find an alternative to grade retention, in order to prevent students from attaining a lower competence level due to repetition.

Luo, Q., & Xie, H. (2024). *Test Scores, Noncognitive Outcomes, and the Stereotyping of Non-Local Students* (RF Berlin - CReAM Discussion Paper Series Nº 2420). Consulté à l'adresse Rockwool Foundation Berlin (RF Berlin) - Centre for Research and Analysis of Migration (CReAM) website: https://econpapers.repec.org/paper/crmwpaper/2420.htm
This study investigates the impact of teachersâ€™ stereotyping of non-local students in terms of both academic performance and noncognitive outcomes using a random assignment of Chinese middle school students to teachers. We find that biased beliefs against non-local students, particularly among Chinese teachers, negatively affect non-local students by decreasing academic performance and increasing behavioral problems, with no significant effects on local students. Mechanism analysis suggests that these negative outcomes result from reduced teacher engagement with non-local parents, weaker classroom integration, and diminished self-confidence among non-local students. The negative effects are especially pronounced for non-local boys while non-local girls show resilience by increasing their efforts. These results highlight the critical role of teachersâ€™ stereotyping in shaping disparities in human capital development between local and non-local students.

Ma, J., Zhang, Y., & Huang, H. (2024). **Enhancing Early Adolescents' Sense of Responsibility: The Roles of Different Needs-Based Support in Teaching Practices**. *European Journal of Education, 59*(4), e12783. https://doi.org/10.1111/ejed.12783
Cultivating responsible future citizens is of increasing importance in school education. The objective of this study is to identify the most prominent factors from the school needs-based support that enhance early adolescents' sense of responsibility, using Self-Determination Theory as the framework. A questionnaire survey was conducted with 3034 10-year-old Finnish students (from 513 classes, with 50.4% female) and their teachers from the OECD Survey on Social and Emotional Skills. Hierarchical linear modelling was adopted, revealing the following key results: (1) contrary to the expectation, competence evaluation and relatedness support exhibited strong effects on

adolescents' sense of responsibility, whereas the effect of autonomy support was indirect; (2) regarding competence evaluation, mastery evaluation emerged as the most effective strategy, whereas ability differentiation in tasks had the most adverse effect; (3) sense of school belonging emerged as a more beneficial form of relatedness support compared with perceived teachers' emotional support and (4) guided inquiry showed indirect associations through its effects on mastery evaluation and two types of relatedness support. Findings imply the most effective needs-based supports and related teaching practices to nurture adolescents' sense of responsibility.

Mancebón-Torrubia, M.-J., Ximénez-de-Embún, D. P., & Álvarez-Farizo, B. (2024). **The drivers of adult financial literacy: Exploring the role of attitudes towards finance**. *European Journal of Education*, 59(4), e12712. https://doi.org/10.1111/ejed.12712
This study investigates the factors driving the financial literacy of adult population in Spain using a regression count model (specifically the latent class Poisson model). The paper pays special attention to the effect of certain financial attitudes and financial personality traits (such as financial myopia, risk aversion, attitude to financial planning and self-perception of financial vulnerability) upon financial literacy. The results demonstrate a positive association between the financial skills, the sociodemographic characteristics and the attitudes and personality traits of individuals regarding finances. Furthermore, the analysis permits the conclusion that the effects of the financial attitudes analysed in the study vary among the different population groups, which suggests the need to adapt financial literacy promotional programs to the characteristics of the target group. Findings have implications for financial educators, practitioners and policymakers to help them recognize the proper financial program to be delivered on the basis of the FL levels and the sociodemographic composition of the individuals.

Masoumi, D., & Bourbour, M. (2024). **Framing adequate digital competence in early childhood education**. *Education and Information Technologies*, 29(15), 20613-20631. https://doi.org/10.1007/s10639-024-12646-7
Developing children's abilities to act safely, respectfully, and responsibly in digital environments has been an essential component of educational systems for all ages. This study aims to explore what adequate digital competence is in early childhood education and how preschool teachers characterise young children's adequate digital competence. The research seeks to address these questions by conducting in-depth interviews with 13 preschool teachers at three preschools in Sweden. The collected data were analysed using thematic analysis in accordance with the Grounded Theory perspective.

Mirabal-Cano, M., Chrétien, F., Gouttenoire, L., & Girard, N. (2024). **Developing farmers' autonomy to move towards more sustainable systems**. *SYSTEMIC CHANGE FOR SUSTAINABLE FUTURES*. Présenté à IFSA2024 | SYSTEMIC CHANGE FOR SUSTAINABLE FUTURES. Consulté à l'adresse https://hal.science/hal-04791338
Farmer autonomy has become a research issue and a key factor for the farming systems transition. However, there is no consensual definition of what farmer autonomy at work is, nor any way of describing it to promote it. To contribute to this challenge, the aim of this paper is to identify the underlying dimensions of farmers' work autonomy processes, as well as the conditions that have favored or prevented it. We approach it as a process of renormalization and learning at work. To this end, we have combined two methods of data collection: individual interviews of farmers and the confrontation of an individual

trajectory with the collective. In this way, we identified how important it is for these farmers to choose their own system and finding meaning, in spite of being confronted with the norms of the local environment. Participating in collectives that set new professional norms is a way of promoting transition.We have shown that their posture is a condition conducive to experimentation and renormalization. Finally, articulating renormalization theories and valuation is essential to understanding autonomy at work. These results open up avenues for reflection on designing collective training settings that mobilize individual trajectories to achieve collective and individual learning.

Mujallid, A. T. (2024). **Digital Active Learning Strategies in Blended Environments to Develop Students' Social and Emotional Learning Skills and Engagement in Higher Education**. *European Journal of Education*, 59(4), e12748. https://doi.org/10.1111/ejed.12748
The COVID-19 pandemic has led to a shift towards online and blended learning; however, most students and faculty members still report more challenges in online courses regarding social interaction and engagement. This paper aimed to design an interactive blended course following Merrills' first principles of instruction model to develop students' social and emotional learning skills and engagement in higher education. A mixed-method design, including questionnaires and interviews, was used with a sample population which consisted of 90 graduate students and divided into two groups, an experimental and a control group. The results showed that there were statistically significant differences between the experimental and control groups in-terms of social–emotional learning skills and students' engagement due to the high perception of the experimental group. The findings also revealed that the most dominant social–emotional learning skills that appeared to be supported by applying these strategies from the students' point of view were self-awareness and social awareness. The study also found that instructor presence, effective course design and appropriate use of technology significantly influenced students' engagement.

Mutabazi, É. (2024). **Les pratiques informationnelles et les usages des dispositifs numériques : un moyen d'apprendre autrement à l'université ?** *Quaderni. Communication, technologies, pouvoir*, (111), 47-62. https://doi.org/10.4000/11p64
Le numérique est devenu indispensable dans différents domaines de la vie humaine. Son utilisation dans l'enseignement en général et plus particulièrement dans les apprentissages universitaires s'est développée au fur et à mesure des années jusqu'à bouleverser des pratiques d'enseignants et d'étudiants. Cette contribution s'intéresse principalement aux pratiques numériques des étudiants et à leur conception du rôle de l'enseignant et de son enseignement dans les apprentissages universitaires. Elle montre que l'usage du numérique reste complexe et que son utilité demeure paradoxale, ou du moins ne fait pas l'unanimité chez les étudiants.

Na, C., Lee, D., Moon, J., & Shin, Y. (2024). **Modeling undergraduate students' learning dynamics between self-regulated learning patterns and community of inquiry**. *Education and Information Technologies*, 29(15), 19621-19648. https://doi.org/10.1007/s10639-024-12527-z
In online STEM courses, self-regulated learning (SRL) serves a critical role in academic success because students are required to monitor and regulate their learning processes. Yet, relatively little research has investigated which and to what extent do SRL strategies contribute to students' online learning experiences. In this paper, with a lens of the

Community of Inquiry (CoI) framework (Garrison et al., 2001), we investigated which students' SRL strategy use predicts three elements of the perceptions of CoI: teaching, social, and cognitive presences. Our sample included 278 undergraduate STEM students who enrolled in a self-paced online course teaching the introductory level of calculus. A Multiple Indicator-Multiple Cause (MIMIC) analysis was employed to investigate the SRL predictors that affect three elements of CoI. Prior to MIMIC analyses, we confirmed the dimensionalities of the SRL and the perceptions of CoI, respectively, through a series of confirmatory factor analyses (CFAs). The MIMIC analysis revealed that environmental structuring and help-seeking affected teaching presence. Social presence was predicted by goal setting and self-evaluation through peers, whereas environmental structuring, time management, and self-evaluation through peers predicted cognitive presence. The findings of this study provide new empirical evidence on the different roles of SRL in promoting three elements of the perceptions of CoI. Academic and practical implications of the findings of the study were discussed.

Nguyen, T. Q., Ngoc, P. T. A., Phuong, H. A., Duy, D. P. T., Hiep, P. C., McClelland, R., & Noroozi, O. (2024). **Digital competence of Vietnamese citizens: An application of digcomp framework and the role of individual factors**. *Education and Information Technologies*, *29*(15), 19267-19298. https://doi.org/10.1007/s10639-024-12585-3
Assessment of digital competence for citizens could support the Education Action plan at a national level, a regional level, or even at a global level to enhance the digital skills and competence gap for work and life for digital transformation. This study applies the DigComp framework through a self-administered online survey to 723 citizens in Vietnam, using a sequential exploratory mixed methods research design. Data were analysed using factor analysis, standard descriptive statistics, and simple regression methods, followed by qualitative content analysis from interviews with ten respondents and a focus group discussion with eight stakeholders on digital competence. The results confirmed the validity of the DigComp framework for measuring the digital competence of Vietnamese citizens. Overall, the proficiency level of the 723 surveyed Vietnamese citizens falls between basic and intermediate levels, being more advanced in areas in information and data literacy and communication and collaboration, compared to digital content creation, safety, and problem solving. The results further showed that male citizens with a higher education level, working in the public sector, or living in province with high provincial digital transformation index rankings perceived themselves to be more digital competent than females with a lower educational level, working in the private sector, or living in the province with low provincial digital transformation index rankings. To improve citizens' digital competence, training should be designed that considers not only citizens' digital competence profiles but also their individual characteristics.

OECD. (2024). *Résultats du PISA 2022 (Volume V – version abrégée): Stratégies et attitudes des élèves vis-à-vis des apprentissages : Des atouts pour la vie*. Consulté à l'adresse https://www.oecd-ilibrary.org/education/resultats-du-pisa-2022-volume-v-version-abregee_29f9ad1c-fr
Bien plus qu'une évaluation de connaissances, le Programme international de l'OCDE pour le suivi des acquis des élèves (PISA) examine la façon dont ils mobilisent leurs savoirs et compétences pour relever les défis de la vie réelle, apportant ainsi...

OECD : Organisation for Economic Co-operation and Development. (2024a). ***Nurturing social and emotional learning across the globe: findings from the OECD survey on social and emotional skills 2023***. Consulté à l'adresse [L'enquête sur les compétences sociales et émotionnelles (SSES) 2023 de l'OCDE représente la plus grande initiative mondiale visant à recueillir des données comparables sur le développement des compétences sociales et émotionnelles - notamment la créativité, l'empathie, la motivation à la réussite, la responsabilité et la collaboration, chez les élèves de 10 et 15 ans. Le rapport révèle des disparités frappantes au sein des pays participants sur la manière dont ces compétences essentielles sont encouragées à l'école, à la maison et dans la société. Ces résultats offrent un aperçu de la relation entre les environnements éducatifs et les résultats des élèves, soulignant le besoin urgent d'améliorations. Les principales recommandations portent sur l'amélioration des politiques et pratiques scolaires dans toutes les matières hors ligne, en ligne et à distance, l'amélioration du climat scolaire, la promotion de l'égalité des sexes, et la garantie d'un accès équitable à l'emploi et du soutien parental.](#)

L'enquête sur les compétences sociales et émotionnelles (SSES) 2023 de l'OCDE représente la plus grande initiative mondiale visant à recueillir des données comparables sur le développement des compétences sociales et émotionnelles - notamment la créativité, l'empathie, la motivation à la réussite, la responsabilité et la collaboration, chez les élèves de 10 et 15 ans. Le rapport révèle des disparités frappantes au sein des pays participants sur la manière dont ces compétences essentielles sont encouragées à l'école, à la maison et dans la société. Ces résultats offrent un aperçu de la relation entre les environnements éducatifs et les résultats des élèves, soulignant le besoin urgent d'améliorations. Les principales recommandations portent sur l'amélioration des politiques et pratiques scolaires dans toutes les matières hors ligne, en ligne et à distance, l'amélioration du climat scolaire, la promotion de l'égalité des sexes, et la garantie d'un accès équitable à l'emploi et du soutien parental.

OECD : Organisation for Economic Co-operation and Development. (2024b). ***PISA 2022 Results (Volume V): learning strategies and attitudes for life***. Consulté à l'adresse https://www.oecd.org/en/publications/pisa-2022-results-volume-v_c2e44201-en.html

Ce volume examine la capacité des élèves à suivre des stratégies d'apprentissage, leur motivation à apprendre et leur confiance dans leurs aptitudes et leur capacité à renforcer leurs compétences et leurs connaissances. Certains pays, comme la Corée, ont réduit l'anxiété à l'égard des mathématiques, tandis que le Portugal obtient d'excellents résultats en matière d'esprit critique, et que les élèves peu performants aptes à évaluer efficacement les informations en ligne sont plus nombreux au Costa Rica et aux États-Unis. Néanmoins, de nombreux élèves restent confrontés à des problèmes de motivation, d'anxiété et de confiance dans leur aptitude à apprendre de manière autonome. Des disparités persistent entre les élèves en fonction de leur situation socio-économique, qui touchent à la fois les stratégies d'apprentissage et la confiance en soi

Ollikainen, J.-P., Pekkarinen, T., Uusitalo, R., & Virtanen, H. (2024). **Effect of secondary education on cognitive and non-cognitive skills**. *Economics of Education Review, 103*, 102603. https://doi.org/10.1016/j.econedurev.2024.102603

We examine the effects of secondary education on cognitive and non-cognitive skills using admission cutoffs to general secondary schools. We measure these skills using the Finnish Defence Forces Basic Skills Test, which, due to compulsory military service, covers the vast majority of Finnish men and serves as a strong predictor of later labor market

success. We find that the large differences in the average skills across men that differ in their schooling when entering military service are due to selection rather than causal effects of secondary education on either cognitive or non-cognitive skills.

Ovchinnikova, E., Van Mol, C., & Jones, E. (2024). **Foreign Language Skills in the Study Abroad Decision-Making Process and Destination Choices**. *Journal of Studies in International Education*, 28(5), 711-742. https://doi.org/10.1177/10283153241251925
In the literature on international student mobility, foreign language skills are usually discussed as an outcome rather than a driver of study abroad programmes. In contrast, this article focuses on their role in study abroad aspirations and destination choices of credit mobility students. The study is based on an online survey, conducted at three European HEIs (n = 2,327), located in Belgium and the Netherlands, and revealed that students who assess their skills as advanced are more likely to aspire to study abroad compared to those who evaluate their skills at an intermediate level. Students who speak a foreign language daily are also more likely to aspire to study abroad. Furthermore, our analysis suggests that the number of languages students speak does not seem to play a role. Finally, the findings demonstrate a significant influence of knowing the official language of the country on the choice of study abroad destination.

Peyras, V. E. (2024). *Apprendre dans le supérieur : le point de vue des étudiants en soins infirmiers. Des stratégies d'adaptation face à l'acte d'apprendre à la conscientisation du processus de construction identitaire* (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-04805530
Si le passage dans l'enseignement supérieur nécessite un temps d'adaptation (Paivandi, 2015), force est de constater que les étudiants en soins infirmiers sont particulièrement exposés au stress pendant la formation, contrairement à d'autres filières (Narchi-Séoud, 2011) et que cette vulnérabilité se prolonge au-delà de la phase de découverte des études (Lamaurt el al, 2011 ; Morenon, 2017 ; Narchi-Séoud, 2021). Très attirés par le caractère court et professionnalisant de la formation infirmière, ainsi que par les valeurs humanistes que véhicule le métier, les étudiants se retrouvent en proie à de nombreuses tensions dès leur admission :- Ils sont souvent très déconcertés par le haut niveau d'exigence attendu qui les contraint à des évaluations nombreuses et polymorphes, sur les trois ans de la formation,- Leur volonté d'être opérationnels dès l'obtention du diplôme influence leurs représentations sur les connaissances à acquérir et les place dans une perspective utilitariste des savoirs,- La stricte application sur les référentiels de compétences (Campia, 2016) ne permet pas de garantir l'authenticité et la dimension humaine attendues par les étudiants, ni leur « formativité » alors que le développement personnel, qui plus est dans une formation à forte dimension axiologique, ne peut pas être dissocié de la construction professionnelle. (Honoré, 2019).- Le nombre élevé des pratiques évaluatives place l'évaluation au centre de leurs préoccupations, au risque de déplacer l'objectif d'intégration des connaissances vers le seul objectif de capitalisation des crédits (Paivandi et Coulon, 2008). De plus, la question se pose de savoir si un dispositif hautement évaluatif est susceptible de permettre une intégration des savoirs efficaces et à l'émergence d'une identité professionnelle conforme aux attentes institutionnelles, sachant que des échecs répétés aux examens entrainent une inefficacité des apprentissages et un sentiment d'échec (Younès, 2023).Ainsi, cette thèse a pour objectif de définir dans quelle mesure les perspectives d'apprentissage des étudiants infirmiers sont constitutives de perceptions différenciées du dispositif de formation à l'aune de leurs expériences individuelles (trajectoires, héritage scolaire...) et

permettent de traduire leur capacité à s'émanciper de la dimension strictement normative du dispositif évaluatif. Partant du principe qu'"aucune perspective, quantitative ou qualitative, ne [permet] à elle seule de représenter adéquatement la réalité " (Hunt et Lavoie, 2011, p.29), une enquête séquentielle mixte a été menée auprès d'une promotion d'étudiants infirmiers en 3ème année : Un questionnaire visant à décrire le public cible et à identifier les différents phénomènes sociologiques liés à la vie étudiante, suivi par une série d'entretiens semi-directifs, dans une visée compréhensive et explicative (Paillé et Mucchielli, 2021). Les résultats de l'enquête ont permis de constater que l'efficience tient une place centrale dans l'approche étudiante, d'identifier une catégorie d'apprenants peu pris en compte dans les grandes enquêtes nationales de l'enseignement supérieur, de démontrer la place centrale du stage dans le développement de l'identité professionnelle, et de repérer quatre typologies d'apprenants infirmiers, émergeant de la confluence entre leur parcours initial et leurs motivations. Ils présentent des similitudes avec le modèle des perspectives d'apprentissage élaboré par Saeed Paivandi mais notre public révèle certaines particularités que nous avons catégorisées et nuancées. A l'issue de cette enquête, nous proposons diverses perspectives pour faire converger les besoins des apprenants avec les attentes du curriculum, autant de prémisses d'une réingénierie de la formation en sciences infirmières qui est en cours.

Rudmann, O., Batruch, A., Visintin, E. P., Sommet, N., Bressoux, P., Darnon, C., … Butera, F. (2024). **Cooperative learning reduces the gender gap in perceived social competences: A large-scale nationwide longitudinal experiment.** *Journal of Educational Psychology*, *116*(6), 903-920. https://doi.org/10.1037/edu0000870

Schulten, C., & Chounta, I.-A. (2024). **How do we learn in and from Hackathons? A systematic literature review**. *Education and Information Technologies*, *29*(15), 20103-20134. https://doi.org/10.1007/s10639-024-12668-1
This paper presents an analysis of the current research landscape around hackathons and hackathon-like events as opportunities and means for learning. In particular, we aimed to explore how hackathon-like events are utilized to promote learning, what systematic approaches are used to orchestrate learning in such events, and to what extent knowledge is systematized and standardized in this context. To that end, we conducted a Systematic Literature Review following established guidelines. In this review we studied 39 research papers published over a 10-year span. Our findings indicate that no standardized setup for hackathons to promote learning and to assess learning outcomes has been investigated exhaustively. We did not find a systematic approach to reliably produce or measure learning effects in hackathons. Most of the reviewed papers relied on perceived learning for the assessment of learning. Based on the consulted literature, this does not provide comprehensive proof of positive learning outcomes from hackathons. We, therefore, conclude that additional research is needed to gather insights and consequently work toward solidifying the role of hackathons as learning tools. This work contributes to exploring the landscape and proposing research directions for capitalizing on the potential of hackathons and similar events for learning.

Vanhove, A., Opdecam, E., Mestdagh, S., & Haerens, L. (2024). **CATME-B in Secondary Education: Exploring the Perceptions of Students and Teachers**. *European Journal of Education*, *59*(4), e12751. https://doi.org/10.1111/ejed.12751

To date, no widely used, scientifically validated instruments designed for assessing secondary education students' teamwork skills exist. As CATME-B shows promising results and might suit secondary education's needs best, this study offers an initial investigation on (1) how students and teachers perceive the use of CATME-B in secondary education to assess students' teamwork skills and (2) whether CATME-B is effective in detecting changes in students' perceived teamwork skills when a group assignment is introduced. A mixed-methods in-depth approach with a smaller group of 79 students (surveys before and after a group assignment) and three teachers (semi-structured interviews) was adopted, offering a multi-actor perspective. Results revealed that students perceived CATME-B as feasible to use for self- and peer-assessment. Although teachers were more focused on practical impediments, they appreciated its content and offered valuable suggestions for using CATME-B in secondary education. Additionally, CATME-B was able to detect significant changes in students' perceived teamwork skills in the context of a group assignment.

Wang, Y., & Liu, L. (2024). **Learning elements for developing higher-order thinking in a blended learning environment: A comprehensive survey of Chinese vocational high school students**. *Education and Information Technologies*, *29*(15), 19443-19470. https://doi.org/10.1007/s10639-024-12572-8
The significance of higher-order thinking (HOT) is becoming increasingly prominent in the twenty-first century, as reflected in the framework of most recent competency models. Blended learning models are universally recognized as promising endeavors to promote learners' HOT in the contemporary higher education field. To ensure that such learning models function as intended, a thorough and systematic study is required to determine the variables that most influence learners' development of HOT in a blended learning environment. A sample of 422 Chinese vocational college students with blended learning experience completed a survey in which their perceptions of teaching presence, social presence, self-regulated learning (SRL), information and communication technology (ICT) self-efficacy, and HOT were measured. Structural equation modeling (SEM) revealed that students' SRL directly and significantly influenced their HOT in a blended learning environment. Furthermore, teaching presence, social presence, and ICT self-efficacy all indirectly affect HOT through their impact on SRL. Based on these findings, this study recommends that instructors teaching in a blended learning environment should focus on improving learners' SRL abilities, social interaction techniques, ICT competencies, and teaching presence to help learners develop HOT.

Wu, Q., Han, S., Tawfiq, D., Jalapa, K., Lee, C., & Pocchio, K. (2024). **A family systems investigation on couple emotional intimacy, parent–child relationships, and child social skills in middle childhood**. *Child Development*, *95*(6), 2195-2214. https://doi.org/10.1111/cdev.14155
This study investigated familial attachment-based processes in middle childhood, using 788 families (50.6% boys; 84.4% White), assessed six times from 4.5 years old to Grade 6. An adapted Random Intercept Cross-Lagged Panel Model revealed between-family associations among couple emotional intimacy, relationships with both parents, and child social skills (β = .18–.66). Within-family increases in child assertion and self-control prospectively predicted relationships with parents (βs = .13), and parent–child relationships predicted various child social skills (βs = .13–.17). Couple emotional intimacy predicted child cooperation, assertion, and responsibility (βs = .12–.24) and father–child

relationships in Grade 6 (βs = .20–22) at the within-family level. Findings underscore a systemic consideration of attachment-based processes in the family.

Yu, L., Huang, J., Liu, P. D., Yeung, S. S.-S., Lin, D., Cheung, H., & Tong, X. (2024). **How parenting styles affect the development of language skills and reading comprehension in primary school students**. *British Journal of Educational Psychology*, 94(4), 1245-1270. https://doi.org/10.1111/bjep.12718
Background and Aims This study examined how parenting styles influence children's language skills and reading comprehension. Materials and Methods Six hundred and eighty-five Chinese-speaking third graders (Mage = 9.23 years, SD = .66; 341 girls) were randomly recruited from eight primary schools. We measured students' primary caregivers' parenting styles, parental education, family income, migration status, number of children's extracurricular books in the home and family cohesion at Wave 1 (i.e. grade 3). We also assessed students' reading motivation, language skills (i.e. vocabulary knowledge and syntactic awareness) and reading comprehension at Wave 2 (i.e. grade 4). Results The structural equation model analysis revealed that parenting styles indirectly affect language and reading comprehension development, with authoritative and authoritarian parenting exerting different influences on the two outcomes. Specifically, authoritative parenting was positively related to the number of children's books, which in turn was directly, or indirectly through reading motivation, associated with children's language skills and reading comprehension. In contrast, authoritarian parenting was negatively related to family cohesion, which was associated with children's reading motivation, and consequently, their language skills and reading comprehension. The multigroup analysis showed that the indirect pathways varied slightly across parental migration statuses. Discussion and Conclusion These findings enhance the global understanding of the pathways linking parenting styles to children's language skills and reading comprehension, suggesting that educators and researchers should not overly emphasize the direct role of parenting styles in children's academic performance.

Yuniarti, N., Rahmawati, Y., Anwar, M., Al Hakim, V. G., Hidayat, H., Hariyanto, D., … Wang, J.-H. (2024). **Augmented reality-based higher order thinking skills learning media: Enhancing learning performance through self-regulated learning, digital literacy, and critical thinking skills in vocational teacher education**. *European Journal of Education*, 59(4), e12725. https://doi.org/10.1111/ejed.12725
Preparing high-quality graduates is a pressing challenge in teacher education, particularly among vocational high school graduates in Indonesia who face elevated unemployment rates. This experimental study explores the impact of integrating augmented reality (AR) and higher order thinking skills (HOTS) into vocational teacher education, empowering future educators with essential skills to meet evolving educational demands. The proposed learning media served to assist students in better comprehending abstract content through HOTS-based learning activities, improving subject mastery. We investigated the effects of AR-based HOTS learning media on learning performance based on self-regulated learning, digital literacy, and critical thinking, using a mixed-method research design with 241 participants. Our results demonstrate a positive impact on these factors, underscoring the significance of effective AR-based learning tools in enhancing the quality of vocational teacher education.

Zhang, Z., Xu, H., Liu, R., & Zhao, Z. (2024). *Free Education and the Intergenerational Transmission of Cognitive Skills in Rural China* (IZA Discussion Paper N° 17314). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17314.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.

Zhi, H., Fienup, D. M., Chan, K., & Cariveau, T. (2024). **A Component Analysis of Skill Acquisition Consequences with Listener Responses**. *Journal of Behavioral Education*, *33*(4), 862-889. https://doi.org/10.1007/s10864-023-09509-5
We conducted a component analysis of skill acquisition consequences for correct and incorrect responses. In the learn unit (LU) condition, researchers praised correct responses and implemented a correction procedure contingent on incorrect responses. In the praise-only-for-correct-responses (PC) condition, researchers delivered contingent praise for correct responses and ignored incorrect responses. In the correction-only-for-incorrect-responses (CI) condition, researchers ignored correct responses and implemented the correction procedure contingent on incorrect responses. We manipulated this independent variable across educational and abstract stimuli and measured acquisition rate, duration, and maintenance of responses. The results showed that the LU and the CI conditions were both effective in teaching listener responses and were more effective than the PC procedure. Furthermore, the LU instruction was not necessarily more efficient than the CI condition on acquisition of listener responses. The results suggested that the correction procedure may be necessary and sufficient for skill acquisition and maintenance.

Aspects économiques de l'éducation

ActionAid International. (2024). *Dear Ministers of Finance - This is how you can transform the financing of Education!* Consulté à l'adresse ActionAid International website: https://actionaid.org/publications/2024/dear-ministers-finance-how-you-can-transform-financing-education
The real power over decisions on the financing of education tends to lie with Ministers of Finance more than Ministers of Education.

Addo, F. R. (2024). **Middle-class attainment in young adulthood: higher education, student debt, and racial wealth inequality**. *Oxford Review of Economic Policy, 40*(3), 518-529. https://doi.org/10.1093/oxrep/grae028
For whom is higher education an engine of economic mobility? How should we value post-secondary education in a society with extreme wealth inequality and massive

student loan debt? This study examines racial wealth inequality in young adulthood, its relationship with higher education, and what it means to be middle class. Also discussed, is how the racialization of student debt is intimately connected with the racial wealth gap and how policies, such as debt cancellation, may disrupt the association between wealth and higher education going forward and provide an opportunity to address the damages this relationship has created.

Albert, A. (2024). **Peer effects and honor probation: Evidence from USAFA**. *Economics of Education Review*, *103*, 102601. https://doi.org/10.1016/j.econedurev.2024.102601
Academic cheating is a troubling phenomenon in higher education because it undermines the value of grades and degree completion as a signal of academic ability and skills accumulated. This study uses administrative data from the United States Air Force Academy to estimate the causal effect of honor probation of one's peers. Using conditionally random squadron assignment, I find that students in a squadron with more peers that have experienced honor probation are less likely to end up on honor probation themselves. This decrease in honor probation is highest for students with low college preparation. These results suggest that increased awareness and salience of punishment for honor probation may discourage academic cheating in higher education.

Angrist, N., Evans, D. K., Filmer, D., Glennerster, R., Rogers, H., & Sabarwal, S. (2025). **How to improve education outcomes most efficiently? A review of the evidence using a unified metric**. *Journal of Development Economics*, *172*, 103382. https://doi.org/10.1016/j.jdeveco.2024.103382
Many low- and middle-income countries lag far behind high-income countries in educational access and student learning. Policymakers must make tough choices about which investments to make to improve education with limited resources. Although hundreds of education interventions have been rigorously evaluated, making comparisons between the results is challenging. This paper provides the most recent and comprehensive review of the literature on effective education programs, with a novel emphasis on cost-effectiveness. We analyze the effectiveness and cost-effectiveness of interventions from over 200 impact evaluations across 52 countries. We use a unified measure — learning-adjusted years of schooling (LAYS) — that combines access and quality and compares gains to an absolute, cross-country standard. The results identify programs and policies that can be up to an order of magnitude more cost-effective than business-as-usual approaches. Examples of some of the most cost-effective approaches include targeting instruction to students' learning level rather than grade as well as structured pedagogy approaches. These results can enable policymakers to improve education outcomes substantially more efficiently.

Antman, F. M., Duncan, B., & Lovenheim, M. (2024). **The long-run impacts of banning affirmative action in US higher education**. *Oxford Review of Economic Policy*, *40*(3), 607-628. https://doi.org/10.1093/oxrep/grae034
This paper estimates the long-run impacts of banning affirmative action on men and women from under-represented minority (URM) racial and ethnic groups in the United States. Using data from the US Census and American Community Survey, we use a difference-in-differences framework to compare the college degree completion, graduate degree completion, earnings, and employment of URM individuals to non-URM individuals before and after affirmative action bans went into effect across several US

states. We also employ event study analyses and alternative estimators to confirm the validity of our approach and discuss the generalizability of the findings. Results suggest that banning affirmative action results in a decline in URM women's college degree completion, earnings, and employment relative to non-Hispanic White women, driven largely by impacts on Hispanic women. Thus, affirmative action bans resulted in an increase in racial/ethnic disparities in both college degree completion and earnings among women. Effects on URM men are more ambiguous and indicate significant heterogeneity across states, with some estimates pointing to a possible positive impact on labour market outcomes of Black men. These results suggest that the relative magnitude of college quality versus mismatch effects vary for URM men and women and highlight the importance of disaggregating results by gender, race, and ethnicity. We conclude by discussing how our results compare with others in the literature and directions for future research.

Aziz, I. (2024). **Skill-biased technological change and intergenerational education mobility**. *Economics of Education Review*, *103*, 102596. https://doi.org/10.1016/j.econedurev.2024.102596
This paper analyses the impact of skill-biased technological change (SBTC) on intergenerational education mobility. I set up an SBTC model with an overlapping-generations framework, where high and low-income households invest in their children's skill development. Technology incentivizes these investments by raising the skill-premium and improving life-skills; it constrains investments by increasing inequality. I find that, for SBTC shocks within a critical range, intergenerational investments by both household-types are higher in the new steady-state, with the relative increase being larger for the low-income group. I use cross-U.S. commuting-zone data to examine if education mobility outcomes are better in locations characterized by (1) higher STEM-shares, and (2) larger shifts in the demand of relative skills. I empirically find that children from low-income households are not only more likely to attend college if they live in high-tech areas, but this likelihood increases by a larger margin compared to children from higher-income households.

Bagot, L., Dutey, C., de Fornel, C., Liogier, V., & Rouseau, S. (2024). **En 2023, 189,9 milliards d'euros consacrés à l'éducation, soit 6,7 % du PIB**. *Note d'information*, (24.45), 1-4. Consulté à l'adresse https://www.education.gouv.fr/en-2023-1899-milliards-d-euros-consacres-l-education-soit-67-du-pib-415774
En 2023, la France a consacré 189,9 milliards d'euros à son système éducatif, soit une hausse de 8,6 milliards d'euros par rapport à 2022 en euros courants (+ 4,7 %). En tenant compte de l'effet prix, important en 2023, cela correspond à une baisse de 1,0 milliard en euros constants, soit - 0,5 % par rapport à 2022.

Banerjee, R., Blunch, N.-H., Cassese, D., Datta Gupta, N., & Pin, P. (2024). *The Effectiveness of Teamwork for Student Academic Outcomes: Evidence from a Field Experiment* [Cambridge Working Papers in Economics]. Consulté à l'adresse Faculty of Economics, University of Cambridge website: https://econpapers.repec.org/paper/camcamdae/2463.htm
An enduring question in education is whether team-based peer learning methods help improve learning outcomes among students. We randomly assign around 10,000 middle school students in Karnataka, India, to alternative peer learning treatments in Math and English that vary the intensity of collaboration. Teamwork with co-coaching outperforms

simple teamwork and incentive treatments by increasing the test scores by about 0.25 standard deviation, but only in Math. This is both statistically and economically significant for students at the bottom of the ability distribution. We develop theoretical conditions under which teamwork with co-coaching outperforms simple teamwork as a peer-learning method.

Borbely, D., Gehrsitz, M., McIntyre, S., & Rossi, G. (2024). **Does the provision of universal free school meals improve school attendance?** *Economics of Education Review*, *103*, 102597. https://doi.org/10.1016/j.econedurev.2024.102597
We examine the effects of universal free school meal (UFSM) policies on school attendance and health-related absences. We leverage UFSM implementation in Scotland where all pupils in the first three grades of primary schools became automatically entitled to claim free meals, regardless of their households' financial circumstances. We estimate a difference-in-differences model with variation in school-level exposure to the policy and find that, in spite of a large increase in take-up rates, attendance did not improve. Using an alternative exposure measure that includes those pupils switching from paid to free school meals, we find small positive and negative effects on attendance and health-related absences respectively. These findings would suggest the presence of a channel whereby financial savings by families encourage attendance, but these effects are too small to be considered economically meaningful.

Candelaria, C. A., Fazlul, I., Koedel, C., & Shores, K. A. (2024). **Weighting for progressivity? An analysis of implicit tradeoffs associated with weighted student funding in Tennessee**. *Economics of Education Review*, *103*, 102600. https://doi.org/10.1016/j.econedurev.2024.102600
We study the progressivity of school district funding under Tennessee's weighted student funding formula. We propose a simple definition of progressivity based on the difference in exposure to district per-pupil funding between poor and non-poor students. The realized progressivity of district funding in Tennessee is much smaller—only about 17 percent as large—as the formula weights imply directly. The attenuation is driven by the mixing of poor and non-poor students within districts. We further show the components of the Tennessee formula not explicitly tied to student poverty are only modestly progressive.

Claver, R., & Ortega-Lapiedra, R. (2024). **Measuring Education Changes Between Generations: Evidence for 52 Developing Countries from 1870 to 2010**. *Journal of Family and Economic Issues*, *45*(4), 965-983. https://doi.org/10.1007/s10834-023-09911-1
This work measures the education changes between generations for a sample of 52 developing countries (Latin America, 15; Asia and the Pacific, 13; the Middle East, 6; and Africa, 18) from 1870 to 2010. Results show that the intergenerational correlations of Pearson-Spearman indices in the developing world are higher than $\rho = 0.90$, with those cases in which the existing correlation between individuals of the same gender exceeds values higher than $\rho = 0.95$ being especially noteworthy. The OLS estimations show intergenerational indices between 0.67 and 0.99, with Asia and Pacific being the region with the highest values, and Latin America being the developing region with the lowest indices. All four regions show a significantly high level of educational transmission between generations, with this lack of educational mobility appearing to be one reason for the stagnation of growth and economic development in these regions.

Cueto, S., Beuermann, D., Cristia, J. P., Malamud, O., & Pardo, F. (2024). *Laptops in the Long-Run: Evidence from the One Laptop per Child Program in Rural Peru* (IDB Publications (Working Papers) Nº 13786). Consulté à l'adresse Inter-American Development Bank website: https://econpapers.repec.org/paper/idbbrikps/13786.htm

This paper examines a large-scale randomized evaluation of the One Laptop Per Child (OLPC) program in 531 rural primary schools, as implemented by the Peruvian government starting in 2009. We use administrative and survey data on academic achievement and grade progression through 2019 to estimate the long-run effects of educational technology on i) academic performance and grade progression in schools over time and ii) student trajectories as they progress from primary school to university. We find negative and significant effects on completing primary and secondary education on time but no effects on achievement. We find positive and significant impacts on students' computer skills but no effects on broader cognitive skills. Information on teacher training and computer utilization suggests limited benefits of providing educational technology without sufficient pedagogical support.

Edmark, K., Hussain, I., & Haelermans, C. (2024). *Unpacking the impact of voucher schools: evidence from Sweden* (Working Paper Series Nº 2024:17). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://econpapers.repec.org/paper/hhsifauwp/2024_5f017.htm

Research on voucher schools has mainly focused on whether students experience improved academic results in these schools and whether they generate competitive pressure for public schools. In this paper we focus instead on the role voucher schools might play in altering the menu of options available to students, for example with respect to vocational and academic tracks for adolescents. The setting for this paper is the period of rapid expansion of voucher schools in Sweden. Exploiting fine-grained geographical information on students' home location as well as variation in exposure across siblings, we uncover new evidence demonstrating that the introduction of voucher schools induces greater vocational education participation, and not simply a substitution of public for private vocational schools. In effect, voucher school penetration leads to a switch away from academic tracks, including academic science subjects, in favor of vocational options. We then assess the impact on medium- and long-term outcomes. The results demonstrate that voucher school penetration has a negative impact on the probability that the highest qualification is in a STEM subject by age 30. The results also reveal a negative impact on long-term labor market outcomes.

European Commission. Directorate general for education, youth. (2024). *Assessment of the instruments, deliverables, results and impact of university business cooperation: final report*. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/01ecb3a2-9806-11ef-a130-01aa75ed71a1

Ce rapport examine la coopération entre les universités et les entreprises dans l'Union européenne en se penchant sur cinq dispositifs : les forums université entreprise, les alliances de la connaissance Erasmus+, HEInnovate (un outil d'auto-évaluation en ligne gratuit), l'initiative de partenariat sur la pertinence et les résultats du marché du travail, le projet « Higher Education for Smart Specialisation ». Ces initiatives ont permis des progrès pour renforcer la coopération, améliorer les capacités entrepreneuriales et innovantes des établissements d'enseignement supérieur, favoriser l'enseignement et l'apprentissage innovants, soutenir les écosystèmes d'innovation et contribuer aux priorités politiques et à l'agenda politique de l'Union. Compte-tenu des défis, il est

nécessaire d'aller au-delà de la coopération université entreprise et d'élargir le concept à l'innovation pédagogique en tant que terme englobant les deux objectifs clés : l'innovation dans l'éducation et l'éducation pour l'innovation"

Fairlie, R. W., Oliver, D., Millhauser, G., & Roland, R. (2024). ***Estimating Peer Effects among College Students: Evidence from a Field Experiment of One-to-One Pairings in STEM*** (IZA Discussion Paper Nᵒ 17358). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17358.htm
An extensive literature in the social sciences analyzes peer effects among students, but estimation is complicated by several major problems some of which cannot be solved even with random assignment. We design a field experiment and propose a new estimation technique to address these estimation problems including the mechanical problems associated with repeated observations within peer groups noted by Angrist (2014). The field experiment randomly assigns students to one-to-one partnerships in an important gateway STEM course at a large public university. We find no evidence of peer effects from estimates of exogenous peer effect models. We push further and estimate outcome-on-outcome models which sometimes reveal peer effects when exogenous models do not provide good proxies for ability. We find some limited evidence of small, positive outcome-on-outcome peer effects (which would have been missed without our new estimation technique). Standard estimation methods fail to detect peer effects and even return negative estimates in our Monte Carlo simulations because of the downward bias due to mechanical problems. Simulations reveal additional advantages of our technique especially when peer group sizes are fixed. Estimates of non-linear effects, heterogeneous effects, and different measures of peer ability and outcomes reveal mostly null effects but we find some evidence that low-ability peers negatively affect low-ability and medium-ability students. The findings in this setting of long-term, intensive interactions with classroom random assignment and « throwing everything at it » provide evidence of, at most, small positive peer effects contrasting with the common finding of large peer effects in previous studies in education.

Global Education Monitoring Report Team. (2024). ***Education finance watch 2024: key findings about education financing*** (p. 2). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391715

Global education monitoring report team, UIS: UNESCO Institute for Statistics, World Bank, & Global education monitoring report team. (2024). ***EFW: Education finance watch 2024***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000391641

He, Z. (2024). **When less is more: The effects of correctional education downsizing on reincarceration**. *Economics of Education Review*, *103*, 102592. https://doi.org/10.1016/j.econedurev.2024.102592
Correctional education is prevalent but costly. However, there is limited evidence on how educational programs affect outcomes like recidivism. This paper examines the impact of correctional education downsizing on reincarceration likelihood, focusing on the Windham School District within the Texas Department of Criminal Justice. In the 2012 academic year, educational programs in certain facilities were downsized due to budget cuts. Using released inmates and campus profiles data, and a difference-in-difference strategy, the study finds that inmates released from downsized facilities are 11% less likely to be reincarcerated within 12 months. Although I cannot rule out other

mechanisms, suggestive evidence shows that higher gains accrued to students who remained in the program. These students might have benefited from smaller class sizes and better peer composition, potentially offsetting the negative effects of fewer inmates receiving training. The study underscores the need for targeted and efficiency in correctional education programs.

Hermann, Z., Horváth, H., & Kisfalusi, D. (2024). **Are separate classrooms inherently unequal? The effect of within-school sorting on the socioeconomic test score gap in Hungary**. *Economics of Education Review*, *103*, 102582. https://doi.org/10.1016/j.econedurev.2024.102582
This study investigates whether within-school sorting increases socioeconomic test score inequalities. Using universal test score data on 6th- and 8th-grade students in Hungary, we document the extent of within-school sorting in an institutional context where sorting based on ability or prior achievement is rare. We identify sorting schools as schools that systematically assign students with low and high socioeconomic status into different classrooms within the school. Then, exploiting school fixed effects and quasi-exogenous variation in sorting induced by enrollment and class size rules, we show that sorting has a significant and economically meaningful effect on test score inequalities between students from different socioeconomic backgrounds. Sorting harms low-status students, while high-status students gain much less, if anything, from attending sorting schools. We attribute our findings to the within-school reallocation of educational resources and differences in educational practices.

Jensen, S. S., Lindemann, K., & Weiss, F. (2024). **Parental job loss and the role of unemployment duration and income changes for children's education**. *European Sociological Review*, *40*(6), 933-949. https://doi.org/10.1093/esr/jcad068
This article studies the impact of parental job loss, subsequent unemployment duration, and income changes on the results of the final exam in lower secondary education and on the decision to pursue an academic track in Denmark. Drawing on administrative register data we use sibling fixed effects models as well as a before-after-test design to investigate the shorter-term effects of parental job loss. The results show that there are hardly any effects of parental job losses on children's exam results, while we find a reduction in the transition to the academic upper secondary track, both for maternal and paternal job losses. We find no systematic evidence that the negative effects would be larger if the job loss is followed by a longer period of unemployment or by a loss of income, and no evidence for a moderating role of parental education.

Luo, Q., & Xie, H. (2024). *Test Scores, Noncognitive Outcomes, and the Stereotyping of Non-Local Students* (RF Berlin - CReAM Discussion Paper Series N° 2420). Consulté à l'adresse Rockwool Foundation Berlin (RF Berlin) - Centre for Research and Analysis of Migration (CReAM) website: https://econpapers.repec.org/paper/crmwpaper/2420.htm
This study investigates the impact of teachers' stereotyping of non-local students in terms of both academic performance and noncognitive outcomes using a random assignment of Chinese middle school students to teachers. We find that biased beliefs against non-local students, particularly among Chinese teachers, negatively affect non-local students by decreasing academic performance and increasing behavioral problems, with no significant effects on local students. Mechanism analysis suggests that these negative outcomes result from reduced teacher engagement with non-local

parents, weaker classroom integration, and diminished self-confidence among non-local students. The negative effects are especially pronounced for non-local boys while non-local girls show resilience by increasing their efforts. These results highlight the critical role of teachersâ€™ stereotyping in shaping disparities in human capital development between local and non-local students.

Markussen, S., Nareklishvili, M., & Røed, K. (2024). **Overeducation and economic mobility**. *Economics of Education Review*, *103*, 102595. https://doi.org/10.1016/j.econedurev.2024.102595
We assess the hypothesis that declining intergenerational economic mobility in Norway is attributable to a rising signaling value of education accompanied by more overeducation particularly among upper-class offspring. We identify five empirical facts that together point in this direction: • The educational earnings premium has risen, but only through the extensive (employment) margin. • The rising earnings premium is associated with completed degrees only. When educational attainment is measured as time actually invested, the premium has declined. • Both educational attainment and the labor market's skill-requirements (as predicted by the occupational distribution) have increased, but attainment has risen faster than requirements such that the incidence of overeducation has increased. • There is a steep positive social gradient in overeducation: Overeducation is more frequent and has risen faster among offspring in upper-class families. • There is a steep negative social gradient in non-employment: Non-employment is more frequent and has risen faster among offspring in lower-class families.

Mastronardi, Brown, Borrego, & Krupczak. (2024). **Capacity Building Workshop for Two-Year Colleges Seeking U.S. National Science Foundation Funding**. *Community College Journal of Research and Practice*, *48*(12), 745-757. https://doi.org/10.1080/10668926.2023.2236039
In this paper, we report the description and evaluation of an annual workshop titled "Capacity Building Workshops for Competitive S-STEM Proposals from Two-Year Colleges in the Western U.S." which was offered in June of 2019, 2020, and 2021 with the goal of facilitating submissions to the NSF S-STEM program from 2-year colleges (2YCs). The two-day workshop was composed of separate sessions during which participants discussed several aspects of proposal preparation. Participants also received pre- and post-workshop support through webinars and office hours. To evaluate the program, post-workshop surveys were administered through Qualtrics™. The workshop and related activities received overall positive feedback with specific suggestions on how to better support participants. The paper discusses specific challenges faced by 2YC teams in preparing their proposals. Over three offerings, the program welcomed 103 participants on 51 teams from 2YCs. As of 2021, 11 teams total (from the 2019 cohort) submitted proposals. Among them, four were funded, which is approximately double the typical success rate. Six of the declined teams resubmitted and one of them is currently in negotiations.

Opportunity International & EduFinance. (2024). *Unlocking Access to Quality Education: The case for increasing access to finance for the non-state school sector in low- and middle- income countries* (p. 76). Consulté à l'adresse Opportunity EduFinance website: https://edufinance.org/content/edufinance/latest/Publications/ANS%20Report/Affordable%20Schools%20report%202024%20%E2%80%93%205th%20Edition%20DIGITAL.pdf

Quintero, D., Hansen, M., & Zerbino, N. (2024). **Uncovering the sources of gender earnings gaps among teachers: The role of compensation off the salary schedule**. *Economics of Education Review*, *103*, 102602. https://doi.org/10.1016/j.econedurev.2024.102602
This paper examines teacher earnings to provide empirical evidence on the sources and the extent of gender gaps in the teaching profession. Using data from two waves of the National Teacher and Principal Survey, we show that on average male teachers have a small advantage of over $700 in base pay (1.3 % of the sample average) compared to female teachers with similar characteristics and in similar contexts. Men also significantly outearn women, all else equal, on three of four different types of school-based supplemental compensation, raising the adjusted earnings gap to 7.2 % of total school earnings. Teachers' participation in extra duties and the likelihood of earning compensation for them differ by gender. Male teachers are both more likely to perform extra duties and receive compensation for those activities than female teachers, and the earnings gap increases when schools have a male principal. Our results provide insight into teacher compensation and have implications on practices that could promote more equitable pay.

Rozhkova, K., Roshchin, S., & Yemelina, N. (2024). **The dynamics of the early career gender wage gap among university graduates: The case of Russia**. *European Journal of Education*, *59*(4), e12730. https://doi.org/10.1111/ejed.12730
This study provides new evidence of the gender wage gap among recent university graduates at different stages of their early career. Using a unique administrative dataset from Russia, we estimate the gender wage gap at means and across wage distribution for a cohort of 2018 university graduates during the first 4 years after graduation. We explore the contribution of educational and job factors to the explanation of the gap. Although a substantial gap of 14% is already present at labour market entry, it is two times smaller compared to the gap for the overall working population. Eighty five percent of the entry wage gap can be explained with differences in fields of study, work experience, and job characteristics. More than 4 years after graduation, the gender wage gap experiences a dramatic increase, reaching 26%. Only 28% of the resulting gap can be explained by the observed characteristics, including industrial and occupational segregation. The size of the gap varies drastically in different parts of the wage distribution, suggesting the existence of a strong glass ceiling effect from the very beginning of graduate careers. The rapidly expanding early career gender wage gap with a growing unexplained component suggests that education policies may have limited ability to promote gender equality in the labour market.

Spencer, N. (2024). **Comprehensive early literacy policy and the "Mississippi Miracle"**. *Economics of Education Review*, *103*, 102598. https://doi.org/10.1016/j.econedurev.2024.102598
In 2013, Mississippi ranked 49th in fourth grade reading achievement on the National Assessment of Education Progress. By 2019, the state ranked 29th. I study whether Mississippi's 2013 Literacy-Based Promotion Act (LBPA), a multi-faceted strategy for improving K-3 literacy, played a part in this ascension. Using a synthetic difference-in-differences approach, I estimate that the LBPA meaningfully improved grade 4 reading and math test scores on the national assessment.

UNESCO. (2024). *Right to education: confronting inequalities by addressing privatisation, digitalisation and crisis situations: main outcomes of the fourth thematic dialogue* (p. 25).

Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391690

Vinod, A. (2024). *Affirmative action and private education expenditure by disadvantaged groups: evidence from India* (NCAER Working Paper N° 176). Consulté à l'adresse National Council of Applied Economic Research website: https://econpapers.repec.org/paper/ncancaerw/176.htm
Under the Right to Education Act (2009), the Indian government mandated private schools to reserve 25% of primary school places for socioeconomically disadvantaged children. This study xamines the policy's spillover effect on private schooling costs. Using household survey data and a difference-in-differences approach, it compares private school fees for disadvantaged children across two age cohorts and survey rounds. Findings show fees decreased by ₹223–₹844 (0.05–0.25 SD) post-policy. A 5% enrolment increase led to a fee reduction of ₹240–₹470 (0.05–0.14SD). The effects are driven by an increased supply of low-fee private schools facilitating cheaper private education for disadvantaged children.

World Bank. (2024). *Better Education for Stronger Growth: Europe and Central Asia Economic Update* (p. 172). Consulté à l'adresse World Bank Group, Office of the Chief Economist website: https://openknowledge.worldbank.org/bitstreams/94bdc078-9c64-4833-992a-fda7b3d1a640/download
Download the latest Europe and Central Asia Economic Update to discover how the region can boost sluggish growth by overhauling its education systems.

Zhang, Z., Xu, H., Liu, R., & Zhao, Z. (2024). *Free Education and the Intergenerational Transmission of Cognitive Skills in Rural China* (IZA Discussion Paper N° 17314). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17314.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

Albash, N. I. A. (2024). **A survey of special education teachers and specialists in Saudi Arabia on the use of collaborative practices to support the mental health of students with disabilities**. *Education and Information Technologies*, 29(15), 20031-20053. https://doi.org/10.1007/s10639-024-12667-2

The current study aimed to identify the reality of collaborative practices to facilitate access to mental healthcare by students with disabilities in the Kingdom of Saudi Arabia. Descriptive survey approach was used to obtain data from 71 teachers and specialists (n = 42 teachers; n = 29 specialists), who were identified using snowball sampling method, on the use of collaboration to support the mental health of such students. Statistical processing was done to obtain (a) the frequencies and percentages for the analysis of the participants' responses, and (b) the means to organize these data. According to the findings, while Saudi teachers and specialists in special education agree on the importance of collaborating to provide these services to those with disabilities, the survey responses indicate that Saudi Arabia lacks clear directives in the form of regulations, laws, incentives, and training that would help facilitate the implementation of these practices as required. Based on these and other findings, a proposal is made on how to increase collaboration among stakeholders to create better access to mental healthcare, when needed, for those in the population of individuals with disabilities receiving special education support in schools in Saudi Arabia. In addition, the respondents indicated they perceive a lack of understanding of the different psychological issues individuals with disabilities may encounter and how these can be treated. The current study develops recommendations based on the findings to address these concerns as well as provides recommendations for future research.

Almakrob, A. Y., Alduais, A., Be, B., & Mhone, A. S. M. (2024). **Neurodiversity in Saudi Arabia: A Conceptual Model for Inclusive Practices**. *European Journal of Education*, *59*(4), e12809. https://doi.org/10.1111/ejed.12809
Despite the growing international focus on neurodiversity, its explicit identification and incorporation into educational and workplace practices remain underdeveloped in Saudi Arabia. This study explores the indirect presence and characterisation of neurodiversity within Saudi Arabia through existing inclusive practices. The study aimed to analyse the prevalence and characteristics of neurodiversity practices in Saudi Arabia, using inclusive education, mainstreaming education, inclusive society, and inclusive work as indicators, and to develop a conceptual model for neurodiversity applicable both locally and globally. A content analysis was conducted on 33 studies related to inclusive practices in Saudi Arabia. Data were categorised into emergent themes to construct a conceptual model that encapsulates neurodiversity practices. The findings revealed eight categories representing neurodiversity practices: Teacher Preparedness and Training, Policy and Implementation, Inclusive Educational Practices, Assistive Technologies and Resources, Socio-emotional and Health Support, Specialised Training and Professional Development, Student and Peer Perspectives, and Inclusive Infrastructure. The proposed conceptual model synthesises these categories, providing a structured depiction of neurodiversity practices in Saudi Arabia and offering a framework with international applicability. This study uncovers an implicit acknowledgment of neurodiversity and a foundational approach to inclusive practices within the Saudi Arabian context, parallel to global inclusive trends.

An, Q. (2024). **The effectiveness of using IT in art education to develop learning motivation and psychological well-being**. *Education and Information Technologies*, *29*(15), 19537-19552. https://doi.org/10.1007/s10639-024-12601-6
This study aims to explore the impact of a digital learning program on the motivation and well-being of students in the art industry in China. The use of competitive digital tools as a means of self-expression contributes to effective academic performance and

employment. The study covered 82 first-year students from the [The Guangzhou Academy of Fine Arts] Academy. The sample was equally divided into two groups: control and training. The research tools were the Motivated Strategies for Learning Questionnaire (MSLQ) and the Psychological Wellbeing Scale (PWB). The training group received a 16-hour digital painting course. After completing the course, this group showed improvement on the final tests, in particular, on the "Self-Acceptance" and "Mutual Learning" subscales. Their motivation level also increased (285 points on the post-test compared to 250 on the baseline). The control group did not demonstrate any changes in the level of well-being. This fact confirms that lecture training, even in an online format, does not significantly affect motivation. Based on the findings, it is possible to identify effective strategies for developing an interesting and effective curriculum for students not only in China but also in other countries.

Anguita-Acero, J. M., Navarro-Martinez, O., & Jordan, L. R. (2024). **Learning Difficulties of Students With Dyslexia in Spanish and UK Schools**. *European Journal of Education*, *59*(4), e12789. https://doi.org/10.1111/ejed.12789
At present, developmental dyslexia is classified as a specific language disorder recognised by inclusive educational laws in Spain and the United Kingdom. Phonological correspondence is very different in Spanish and in English, and the difficulties they entail for native speakers are also different. The predominance of English worldwide has led to the establishment of bilingual Spanish–English educational programs in Spain in ESL or bilingual Spanish–English learning environments. Students with dyslexia face greater challenges than their classmates. A comparative study of British and Spanish students with dyslexia that uses a quantitative methodology, and a pre-experimental ex post facto design was carried out to detect the specific linguistic problems they faced in learning their respective languages, with the objective of using the results to help foreign language teachers in Spain. The sample consisted of 29 Spanish students and 19 British. The findings show that native students from United Kingdom have specific difficulties in phonological processing and grapheme-phoneme correspondence. Native Spanish students enrolled in foreign language programmes seem to have similar difficulties. To ensure the effectiveness of present-day inclusive education laws in Spain, the knowledge acquired regarding the specific language-related literacy problems of students with dyslexia must be incorporated to the current foreign language programmes.

Awwad-Tabry, S., & Levkovich, I. (2024). **"We felt so alone, but at least we felt it together": Self-compassion among teachers**. *Psychology in the Schools*, *61*(12), 4465-4482. https://doi.org/10.1002/pits.23289
In recent years, the topic of self-compassion has attracted increasing attention in the literature, yet little is known about teachers' perceptions of self-compassion in their daily practice. This qualitative study adopted a phenomenological approach to deepen the understanding of self-compassion among this population. Thirty-four teachers in Israel aged 25–63 were interviewed face-to-face in 2023, using a semistructured interview guide. Thematic content analysis revealed three main themes: (1) an approach to life and professional practice—fostering connection and collaboration; (2) an evolving process—accepting and forgiving oneself; and (3) training—strengthening the self-compassion muscle. The findings suggest that fostering self-compassion among teachers can help alleviate occupational stress and burnout. Schools should provide resources and promote a collaborative culture, implement mentorship programs, and incorporate self-compassion tools into teacher training programs. Additionally, policy-makers should

promote practices that focus on enhancing teacher self-compassion. By implementing these recommendations, schools can create a supportive environment that promotes teachers' overall health and well-being. This study offers practical implications for teachers, administrators, and teacher education programs, and highlights relevant areas for future research.

Bi, J., Izadpanah, S., Mohammadi, Z., & Rezaei, Y. M. (2024). **Investigating the impact of technology-based education on academic motivation, academic perseverance, and academic self-efficacy in english language learning skills**. *Education and Information Technologies*, *29*(15), 20523-20545. https://doi.org/10.1007/s10639-024-12712-0
This study aims to investigate the impact of technology-based education (TBE) on the academic motivation (AM), academic perseverance (AP), and academic self-efficacy (ASE) of high school sophomore males. Technology has an important place in education in the modern digital age since it opens up new avenues for instruction and learning. Research is still being conducted to determine the precise impacts of TBE on different facets of students' academic performance and attitudes. The study employed a quasi-experimental research design and utilized the cluster sampling method to select participants. Data collection for the study was conducted in the year 2023 and involved the administration of three distinct questionnaires: Harter's AM questionnaire, Benishek et al.'s AP questionnaire, and Lent et al.'s ASE questionnaire. A thorough grasp of how TBE affects male students' AM, AP, and ASE is one of the research's predicted objectives. Examining how technology affects these factors might provide insightful information for educational practices and interventions targeted at improving student performance and engagement. The study's findings revealed that TBE significantly influences both AE and AP while having a distinct impact on ASE. The outcomes of this study may have implications for curriculum designers, instructors, and educational officials by offering evidence-based suggestions for successfully integrating technology into the classroom. Furthermore, the findings might fill a gap unique to male students in the second year of high school by adding to the body of knowledge already available on TBE and its effects on student outcomes.

Bouza, J., Bulotsky-Shearer, R. J., Bichay-Awadala, K. M., Bailey, J., Gaona, P., White, L., & Fernandez, V. A. (2024). **Validation of the Spanish form of a multidimensional assessment of family engagement for early childhood programs**. *Psychology in the Schools*, *61*(12), 4608-4628. https://doi.org/10.1002/pits.23298
The purpose of this study was to validate the Spanish version of the Family Involvement Questionnaire-Short Form (FIQ-SF) for use with Spanish-speaking families of children enrolled in early childhood education programs. This study examined the factor structure of the FIQ-SF and established criterion validity for the resulting FIQ-SF dimension scores. Results from exploratory and confirmatory factor analyses replicated the three dimensions of the English FIQ: Home Engagement, School Engagement, and home–school Conferencing. Mean differences across family demographics were examined. Criterion-related validity for the three FIQ-SF dimensions was established by examining correlations with scores on measures of parent-reported satisfaction with educational experiences, program records of family engagement, direct assessments of child language skills and teacher-reported approaches to learning. Future directions and practice implications for the use of the Spanish FIQ-SF to inform program policy and interventions are discussed.

Boyle, E., & Lyddy, F. (2024). **Need for Cognition, Neuromyths, and Knowledge about the Brain in Aspiring Teachers**. *Mind, Brain, and Education*, *18*(4), 427-436. https://doi.org/10.1111/mbe.12426
Neuromyths are pervasive misconceptions about the brain and its functioning. They are widely held by the general population, as well as by teachers and by preservice teachers. Need for cognition (NfC) may offer a protective effect against misconceptions. The current study examined endorsement of neuromyths in a sample of aspiring teachers and other students as a function of NfC. In an online survey, participants rated agreement with a range of misconceptions and factual statements about the brain and completed a scale measuring NfC. Results showed that participants correctly rejected two thirds of the misconception statements, but there was a high level of agreement for some neuromyth items. Aspiring teachers performed better on factual statements but not neuromyths compared to those not aspiring to teach. NfC was positively associated with ratings of the factual statements, but not with the misconceptions. The findings suggest that some neuromyths remain pervasive and NfC does not confer protection.

Cabot, I., & Surprenant, R. (2024). **Passer de la motivation à l'engagement : réflexion sur la notion de contrôle comportemental et démarche initiale du développement de l'échelle de la tendance à s'activer (ETA)**. *Recherches en éducation*, (56). Consulté à l'adresse https://journals.openedition.org/ree/12852
Une myriade de résultats de recherche identifie la motivation comme étant un très fort prédicteur du comportement. Toutefois, la motivation ne suffit pas à engager l'individu dans le comportement souhaité. Dans le but de mieux comprendre par quel processus un individu maintient le contrôle sur un comportement motivé jusqu'à sa mise en action, la littérature portant sur le concept de contrôle comportemental a été consultée, révélant deux principales conceptualisations : celle du lieu de contrôle et celle de la perception du contrôle comportemental. Celles-ci ne concordent pas avec celle suspectée pas les autrices de la présente étude, à savoir la tendance à faire ce qu'on a prévu de faire. Dans cette optique, une courte échelle de type Likert a été élaborée pour confronter cette idéation à des items des deux conceptualisations repérées dans la littérature auprès d'étudiants francophones du postsecondaire. Les résultats de cette exploration initiale indiquent de bonnes qualités psychométriques aux quatre items de l'échelle de la tendance à s'activer (ETA). En découlent des propositions de démarches de validation supplémentaires pour affirmer la fiabilité de l'ETA. L'échelle est discutée en fonction des besoins qui ont justifié son élaboration et de son potentiel en termes de développement d'interventions pédagogiques.

Cao, F., Li, M., & Zhang, L. (2024). **What Matters in PhD Students' Creativity? The Roles of Academic Psychological Capital and Academic Engagement**. *European Journal of Education*, *59*(4), e12799. https://doi.org/10.1111/ejed.12799
Drawing on the job demands–resources theory, this study pioneered the investigation of the influence of academic psychological capital (including self-efficacy, hope, resilience, and optimism) on PhD students' creativity (including novelty and usefulness). It further explored the mediating role of academic engagement (including vigour, dedication, and absorption) in this relationship. A sample of 376 PhD students at two comprehensive universities in Jiangsu province, mainland China, responded to an online survey. Results showed that: (1) PhD students' self-efficacy, resilience, and optimism positively predicted novelty, and all four dimensions of academic psychological capital positively predicted the usefulness dimension of creativity; and (2) dedication mediated

the effects of hope and optimism on both novelty and usefulness; however, vigour and absorption did not mediate the association between academic psychological capital and creativity. The findings highlight the significance of academic psychological capital and academic engagement, especially dedication, in optimising PhD students' creativity.

Chen, J., Lin, C.-H., & Chen, G. (2024). **Extramural ICT factors impact adolescents' academic performance and well-being differently: Types of self-regulated learners also matter**. *Education and Information Technologies*, 29(15), 20459-20491. https://doi.org/10.1007/s10639-024-12642-x
Most studies have explored how information and communication technology (ICT) factors impact adolescents' schooling, but often ignore the potential influences on their well-being; no research has further scrutinized the moderating role of self-regulated learning (SRL) as a multi-dimensional combination, that is, different types of SRL learners. This cross-cultural study simultaneously scrutinized how distinct outside-of-school ICT factors influenced adolescents' digital reading and multi-dimensional well-being. It also took a person-centered approach to identify different types of SRL learners and examined whether the influences varied across the learner types. Data were based on 10,527 students in 308 schools from one East Asian region and one Western country participating in Programme for International Student Assessment (PISA) 2018. Multivariate multiple regression analysis revealed that overall, outside-of-school ICT factors impacted adolescents' digital reading and well-being differently, which also varied across cultures. Latent profile analysis detected culturally-mixed four profiles of SRL learners: High Profile (high in all indicators), Metacognitive Profile (in-between, optimal metacognition), Cognitive Profile (in-between, optimal cognition), and Low Profile (all low). It was the relatively weaker SRL learners in the East but the stronger SRL learners in the West that were particularly susceptible to the influences, either in a beneficial or detrimental way. Moreover, the cognitive, eudemonic, emotional and social dimensions of adolescents' well-being were all affected by ICT factors, without recurring trends in patterns. The findings provide implications to strictly monitor and guide adolescents' Internet use to enhance their academic and subjective well-being.

Cheung, K., Sit, P., Zheng, J., Lam, C., Mak, S., & Ieong, M. (2024). **A machine-learning model of academic resilience in the times of the COVID-19 pandemic: Evidence drawn from 79 countries/economies in the PISA 2022 mathematics study**. *British Journal of Educational Psychology*, 94(4), 1224-1244. https://doi.org/10.1111/bjep.12715
Background Given that students from socio-economically disadvantaged family backgrounds are more likely to suffer from low academic performance, there is an interest in identifying features of academic resilience, which may mitigate the relationship between disadvantaged socio-economic status and academic performance. Aims This study sought to combine machine learning and explainable artificial intelligence (XAI) technique to identify key features of academic resilience in mathematics learning during COVID-19. Materials and Methods Based on PISA 2022 data in 79 countries/economies, the random forest model coupled with Shapley additive explanations (SHAP) value technique not only uncovered the key features of academic resilience but also examined the contributions of each key feature. Results Findings indicated that 35 features were identified in the classification of academically resilient and non-academically resilient students, which largely validated the previous academic resilient framework. Notably, gender differences were shown in the distribution of some

key features. Research findings also indicated that resilient students tended to have a stable emotional state, high levels of self-efficacy, low levels of truancy and positive future aspirations. Discussion This study has established a research paradigm essentially methodological in nature to bridge the gap between psychological theories and big data in the field of educational psychology. Conclusion To sum up, our study shed light on the issues of education equity and quality from a global perspective in the times of the COVID-19 pandemic.

Cheung, R. Y. M., & Kambouri, M. (2024). **"May all be well": The links between compassion, psychological distress, and mindfulness in teaching in early years**. *Psychology in the Schools*, *61*(12), 4754-4766. https://doi.org/10.1002/pits.23305
This study investigated the relationship between compassion and mindfulness in teaching among early years practitioners, with low levels of psychological distress as a mediator. A total of 81 early years practitioners were recruited from the United Kingdom via mass emails and announcements on social media platforms. Findings based on path analysis indicated that lower psychological distress mediated the positive relation between compassion and intrapersonal mindfulness in teaching, after controlling for level of education, years of practice, and role of practitioner. More specifically, compassion was related to psychological distress, intrapersonal mindfulness, and interpersonal mindfulness in teaching, whereas psychological distress was related to intrapersonal mindfulness, but not interpersonal mindfulness in teaching. The present findings inform early years practitioners and researchers of a differential chain of processes between compassion, psychological distress, and mindfulness in teaching.

Cho, S. Y., & Im, T. (2024). **The structural relationships among online class related factors, zoom fatigue, learning engagement, perceived achievement, and class satisfaction in university online classes**. *Education and Information Technologies*, *29*(15), 19987-20003. https://doi.org/10.1007/s10639-024-12658-3
The purpose of this study is to identify the structural relationships among online class related factors, zoom fatigue, learning engagement, perceived achievement, and class satisfaction in a university distance learning context. The study analyzed 265 responses from K University in Korea. The key findings of the study are first, situational factors of online class usage, personal factors of online class attitudes, agreeableness and conscientiousness, technical issue of environmental factors, and non-verbal overload (cognitive) factors of interaction factors had significant effects on zoom fatigue. Second, personal characteristics directly affect the study's outcome variables, perceived achievement and class satisfaction in online classes. Third, online class attitude, agreeableness, conscientiousness, technical issue, and non-verbal overload (cognitive) had significant indirect effects on perceived achievement and class satisfaction through the dual mediation of zoom fatigue and learning engagement. Fourth, zoom fatigue did not have a direct effect on perceived achievement and class satisfaction, but had a negative and significant effect on learning engagement, and learning engagement had a positive and significant direct effect on perceived achievement and class satisfaction. Fifth, learning engagement fully mediated the relationship between zoom fatigue, perceived achievement, and class satisfaction. Zoom fatigue has a negative and significant effect on learning engagement, and learning engagement has a positive and significant effect on perceived achievement and class satisfaction. Based on these findings, the study discusses implications for university instructors on effective design and

implementation of real-time video lectures and proposes avenues for future research, considering the study's significance and limitations.

Chronopoulou, E. (2024). **Transition skills of youths with disabilities: The impact of individual characteristics, social support and self-esteem**. *Journal of Research in Special Educational Needs*, *24*(4), 1060-1072. https://doi.org/10.1111/1471-3802.12690
The aims of this study were the investigation of the transition knowledge-skills of adolescents and young adults with visual impairments, learning difficulties, or mobility impairments, and the impact of disability, individual characteristics, social support, and self-esteem, on their transition knowledge-skills. Apart from the questionnaire concerning the demographic/ individual characteristics of the participants, three more instruments were used: (a) the Transition Planning Inventory-2, (b) the Child and Adolescent Social Support Scale (CASSS), and (c) the Rosenberg Self-esteem Scale. The sample consisted of 169 youths with disabilities. The variable "disability" is a statistically significant predictor of transition knowledge-skills. The total transition knowledge-skills of participants with mobility impairments were worse than those of participants with learning difficulties and those of participants with visual impairments. Participants' transition knowledge-skills were better when the received close friends' social support was higher. The findings of the present study also indicate that the self-esteem of young people with disabilities has a positive effect on their transition knowledge-skills. Moreover, the age of the participants, the number of their siblings and their parents' educational level influence their transition knowledge-skills.

Cuder, A., Pellizzoni, S., Di Marco, M., Blason, C., Doz, E., Giofrè, D., & Passolunghi, M. C. (2024). **The impact of math anxiety and self-efficacy in middle school STEM choices: A 3-year longitudinal study**. *British Journal of Educational Psychology*, *94*(4), 1091-1108. https://doi.org/10.1111/bjep.12707
Introduction In today's world, which is progressively oriented towards science and technology and facing a growing demand for skilled professionals, it becomes essential to identify the factors that encourage individuals to pursue careers in STEM fields (Science, Technology, Engineering and Mathematics). Previous research has shown that affective-motivational factors, math performance and gender influence STEM occupational and academic choices in adulthood. However, few studies examined how these factors may influence STEM choices as early as middle school. This study aims to assess how math anxiety, math self-efficacy, math performance and gender influence STEM school choices during middle school. Methods We longitudinally assessed a group of 109 students (Year 6) over three school years, with measurements taken on three different occasions. Results Findings indicated that individuals who made an STEM school choice experienced lower math anxiety, higher self-efficacy and math performance and were predominantly male. Furthermore, the results indicated that both math anxiety in Year 7 and self-efficacy in Year 6 made the most substantial unique contributions to the STEM school choice. Conclusion Math anxiety and math self-efficacy seem to be both crucial in influencing middle school students' STEM choices, offering new perspectives for early interventions aimed at promoting more informed school choices.

Ding, L. (2024). **Exploring the causes, consequences, and solutions of Chinese EFL teachers' psychological ill-being: A qualitative investigation**. *European Journal of Education*, *59*(4), e12739. https://doi.org/10.1111/ejed.12739

Teachers' psycho-affective states are considerably reported to play a vital role in English as a foreign language (EFL) education. However, the overall mechanism, realization, and representation of teachers' psychological ill-being (PIB) have been widely kept under the shadow of well-being. To fill this gap, this qualitative investigation examined 46 Chinese EFL teachers' perceptions about the causes, outcomes and solutions of PIB. The results of thematic analysis revealed that PIB was caused by different personal, interpersonal, professional, task, student and contextual factors among Chinese EFL teachers. More specifically, ill-being emerged out of "heavy workload pressure", "mental and physical exhaustion", "unrelated tasks to teaching", "students' classroom behavior and performance", "unfriendly school climate", "poor interpersonal relationships with colleagues" and "social and cultural environment". The findings also indicated that teachers' ill-being led to different outcomes such as "reducing teaching quality", "creating negative emotions", "causing physical and mental health problems", "leading to burnout" and "hurting students' feeling and learning rate". To solve this aversive state, the participants suggested different techniques such as "reducing workload", "learning emotion regulation strategies", "establishing a positive classroom/school climate", "offering teacher training courses", "providing support and facilities for teachers", "increasing salary" and "reading books". A discussion of the findings and implications for EFL teachers, teacher educators and policy-makers is provided to enhance their emotional literacy and competency regarding negative teacher-related emotions in L2 teaching.

Favergeat, G. (2024). *Motivation et choix d'orientation des apprenants des lycées agricoles. Construction-validation d'une Échelle de Mesure des Attentes de Résultat et étude des influences de leurs dimensions sur les choix d'orientation.* (Phdthesis, Université jean Monnet). Consulté à l'adresse https://hal.science/tel-04764230
Cette étude doctorale vise la construction et la validation d'une Échelle de Mesure des Attentes de Résultat. La psychologie de l'orientation envisage aujourd'hui la prise en compte des intersubjectivités comme une heuristique d'étude en mesure d'accompagner une meilleure compréhension des processus de construction des choix d'orientation. La Théorie Sociale Cognitive appliquée à l'Orientation Scolaire et Professionnelle pose les attentes de résultat comme des déterminants majeurs des choix d'objectifs et d'actions qui mènent les apprenants-décideurs à un résultat atteint au sein d'un domaine donné de formation. Cette recherche vise la caractérisation de ce concept d'attentes de résultat, ainsi que l'étude des effets motivationnels de ses dimensions sur les choix d'orientation. Dépassant l'unidimensionnalité de l'efficacité personnelle, ce concept intégratif des influences des contextes sociaux proches retranscrit les multiples dimensions de valeur que le soi donne à ses comportements et à leurs résultats. Menée sur une population d'apprenants du secondaire des filières technologiques et professionnelles des lycées agricoles, cette étude propose d'envisager les choix d'orientation déterminés par les dimensions des attentes de résultat : efficacité attendue du soi et de ses comportements, ainsi qu'utilité attendue de leurs résultats. Sur les traces des approches psychologiques de l'orientation et de la motivation, et à partir de l'actualisation méthodologique du paradigme de Churchill, les résultats de cette étude montrent que les dimensions caractérisées des attentes de résultat entretiennent des relations d'influences entre elles et participent à la détermination des choix d'orientation exprimés par les apprenants sondés.

Gaudreau, N., Bégin, J.-Y., Massé, L., Bernier, V., Verret, C., Nadeau, M.-F., & Duchaine, M.-P. (2024). **J'ai MON plan! : une approche inclusive pour soutenir l'autodétermination des élèves présentant des difficultés d'adaptation**. *Revue hybride de l'éducation, 8*(5), 1-23. https://doi.org/10.1522/rhe.v8i5.1628
Cet article présente le processus de création et d'implantation de l'approche « J'ai MON plan! » visant à soutenir la participation active des élèves présentant des difficultés d'adaptation à l'établissement de leur plan d'intervention. Réalisés à partir d'un devis de recherche qualitatif interprétatif au sein de 14 écoles primaires et secondaires, 46 entretiens individuels avec des élèves et des parents ont été menés ainsi que 15 entretiens de groupe avec le personnel scolaire et les personnes formatrices des milieux scolaires. Les résultats permettent de dégager les facteurs d'influence de la mise en œuvre de l'approche et de formuler certaines recommandations à cet égard.

Hadden, I. R., Harris, P. R., & Easterbrook, M. J. (2024). **Expected and unexpected long-term effects of values affirmation in school**. *British Journal of Educational Psychology, 94*(4), 1177-1191. https://doi.org/10.1111/bjep.12711
Background An earlier study in a school in England found that a series of brief values affirmation writing exercises, performed over the course of a school year by students aged 11–14, increased the mathematics attainment of students of low socioeconomic status (SES). Aims This pre-registered follow-up of the original study aims to investigate the long-term effects of values affirmation on low-SES students' attainment. Sample The sample consisted of all students in the analytical sample of the original study who remained at the school and for whom the necessary data were available, N = 409 (95 low-SES). Methods The students' results in high-stakes national standardized assessments at age 16, taken two to four years after the affirmation, were analysed. Results The evidence did not support the pre-registered hypotheses that values affirmation would raise the attainment of low-SES students in mathematics and English. However, exploratory analyses suggested that for low-SES students in two of the three-year groups, the intervention increased Attainment 8, a broad policy-relevant measure of academic attainment, and increased the attainment of boys in English (in particular English Literature) but reduced the corresponding attainment of girls. Conclusions The results suggest that the benefits of values affirmation can differ by student cohort and by school subject and that they might be time-limited in some circumstances. This suggests a set of hypotheses that future research could test in order to advance understanding of when values affirmation is, and is not, successful for school students over a sustained period.

Harada, Y., & Hino, S. (2024). **Correlation of Reaction Time Differences in Naïve vs. Scientific Concept Conflict Task with the Stroop Interference Effect: Exploring the Concepts that "Moving Things are Alive" or "Stationary Things are Not"**. *Mind, Brain, and Education, 18*(4), 417-426. https://doi.org/10.1111/mbe.12429
Recent studies have proposed that the automatic activation of naïve concepts, which persist even after learning scientific concepts, must be inhibited to successfully output scientific concepts. This model assumes that individual differences in inhibitory control (IC) within executive functions represent differences in conceptual change. However, the reported correlations between concept conflict and IC tasks are weak, casting doubt on this assumption. This study improves on previous methodologies by focusing on the performance of adult subjects in living and nonliving concept tasks presumed to have successfully achieved conceptual change and quantifying semantic-level IC through the Stroop interference effect. The results revealed that the correlations between

the Stroop interference effect and reaction time (RT) differences between conditions of the concept conflict task, which are assumed to represent the time required to inhibit naïve concepts, were relatively stronger compared with findings reported in previous studies. These findings suggest that individual differences in fluent inhibition of naïve concepts after acquiring scientific concepts align with those in IC, thereby supporting the validity of the inhibition model of naïve concepts.

Harvey, E., Déry, M., Lemelin, J.-P., & Bégin, V. (2024). **Child temperament and trajectories of student–teacher relationships quality**. *Child Development*, 95(6), 2178-2194. https://doi.org/10.1111/cdev.14150
This study aimed to examine the associations between child temperament and trajectories of the three dimensions of the student–teacher relationship (Closeness, Conflict, and Dependency) during elementary school. Latent class growth analyses conducted among 744 French-Canadian students recruited between 2008 and 2010 (46.8% girls; M age = 8.39; 90.9% White; 49.7% with externalizing behavior problems) revealed four Closeness trajectories and three Conflict trajectories, but no significant variability between children in mean levels of change in Dependency. Surgency-Extraversion and Effortful control were associated with specific trajectories of Closeness and Conflict. Effortful control was also associated with cross-sectional assessments of Dependency. These results suggest that temperament is a useful construct in understanding developmental patterns of the student–teacher relationship across the elementary school years.

Herman, B. C., Clough, M. P., & Sobotka, A. (2024). **The influence of COVID-19 science views, risk perceptions, and group membership on socioscientific decisions**. *International Journal of Science Education*, 46(17), 1783-1810. https://doi.org/10.1080/09500693.2023.2300378
The COVID-19 pandemic revealed how much the science education community has yet to understand about myriad variables that impact accurately informed socioscientific issue decision-making. Toward that end, this study investigated 415 university biology students' COVID-19 behaviours and opinions regarding how COVID-19 mandates might be associated with their views about COVID-19 science and scientists, risk perceptions, race/ethnicity, gender, and political orientation. Science-supported actions and mandate support were more highly exhibited by Asian and Black non-Hispanic and Hispanic students compared to White non-Hispanic students. Science supported actions and mandate support were also significantly associated with increased COVID-19 risk perceptions and knowledge and confidence about COVID-19 science. Higher levels of political conservatism was significantly associated with lower levels of COVID-19 mitigating actions and mandate support. Political orientation appeared to mediate the relationship between views about COVID-19 science, COVID-19 actions, and mandate support. These and other findings demonstrate that cognitive and sociocultural factors associated with socioscientific decision-making are complex and vary across contexts. An implication of this study is that efforts to promote a pragmatic science literacy for accurately informed SSI decision-making will require multivariate and synergistic approaches.

Ho, H. J., Kamenopoulou, L., & Pinto, C. (2024). **Are you fun, funny and laughing? The friendships and social relationships of students with complex communication needs in**

and outside of special school settings. *Journal of Research in Special Educational Needs*, *24*(4), 1073-1092. https://doi.org/10.1111/1471-3802.12696

Friendships and social relationships are central to wellbeing but the friendships of those with complex needs are often ignored. This study explored the friendships and social relationships of students with complex communication needs (CCN) in and outside of special school settings, to understand how they view and experience them. There were 20 participants—6 students, 8 of their parents and 6 of their teachers. The research was conducted in two stages: Stage 1 included semi-structured interviews with adults and unstructured observations of students in class and at breaktimes. Stage 2 included working with students through a Mosaic approach, using six tools (pyramid ranking activity, preferred activity with friends cards, best friends activity, school tours, collections from home and book-making). Transcripts of recordings were analysed using reflexive thematic analysis. The four themes generated highlight how students with CCN have more accurate views of their social lives than adults, students and adults have differing views about what makes a good friend, students with CCN find ways to enact meaningful social contact through a connection beyond words, and reciprocity in friendships means no distinction between 'helper' and 'needing help'. Strengths and limitations are highlighted and implications for researchers and practitioners are discussed.

Högberg, B. (2024). **Explaining Temporal Trends in School-Related Stress: A Decomposition Analysis of Repeated Swedish Survey Data**. *European Journal of Education*, *59*(4), e12779. https://doi.org/10.1111/ejed.12779

Concerns related to school are consistently ranked as among the greatest stressors in the lives of adolescents. Research from varying contexts report rising rates of school-related stress among students, but we currently lack knowledge on what drives these trends. The aim of this study is to investigate the predictors of temporal trends in school-related stress in Swedish students between 2003 and 2020. To this end, repeated surveys of 9807 Swedish students aged 16 years are analysed using Blinder-Oaxaca decomposition techniques. The results show that the rise in school-related stress was primarily due to growing schoolwork difficulties and social exclusion among students, indicating possibly adverse consequences of a large-scale educational reform as well as of the COVID-19 pandemic. In addition, rising academic aspirations contributed to the increase, in line with arguments concerning the increasing weight attached to educational success among adolescents in the 'schooled society'.

Huang, S., Huang, X., Luo, R., Suzuki, I., Zou, L., & Chen, M. (2024). **The effect of perceived parental conflict on middle school students' social anxiety: The role of self-compassion and shame**. *Psychology in the Schools*, *61*(12), 4653-4671. https://doi.org/10.1002/pits.23301

This study explores the relationship between perceived parental conflict, self-compassion, shame, and social anxiety and its internal mechanisms through two studies. Study 1 took 612 middle school students (285 women, 327 men, M = 14.18 years, SD = 1.72) as participants, and the Children's Perception of Interparental Conflict Scale, Self-compassion scale (SCS), shame scale (SS), and Social Anxiety Scale were used for testing. The results showed that perceived parental conflict was significantly correlated with self-compassion, shame, and social anxiety. Perceived parental conflict affects middle school students' social anxiety through feelings of self-compassion and shame. In study 2, 106 middle school students (76 women, 30 men, M = 15.47 years, SD = 0.62) were randomly assigned to the self-compassion group and control group, and students were

asked to complete different literacy tasks, and then fill out the SCS, SS and adolescent social anxiety scale in turn. The results found that in the context of parental conflict, inducing the self-compassion of middle school students can reduce the level of shame and social anxiety. The introduction of the concept of self-compassion into the field of middle school students' mental health reveals the function of self-compassion. It expands the relevant research on the intermediary role of self-compassion, and also provides innovative ideas for the future research of mental health education in primary and secondary schools.

Hulks, V., Scerif, G., Rhodes, S., Smith, S., Charman, T., Mathers, S., & Hendry, A. (2024). **Feasibility and acceptability of a parent-toddler programme to support the development of executive functions in children at elevated likelihood of autism or ADHD: Pilot findings**. *Journal of Research in Special Educational Needs*, 24(4), 972-985. https://doi.org/10.1111/1471-3802.12679
This study reports feasibility, fidelity and acceptability of a pilot of START; a 12-week parent-toddler, group-based, neurodiversity-affirming programme aiming to support executive function development in toddlers at elevated likelihood of autism or ADHD. After 4 days' training, community early years practitioner pairs delivered START to 13 UK families with a toddler showing elevated autistic traits, or with a parent or sibling with autism or ADHD, in groups of 6 and 7. Sessions were audio-recorded and rated by practitioners and researchers regarding the extent to which programme and session aims were met. Practitioners' reflections on strengths and challenges in session delivery, adaptations to the session plan and researchers' observations from the audio recordings were probed in weekly debrief calls, and one-to-one interviews at programme end-point. Recruitment and retention were monitored. Parent participants were asked to complete a feedback questionnaire after each session. Results show recruitment to the programme is feasible, but a large minority of parents experience barriers to regular attendance, which is a challenge for achieving exposure targets. Practitioners delivered the programme to a high quality and at least partially met programme and session-specific aims in every session. The most significant barrier to fully meeting session aims was families' late arrival. Parents reported regularly engaging with the suggested activities at home and found the sessions useful, although not all parents responded each week. Overall, the results of this small-scale pilot indicate START is feasible and acceptable as a parent-mediated programme to support toddlers at elevated likelihood of autism or ADHD to thrive.

Ialuna, F., Civitillo, S., McElvany, N., Leyendecker, B., & Jugert, P. (2024). **Resilience in multicultural classrooms: School relationships can protect the school adjustment of immigrant, refugee and non-immigrant children**. *British Journal of Educational Psychology*, 94(4), 1271-1293. https://doi.org/10.1111/bjep.12713
Background According to the risk and resilience perspective, protective factors can attenuate the effect of risks and challenges on children's adjustment. For immigrant and refugee children, supportive relationships in the new context can be particularly beneficial. We expected that supportive school relationships play a protective role for the school adjustment of first-generation immigrant and refugee and non-immigrant children, by moderating the effect of one acculturative challenge (i.e., school language proficiency). Aims We investigated the moderating roles of teacher–child and peer relationship quality on the association between German language proficiency and school adjustment (i.e., school achievement and belongingness) among first-generation

immigrant and refugee and non-immigrant children. Sample We recruited n = 278 fourth grade children (Mage = 10.47, SDage = .55, 53.24% female; 37% first-generation immigrant and refugee children). Methods Questionnaires assessed children's reported teacher–child and peer relationship quality and school belongingness. One vocabulary test measured children's German proficiency. School achievement was assessed by their grade point average (GPA) and by a reading comprehension test. To investigate our hypotheses, we performed path analyses. Results Teacher–child relationship mitigated the effect of German proficiency on children's reading comprehension among all children and on GPA among immigrant and refugee children only. Peer relationship buffered the negative effect of German proficiency on school belongingness. Conclusions Teacher–child and peer relationship quality can be beneficial for the school adjustment of both first-generation immigrant and refugee children and non-immigrant children.

Ikävalko, M. J., Sointu, E. T., Lambert, M. C., Lazarides, R., & Viljaranta, J. (2024). **The development of sources of self-efficacy in self-regulation during one primary school year: the role of gender, special educational needs, and individual strengths**. *Psychology in the Schools*, 61(12), 4732-4753. https://doi.org/10.1002/pits.23303
The study investigated the development of sources of self-efficacy in self-regulation in 9–12 year old (N = 317, primary school) students during one school year. We used latent growth curve modeling to determine (1) how the different sources of self-efficacy for self-regulation (i.e., mastery experience, vicarious experience, social persuasion, physiological and emotional arousal) change over one school year, and (2) how students' gender, special educational needs, and behavioral and emotional strengths relate to these changes. These results indicated that, on average, mastery experiences decreased and physiological and emotional arousal increased, whereas vicarious experience and social persuasion remained stable. Girls had higher initial levels of physiological and emotional arousal than boys, and experienced a steeper decline in mastery experiences compared to boys. Students with special educational needs had lower initial levels of mastery experience and higher physiological and emotional arousal than students without special educational needs. In addition, students with higher individual strengths presented higher initial levels of mastery and vicarious experiences, and lower physiological and emotional arousal. The results contribute to current research and practice by indicating that sources of self-efficacy for self-regulation change over time and are thus malleable in the school context.

Janković, D., Cvitković, D., & Babuder, M. K. (2024). **Protective and risk factors at school level during the COVID-19 pandemic: Perspective of primary school students with LD and ADHD from Croatia, Slovenia and Serbia**. *Journal of Research in Special Educational Needs*, 24(4), 895-907. https://doi.org/10.1111/1471-3802.12677
The COVID-19 pandemic and its effect on the world led to major changes in educational practices worldwide and presented many challenges for students from vulnerable groups. In this study, we examined protective and risk factors related to schooling from the perspective of students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD) during the pandemic in three European countries. Data were collected through semi-structured interviews with 53 primary school students and analysed using qualitative content analysis. The results showed that additional individualised educational support from the school was the most common protective factor, followed by the availability of synchronous teaching. On the other hand, lack of

individualisation and additional educational support, and shortcomings in teaching strategies during distance education, were the most common risk factors. These findings lead to the conclusion that school professionals need additional training on academic accommodations for LD and/or ADHD students and how to provide them under the conditions of distance and hybrid education.

Janson, M. P., Wenker, T., & Bäulke, L. (2024). **Only a matter of time? Using logfile data to evaluate temporal motivation theory in university students' examination preparation**. *British Journal of Educational Psychology*, 94(4), 1192-1207. https://doi.org/10.1111/bjep.12712
Background While previous research has emphasized the importance of personal beliefs (expectancy-value theories) for achievement-motivated behaviour, it lacks the integration of temporal factors that are also discussed as important drivers of achievement-motivated behaviour. Temporal Motivation Theory (TMT) combines both approaches in a formalized manner. Aims Although TMT is supported by empirical studies with self-reported academic procrastination, it has not been tested on actual achievement-motivated behaviour. Materials & Methods We evaluated the predictive power of the TMT on N = 2351 learning days of 127 psychology students' self-regulated examination preparation for statistics over the course of one semester using logfile data of an e-learning system. Results The proposed TMT score, incorporating expectancy and value beliefs, sensivitiy to delay, and actual time till examination predicted students' achievement-motivated behaviour significantly. Discussion Further analyses revealed that not the trait compositions of the TMT, but the temporal proximity of the statistics examination was the main driver of this association. Conclusion The results have important implications for understanding the factors that shape students' motivation to learn and subsequent academic success in actual learning situations. Thus, research should continue to take situational aspects, especially the temporal proximity of goals more into account.

Jones, L. S., Russell, A., & Brosnan, M. (2024). **'Putting expertise at the front door': A systems change evaluation of digitally-mediated team communication for responding to social, emotional, and mental health support needs in primary school settings**. *Psychology in the Schools*, 61(12), 4497-4516. https://doi.org/10.1002/pits.23291
The role of education staff in supporting social, emotional, and mental health (SEMH) difficulties is critical, however access to specialist mental health input can be difficult. Digitally-mediated service delivery was implemented during the COVID-19 pandemic and may be integrated in a post-COVID-19 world to support education staff. Using a systems change evaluation framework, this study explored staff perceptions of a digitally-mediated, multidisciplinary model for SEMH needs in primary school settings. Participants were education staff (n = 6) from five participating schools in a rural county in the UK and the multidisciplinary team (n = 7). Focus groups were conducted at baseline, 12 months, and 24 months during a 2-year pilot project. Thematic analysis was used to analyse the data. Education staff and the multidisciplinary team perceived progress over time in relation to increased capacity (for early intervention) and improved coordination (between relevant children's services). Digitally-mediated service delivery facilitated changes in practice that were empowering for education staff and supportive in meeting communication needs. This study provides preliminary support for acceptability of digitally-mediated team communication as an enhanced model of SEMH service provision in primary school settings in the UK.

Kaptanoğlu, M. Y., & Kavanoz, S. (2024). **Self-regulation and self-efficacy of EFL learners in hybrid educational settings in Türkiye**. *Psychology in the Schools*, 61(12), 4517-4537. https://doi.org/10.1002/pits.23293
Distance learning, online learning and hybrid learning models have been a part of language education for a long time. The adoption of these models and research focusing on related phenomena have become even more frequent since the breakout of the COVID-19 pandemic in 2019. This mixed-method study examines the relationship between online learning self-efficacy and online self-regulation of preparatory class English as a Foreign Language (EFL) learners to provide a picture of the learners' perspective regarding the online segment of the hybrid education system that was in effect during the mentioned era, to provide deeper insights regarding learner perceptions during such times of emergency. Turkish adaptations of the Online-Learning Self-Efficacy Scale and Online Self-regulated Learning Questionnaire were utilized as data collection instruments. To validate and expand the content of quantitative findings, semi-structured interviews were conducted with a selected group of participants. The findings reveal that preparatory year Turkish EFL learners perceive themselves to be self-efficacious and self-regulated at a satisfactory level in online learning environments. The study provides insight into the learners' perceptions during this period and contributes to filling a significant gap within the field as well as offering new perspectives in case we face similar conditions in the future.

Kiuru, N., DeLay, D., Tervahartiala, K., Polet, J., & Hirvonen, R. (2024). **Friend influence and susceptibility to influence on emotions towards math: The role of adolescent temperament**. *British Journal of Educational Psychology*, 94(4), 1161-1176. https://doi.org/10.1111/bjep.12710
Background and Aims Peer relationships during adolescence play an important role in shaping academic outcomes. The present study examined friend influences on emotions towards math, as well as the role of temperament in these influences. Sample The sample consisted of 350 Finnish students (mean age 13.29 years; 64% girls) who were involved in stable friendship dyads from fall to spring of Grade 7. Methods In this two-wave study, information on adolescents' temperament (i.e., negative emotionality, extraversion, effortful control) and on seven emotions towards math (i.e., enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom) was collected during grade 7. The data were analysed using longitudinal actor-partner interdependence models. Results The results showed that friends resembled each other in all the investigated math-related emotions. Furthermore, over and above these initial similarities, friends mutually influenced each other's math-related enjoyment and anger towards math. Students characterized by higher negative emotionality also influenced their friends with lower levels of negative emotionality towards an increase in math-related anger and a lack of effortful control made adolescents more susceptible to friend influence over math-related shame and anxiety. Conclusion Our findings demonstrate that friends influence each other over time in math-related enjoyment and frustration. Furthermore, high negative emotionality may make adolescents more influential over their friends' math-related anger and a lack of effortful control may make adolescents more susceptible to friend influence over math-related shame and anxiety. Thus, the current findings have implications for how peer relations may impact individual outcomes in mathematics, for better or worse.

Kızılcık, H. Ş. (2024). **Pseudoscientific beliefs and media literacy**. *International Journal of Science Education*, *46*(17), 1811-1825. https://doi.org/10.1080/09500693.2023.2300379
This study aims to investigate the potential correlation between pseudoscientific beliefs and media literacy among pre-service teachers. In this study, a survey method was conducted. The research group consists of 332 pre-service teachers from a state university. Data were collected using two Likert scales, one on media literacy and the other on pseudoscientific beliefs. Data were analysed using descriptive analysis and inferential statistics methods. As a result, although pre-service teachers have high media literacy, their pseudoscientific beliefs are also high. Pseudo-medical beliefs increase significantly as media literacy increases. However, it has no significant correlation with pseudo-physical and pseudo-predictive beliefs. Also, as dependency and confidence in the media increase, all types of pseudoscientific beliefs decrease.

Koçak, O., Yavuz, K., & Yıldırım, M. (2024). **Mediating roles of burnout and work–life balance in the relationships between COVID-19 anxiety and life satisfaction among Filipino teachers working remotely**. *European Journal of Education*, *59*(4), e12708. https://doi.org/10.1111/ejed.12708
Amid global constraints imposed by COVID-19, the education sector witnessed sudden transformations, including school closures and the adoption of distance learning, leading to heightened anxiety among Filipino teachers and impacting their overall well-being. This study explores the mediating roles of burnout and work–life balance in the associations between COVID-19 anxiety and life satisfaction among teachers. Data were collected from 532 teachers (73.3% women; meanage = 27.93 ± 1.27 years) engaged in remote work through an online survey using self-reported questionnaires. Results indicated a significant and adverse influence of COVID-19 anxiety on life satisfaction. Also, COVID-19 anxiety showed an effect on both burnout and work–life balance. A significant association between work–life balance and life satisfaction was found, with work–life balance playing a significant mediating role in the relationship between COVID-19 anxiety and life satisfaction. These results suggest that the anxiety induced by COVID-19 disrupts the equilibrium between work–life balance and increases burnout, leading to reduced life satisfaction. To mitigate these negative effects on life satisfaction, policymakers and school authorities should devise effective strategies aimed at alleviating teachers' anxiety related to COVID-19. This approach aims to ultimately diminish burnout, fostering an improvement in work–life balance and life satisfaction for educators.

Korisky, A., Davidesco, I., Ben-Abu, O., Levy, O., Abrahami, K., Geri, O., & Zion Golumbic, E. (2024). **Me, My Brain, and I: A Framework for Neuroscience Curriculum Fostering Research-Practice Partnership Between Scientists and Educators**. *Mind, Brain, and Education*, *18*(4), 449-460. https://doi.org/10.1111/mbe.12432
Students' school requirements and learning activities engage many different cognitive processes, including language processing, memory, learning, attention, reasoning, decision-making, and social interaction. However, students rarely learn about these cognitive processes, or the brain mechanisms underlying them and therefore lack the critical understanding of how they operate. Here, we describe a novel neuroscience curriculum, developed through a research-practice partnership (RPP) between neuroscientists and educators, aimed at providing students with the opportunity to learn about their own brain and cognitive abilities and engage in authentic neuroscientific inquiry. The curriculum is organized around three pillars: Learn Neuroscience-Experience

Neuroscience-Contribute to Neuroscience. These are designed to optimize relevance, student engagement, and interactive hands-on experience. In particular, by incorporating genuine neuroscientific research as part of the program, students are offered a front-row seat to the scientific process using cutting-edge neurotechnology and gain firsthand experience with the challenges and excitements of scientific inquiry.

Kristensen, S. M., Jørgensen, M., & Haug, E. (2024). **I want to play a game: Examining sex differences in the effects of pathological gaming, academic self-efficacy, and academic initiative on academic performance in adolescence**. *Education and Information Technologies*, 29(15), 19711-19728. https://doi.org/10.1007/s10639-024-12632-z

Although research has investigated the association between pathological gaming and academic performance in adolescence, the complexity of the relationship has not been thoroughly examined. This short longitudinal study aimed to investigate the interactions between pathological gaming, academic self-efficacy, academic initiative, and academic performance in an adolescent sample, focusing on sex differences. The participants (N = 2853; 50.1% boys) were students in the second and third years of upper secondary school. Their grade point average (GPA) at graduation the same year was obtained. The moderated mediation structural equation model results showed that academic self-efficacy, directly and indirectly through academic initiative, impacted later GPA. There was no direct effect of pathological gaming on academic initiative or GPA. However, academic self-efficacy moderated the impact of pathological gaming on GPA for boys. In other words, boys with increased pathological gaming tended to achieve poorer grades in school if they experienced a strong academic self-efficacy. This study contributes to the understanding of the complex interplay between sex, pathological gaming, academic self-efficacy, academic initiative, and academic performance. We suggest that future research examines confidence or other relevant factors as explanatory mechanisms in the relationships between pathological gaming, academic self-efficacy, and GPA, particularly in male samples.

Laninga-Wijnen, L., Pouwels, J. L., Giletta, M., & Salmivalli, C. (2024). **Feeling better now? Being defended diminishes daily mood problems and self-blame in victims of bullying**. *British Journal of Educational Psychology*, 94(4), 1294-1322. https://doi.org/10.1111/bjep.12717

Background School bullying is a group phenomenon in which being defended by peer bystanders may buffer against the development of psychological problems in victims. Aims This registered report examines whether being defended diminished victims' daily mood problems and self-blame, both from a within- and between-person perspective. Materials and Methods Daily diary data were collected from n = 1669 Finnish 7th–9th grade students (M age = 14.45; 55.5% girl) across 3 weeks. In n = 1329 out of 12,366 assessments (10.7%), students indicated that schoolmates victimized them on the day of bullying. Results Multi-level regression analyses indicated that students reported lower depressed mood, greater positive mood and lower self-blame on days that they were victimized and defended as compared to days when they were victimized but non-defended. Effect sizes were medium for depressed mood and small for positive mood and self-blame. Repeated victims (n = 144) were less likely to blame themselves for victimization on days they were defended, which, in turn, diminished feelings of humiliation (mediation). Discussion Our findings indicate that being defended benefits victims of bullying by mitigating mood problems, both directly and indirectly via

diminished self-blame. Conclusion Anti-bullying programmes that encourage peer defending have the potential to improve victims' psychological adjustment, even on a daily basis.

Lethbridge, L. E., Marshall, A. D., & Jauch, M. (2024). **Attitudes towards statistics and statistical performance: A mediation model of statistics anxiety and academic procrastination**. *British Journal of Educational Psychology*, *94*(4), 1208-1223. https://doi.org/10.1111/bjep.12714
Background Students often harbour negative attitudes towards research methods and statistics courses, and such attitudes may be associated with harmful cognitive and behavioural responses. Research on these effects has been restricted to the investigation of direct links between attitudes towards statistics, statistics anxiety, academic procrastination, and course performance. Aims This study sought to examine the interconnected impact of attitudes towards statistics, statistics anxiety, and procrastination, on course performance in a cohesive model. It was predicted that attitudes towards statistics would indirectly affect statistical performance via statistics anxiety and procrastination in a sequential manner. Sample The sample comprised 171 undergraduate psychology students from Australian universities. Methods An online questionnaire collected information on participant demographics, attitudes towards statistics, statistics anxiety, procrastinatory behaviours, and performance in participants most recently completed statistics course. Data were collected cross-sectionally. All responses were anonymous. Results A sequential mediation analysis revealed a significant indirect effect of statistics anxiety and procrastination, controlling for age and gender. The results showed that more negative attitudes towards statistics are associated with greater statistics anxiety, which is in turn associated with greater procrastination, and finally with lower statistical performance. Conclusions It was concluded that students who view their statistics courses as a threatening experience may fail to see value in their statistical education, which is associated with heightened statistics anxiety, increased avoidance of course-related activities, and in turn poorer course performance. Practical implications of the findings are also discussed.

Li, J., & Wang, C. (2024). **Mediating roles of motivational beliefs and vocabulary learning strategies for the relationship between self-regulation and vocabulary proficiency**. *European Journal of Education*, *59*(4), e12706. https://doi.org/10.1111/ejed.12706
Successful vocabulary acquisition hinges on the harmonious interplay of various factors. Despite some studies that have been conducted to examine the direct effect of self-regulation on vocabulary learning, few of them tapped into the relationship among self-regulation, motivational beliefs, vocabulary learning strategies and vocabulary proficiency. This study extended previous research by examining whether motivation, self-efficacy and learning strategies mediate the relationship between self-regulation and vocabulary proficiency and investigating whether the relationship varied by gender. Data were extracted from 399 senior secondary school students. Results from structural equation modelling revealed that motivation and self-efficacy mediated the relationship between self-regulated learning capacity and vocabulary learning strategies. Vocabulary learning strategies further mediated the relationships between self-efficacy, motivation and vocabulary proficiency. Meanwhile, the relationship between self-regulation, motivational beliefs, vocabulary learning strategies and vocabulary proficiency held equivalent across genders. Theoretical and practical implications are discussed.

Lindström-Sandahl, H., Samuelsson, J., Danielsson, H., Samuelsson, S., & Elwér, Å. (2024). **A randomized controlled study of a second grade numeracy intervention with Swedish students at-risk of mathematics difficulties**. *British Journal of Educational Psychology*, *94*(4), 1052-1071. https://doi.org/10.1111/bjep.12705
Background Early numeracy interventions including basic arithmetic are crucial for young students at risk for early mathematics difficulties (MDs), yet few studies have evaluated numeracy interventions in second grade with a randomized controlled design. Aim This pre- and post-test randomized controlled study evaluated the effects of an intensive 9-week numeracy and arithmetic programme for second-grade students at risk for early MDs. The focus of the programme was students' foundational understanding of numbers and mathematical concepts and procedural fluency with arithmetic tasks. Sample A total of 753 first-grade students from 21 schools in Sweden were screened for low achievement in number knowledge and arithmetic. Methods Students considered at risk for MDs (≤25 percentile on two consecutive first-grade mathematics screenings) were individually randomized to an intervention group (n = 32) or control group (n = 30) at the beginning of second grade (7–8 years old). Trained teachers administered the one-to-one, explicit programme to intervention group students in elementary school settings. The intervention group received numeracy instruction emphasizing foundational mathematics concepts and procedures. Controls received teaching as usual with potential special education support provided by their schools. Results The intervention group demonstrated significantly greater improvements in conceptual knowledge, arithmetic calculations and problem-solving compared to the control group, with medium size effects observed. Conclusions A supplemental and intensive programme, with explicit instruction emphasizing numeracy, substantially improved knowledge and skills essential for arithmetic learning. Instruction in conceptual number knowledge and procedures also shows a significant impact on basic arithmetic problem-solving.

Lo, M.-T. (2024). **The intraindividual dynamics of university students' motivation and emotions: The role of autonomy-supportive learning climates and learning activities**. *British Journal of Educational Psychology*, *94*(4), 1011-1032. https://doi.org/10.1111/bjep.12703
Background The motivation and emotions of students are context dependent. There are specific moments when students may find their coursework more or less motivating, resulting in stronger or milder emotional responses. Identifying factors directly controllable by teachers empowers them to effectively address challenging situations characterized by lower motivation and increased negative emotions. Aims We aimed to investigate how learning activities and students' perception of teaching practices fostering autonomy relate to competence and value beliefs, and emotions in the context of course participation within higher education. Sample Seventy-seven Taiwanese university students provided 762 learning reports associated with their course participation experiences. Methods The experience sampling method (ESM) was used. Participants responded to ESM surveys on their phones for 14 days, reporting motivational beliefs, emotions and contextual characteristics of the course if they indicated active participation in a course upon receiving notifications from their phones. Results A significant portion of the variation is attributed to situational fluctuation, suggesting that academic emotions and competence and value beliefs vary within students across measurements. An increase in students' perception of an autonomy-supportive learning climate correlates with higher competence beliefs, intrinsic value and positive emotions,

coupled with reduced perceived costs and negative emotions. In contrast to lectures, engaging in independent hands-on work, participating in group collaborative projects or interactive discussions appear to inspire motivation or evoke stronger emotional responses in students. Conclusions Teachers' teaching practices and classroom learning activities play a pivotal role in shaping students' situational motivation and emotions.

Mancini, V., Nevill, T., Mazzucchelli, T., Chhabra, J., & Robinson, B. (2024). **The role of parenting- and employment-related variables on fathers' involvement in their children's education**. *British Journal of Educational Psychology*, 94(4), 1033-1051. https://doi.org/10.1111/bjep.12704
Background Parent involvement strongly correlates with children's educational attainment. Sociocultural shifts in parenting roles and shared responsibilities have driven an increase in the need for involvement of fathers in activities to support their children's educational development. Several factors are thought to influence father involvement in children's education; however, the most salient factors remain unclear. Aims To examine which variables correlate with father involvement in their children's education using a combination of demographic, parent-related and employment-related variance. Sample A total of 166 fathers of at least one child aged 6–17 years and residing across five industrialized Western countries participated in an online survey. Method Hierarchical multiple regression analysis (HMRA) was performed to examine the total and incremental variance using regression models including demographic, parenting- and employment-related variables linked to educational involvement. Results and Conclusions The variables included in the current study could explain a large and statistically significant 34% of the variability in fathers' educational involvement. Of these variables, only four were statistically significant in the final model. Specifically, fathers were more likely to be engaged in their children's education when their children were younger, and when parent self-efficacy, positive work-to-family interface and financial anxiety were high. The study's findings indicate that a positive work environment can help fathers better support their children's education, offering a new focus for future interventions and policies. This includes those focused on targeting work-related constructs to optimize family functioning.

Mangion, M., Camilleri, G., & Vella, M. (2024). **Self-perceptions in difficult times. A study highlighting how creative self-efficacy of teachers is influenced by perceived stress, hope and critical thinking disposition**. *European Journal of Education*, 59(4), e12700. https://doi.org/10.1111/ejed.12700
Educators are indispensable assets to society as they support students through the provision of good quality education (SDG4). While they establish working environments where students feel safe and able to contribute to their intellectual capital, an essential consideration arises when educators find themselves facing significant challenges. This study examines how critical thinking disposition, hope and stress perceived during the COVID-19 pandemic relate to participants' belief in their ability to address pandemic-related challenges through creative means. Responses from 173 educators revealed that critical thinking disposition is positively associated with educators' self-perception of creative self-efficacy. This study also finds that creative self-efficacy is negatively affected by perceived stress. The findings also indicate demographic and professional differences in creative self-efficacy among educators in Malta, with younger educators and those working in higher educational levels, particularly at tertiary institutions, exhibiting higher levels of this construct. However, the role within the institution influenced

creative self-efficacy levels differently. The findings from this study underline the relevance of initiatives aimed at bolstering support for educators.

Maynard, A., & Symonds, J. E. (2024). **Engaging in social innovation education: Reciprocal relations between student wellbeing and programme wellbeing outcomes**. *European Journal of Education, 59*(4), e12745. https://doi.org/10.1111/ejed.12745
Social innovation education (SIE) is a student-led collaborative process of creating unique solutions to challenges within the community. Through an analysis of pre- and post-surveys completed by 94 post-primary school students in Ireland, the current study looked at how prior wellbeing (measured using the EPOCH model) influenced change in wellbeing through engagement with the SIE programme. While the models produced indicated that all five dimensions of the EPOCH model (engagement, perseverance, optimism, connectedness, and happiness) were impacted by the programme, the results also indicated that students with higher prior wellbeing were more likely to have higher levels of engagement, and as a result gained greater wellbeing-related outcomes. These findings highlight the benefit that a programme like SIE, which is not designed as a wellbeing intervention, can have on wellbeing, and the importance of considering additional encouragement and support based on the individual needs of each student.

Moore, G., Donaldson, C., Ouerghi, S., Hawkins, J., Anthony, R., Angel, L., & Morgan, K. (2024). **School and Family Level Socioeconomic Status, School Connectedness and Health and Wellbeing Among 9–11 Year Olds: Cross Sectional Analysis of the Student Health and Wellbeing Survey in Wales**. *Child Indicators Research, 17*(6), 2769-2787. https://doi.org/10.1007/s12187-024-10179-6
Schools are important social institutions which play a role in reducing and amplifying inequalities, including health inequalities. A growing evidence base indicates that school and family socioeconomic status (SES) interact to create positive and negative health outcomes, with 'benefits' of attending a higher SES school greatest for children from higher SES families. School connectedness is an increasingly studied mechanism, or set of mechanisms, for improving health and reducing health inequalities. Studies on interactions of school and family SES and on school connectedness have to date focused mainly on secondary schools. This paper presents multilevel analyses of survey data from 17,000 primary school children in Wales, aged 9–11 years. It finds that school and family SES are independently associated with health behaviours and mental health and wellbeing outcomes, and interact, with 'benefits' of attending a higher SES school greatest for children from higher SES families. Exceptions include some risk behaviours, most common among children from higher SES families in lower SES schools. School connectedness was associated with most outcomes, with some variations between components of school connectedness. Interactions were consistent with greater benefit of attending a higher SES school for children from higher SES families in relation to peer environment, but not for other aspects of school connectedness. Better understanding mechanisms via which family SES may be amplified or attenuated by school characteristics is vital in informing intervention to reduce health inequalities. This paper provides some evidence that school connectedness may be an important target mechanism for interventions to improve health and reduce inequalities.

Namaziandost, E., Kargar Behbahani, H., & Heydarnejad, T. (2024). **Like coloured pencils in a pencil case: A portray of the connections between learning style preferences, needs satisfaction, academic motivation, and psychological well-being from the window of**

self-determination theory. *European Journal of Education*, *59*(4), e12715. https://doi.org/10.1111/ejed.12715

Self-determination theory (SDT) has been the subject of pioneering studies in recent years. SDT is centered on the basic psychological needs of autonomy, competence, and relatedness and their necessary role in self-determined motivation, well-being, and growth. The objective of the present research was to investigate the relationships between learning style preference, motivational regulation, and psychological well-being of 417 EFL students at the intermediate level in private schools in three provinces in Iran. The researchers collected the data via electronic surveys using the Perceptual Learning Style Preference Questionnaire, Academic Motivation (AM) Scale, Basic Psychological Needs Satisfaction Measure, and Psychological Well-Being (PWB) Scale. The quantitative analyses using structural equation modelling showed positive correlations between the learning style preferences and AM and the PWB. Moreover, the satisfaction level with needs was a significant factor in predicting AM and PWB scores. The study highlights the importance of recognizing and accommodating diverse learning styles in educational settings and the significance of needs satisfaction in fostering intrinsic motivation and overall well-being among EFL learners. These findings emphasize the need for practitioners to target and tailor their pedagogical strategies to meet the needs of their learners and create a learning environment that fosters the three psychological needs as determined by SDT.

OECD. (2024). *Résultats du PISA 2022 (Volume V – version abrégée): Stratégies et attitudes des élèves vis-à-vis des apprentissages : Des atouts pour la vie*. Consulté à l'adresse https://www.oecd-ilibrary.org/education/resultats-du-pisa-2022-volume-v-version-abregee_29f9ad1c-fr

Bien plus qu'une évaluation de connaissances, le Programme international de l'OCDE pour le suivi des acquis des élèves (PISA) examine la façon dont ils mobilisent leurs savoirs et compétences pour relever les défis de la vie réelle, apportant ainsi...

OECD : Organisation for Economic Co-operation and Development. (2024). *PISA 2022 Results (Volume V): learning strategies and attitudes for life*. Consulté à l'adresse https://www.oecd.org/en/publications/pisa-2022-results-volume-v_c2e44201-en.html

Ce volume examine la capacité des élèves à suivre des stratégies d'apprentissage, leur motivation à apprendre et leur confiance dans leurs aptitudes et leur capacité à renforcer leurs compétences et leurs connaissances. Certains pays, comme la Corée, ont réduit l'anxiété à l'égard des mathématiques, tandis que le Portugal obtient d'excellents résultats en matière d'esprit critique, et que les élèves peu performants aptes à évaluer efficacement les informations en ligne sont plus nombreux au Costa Rica et aux États-Unis. Néanmoins, de nombreux élèves restent confrontés à des problèmes de motivation, d'anxiété et de confiance dans leur aptitude à apprendre de manière autonome. Des disparités persistent entre les élèves en fonction de leur situation socio-économique, qui touchent à la fois les stratégies d'apprentissage et la confiance en soi

Olsson, T. M., Broberg, M., Frisk, S., Wackenhut, A. F., Kjellin, D., Gullstrand, S., … Skoog, T. (2024). **Health-Promoting Learning Environments in Higher Education: A Scoping Review of Structural Interventions to Protect Student Mental Health**. *European Journal of Education*, *59*(4), e12772. https://doi.org/10.1111/ejed.12772

A rapidly growing body of research spanning several scientific disciplines and countries converges to show that mental health problems among students are an increasing

challenge for higher education institutions. Mental health problems among students threaten academic performance, degree completion and student well-being. Structural efforts aimed at building health-promoting, learning environments for all students are lacking in the literature. This study aims to identify and describe what is currently known about structural approaches to promote mental health or prevent mental health problems among students in higher educational settings. We conducted a scoping review of studies published in peer-reviewed journals between 2001 and 2021, which studied structural interventions to promote mental health or prevent mental health problems among students in higher educational settings. The search identified 8372 articles, and 27 were included in the final sample. Four broad categories of approach were identified: (1) inclusion and diversity approaches, (2) adaptations to the physical environment, (3) teaching health-related skills and behaviours and (4) adaptations to pedagogical practices and teaching approaches. The general finding from the studies reporting student perceptions was that students were favourable to the interventions to which they were exposed. Studies investigating pre- to post-test changes in well-being had mixed findings. Institutions aiming to support student mental health at the structural level should rigorously study and describe these approaches and their outcomes to advance our combined understanding of how we might design and deliver structural interventions to support students' mental health.

Panayides, P., Papanastasiou, E. C., Georgiou, K., & Karekla, M. (2024). **Validation of the Online Test Anxiety Inventory (ON-TAI) for adult students. The Rasch measurement approach**. *European Journal of Education*, *59*(4), e12724. https://doi.org/10.1111/ejed.12724
This study is an investigation of the validity of the Online Test Anxiety Inventory (ON-TAI) for adult students. The scale contained the 20 items of the Test Anxiety Inventory (Spielberger, 1980), together with five computer anxiety items, all rephrased so as to pertain to online test anxiety. The scale was administered to a large sample of Greek and Cypriot postgraduate students and Rasch measurement was used for the investigation of its psychometric properties. After original analyses, one of the computer anxiety items was removed, leaving the final instrument with a total of 24 items. Results showed that the scale is unidimensional thus supporting that computer anxiety can indeed be considered a component of online test anxiety. All evidence collected supports the high degree of construct validity of the scale. Furthermore, results verify that the 4-point scale used is optimal. Additional research, with adult student populations from other countries, with the use of the ON-TAI is suggested for the purpose of broader use.

Peng, X., Jin, Y., Sun, J., Zhao, L., Liu, S., & Li, R. (2024). **Exploring the effect of stress arousal on the positive emotional design of multimedia learning**. *Education and Information Technologies*, *29*(15), 20267-20298. https://doi.org/10.1007/s10639-024-12676-1
Positive emotional design has been shown to have an important impact on multimedia learning. However, before learning multimedia materials, students may inevitably be stressed by external factors such as learning uncertainties brought about by COVID-19, that can affect their final performance. Moreover, whether the principles of emotional design are still valid with the consideration of stress arousal is still unexplored and deserves further investigation. Therefore, this study explored the mixed influence of stress arousal and positive emotional design on learning outcomes (e.g., physiological signals, subjective perception, learning performance measured by test scores). 103 college students were divided into four experimental groups in this study: the SAPE group—stress

arousal tasks and positive design (25 students), the SANE group—stress arousal tasks and neutral emotional design (25 students), the NSPE group—not stress arousal and positive emotional design (26 students), and the NSNE group—not stress arousal tasks and neutral emotional design (27 students). Employing an electrocardiogram (ECG) apparatus, questionnaires for data collection, and rigorous statistical techniques for analysis, this research investigates the impact of positive emotional design on students' learning outcomes when subjected to stress arousal. The findings indicated that under conditions of stress arousal, the effect of the positive emotion design on learning outcomes was enhanced. Specifically, analysis of variance was performed on students' physiological signals, regarding the high-frequency (HF) value, and spectral power (SP)value within the [2.2, 2.3] and [3.7, 3.8] ranges, which showed significant interactions between stress and emotional design factors. The spectral power was negatively related to positive emotions. Besides, the analysis suggests that there is a significant interplay between stress and emotional design factors in shaping subjective perception (e.g., learning motivation, experienced satisfaction, and perceived learning). Additionally, compared with the other three groups, the SAPE group performed better on recall and transfer tests. The research results could provide valuable references for the follow-up study of multimedia emotional design.

Petiot, O., Kermarrec, G., Dugény, S., & Visioli, J. (2024). **'I Still Have Tears in My Eyes': A Situational Psychological Approach of Teachers' Emotional Labour in Special Needs Education**. *European Journal of Education*, *59*(4), e12810. https://doi.org/10.1111/ejed.12810
Special needs education represents an emotion-laden context for teachers. The aim of this study was to analyse the forms and inducers of teachers' emotional labour in this specific context. Using a situational psychological approach, we analysed 167 critical incidents experienced by 50 special education teachers. Qualitative analysis revealed three passive forms of emotional labour (52.3%), particularly 'To feel and express the positive emotions generated by a pleasant situation', and three active forms (47.7%), especially 'To master the negative emotions generated by an unpleasant situation'. These forms of emotional labour emerged from four categories of positive inducers (55.9%), particularly 'Teachers' successful interventions with students', and from four categories of negative inducers (44.1%), especially 'Students' displays of aggressiveness'. Statistical analysis highlighted a strong association between passive forms and positive inducers, and between active forms and negative inducers. These results are discussed in relation to the specificities of teaching in special needs education.

Qu, J., & Wang, Y. (2024). **Modelling the interaction between EFL teachers' personality traits, emotion regulation strategies, and teachers' depression: A structural equation approach**. *European Journal of Education*, *59*(4), e12727. https://doi.org/10.1111/ejed.12727
Emotion regulation strategies can enhance teachers' well-being and performance by enabling them to cope with the challenges and stressors of teaching. Personality traits, however, may affect teachers' vulnerability to depression and their capacity to regulate their emotions. To investigate how emotion regulation strategies mediated the relationship between EFL teachers' personality traits and depression, we invited 546 Chinese EFL teachers to complete the relevant online questionnaires. The Structural Equation Modelling (SEM) results revealed that teachers' personality traits directly influenced their depression levels, and that their depression levels negatively impacted

their emotion regulation strategies. Furthermore, the results demonstrated that positive emotions mediated the relationship between teachers' personality traits and depression, suggesting that teachers with higher levels of positive emotions had lower levels of depression and more effective emotion regulation strategies. The findings implied that fostering positive emotions and emotion regulation strategies can improve teachers' mental health and teaching quality. The study also added to the knowledge of the role of emotion regulation strategies in the interplay between personality traits and depression.

Qu, K., & Wu, X. (2024). **ChatGPT as a CALL tool in language education: A study of hedonic motivation adoption models in English learning environments**. *Education and Information Technologies*, *29*(15), 19471-19503. https://doi.org/10.1007/s10639-024-12598-y
The advancement of information technologies has led to increased attention to AI chatbots as valuable tools for computer-assisted language learning (CALL), drawing the attention of both academic scholars and industry practitioners. However, there remains limited understanding regarding the adoption of AI chatbots, specifically within the context of the English language. To address this existing research gap and examine the perception and motivation of usage of ChatGPT, this research employed the hedonic motivation system adoption model (HMSAM) to examine the adoption of ChatGPT. Employing structural equation modelling (SEM), a comprehensive investigation was conducted using data sourced from 189 valid responses obtained through an online survey administered to Chinese international students who are currently enrolled in British universities. The findings reveal that the research model effectively elucidates the elements influencing the adoption of ChatGPT in English learning. Notably, boredom, joy, focused immersion, and control emerged as significant mediating factors pertaining to the link between perceived ease of use and behavioural intention. These findings offer meaningful perspectives for upcoming researchers and practitioners in English language teaching and learning, contributing to promoting innovation in this domain.

Radley, K. C., Fischer, A. J., Dubrow, P., Mathis, S. N., & Heller, H. (2024). **Reducing Teacher Distress Through Implementation of the Good Behavior Game**. *Journal of Behavioral Education*, *33*(4), 890-911. https://doi.org/10.1007/s10864-023-09515-7
High rates of teacher turnover are of critical concern for education agencies on a national level. When surveyed, teachers commonly report that student problem behavior is a primary motivator for leaving the profession. Previous research indicates that efforts to promote classroom management skills that address disruptive student behavior may alleviate some of the stress that leads to teacher burnout. The purpose of this study was to assess the effects of the Good Behavior Game on self-reported stress levels in teachers. The rate of academically engaged behavior in students was also assessed as a secondary outcome measure. A multiple baseline design was used to evaluate the effects of teacher implementation of the Good Behavior Game within three elementary-level classrooms at a Title I school. Overall, the results indicate that the Good Behavior Game intervention procedures were effective in decreasing teacher stress levels and increasing academically engaged behavior in students.

Richter, E., Fütterer, T., Eisenkraft, A., & Fischer, C. (2025). **Profiling Teachers' Motivation for Professional Development: A Nationwide Study**. *Journal of Teacher Education*, *76*(1), 90-103. https://doi.org/10.1177/00224871241247777

Situated in the context of advanced placement (AP) reform in the United States, we investigated profiles of teachers' motivation for participating in professional development (PD) courses in a two-cohort sample of nt1 = 2,369 and nt2 = 2,170 chemistry teachers via multilevel latent class analysis. In addition, the study investigated to what extent profile membership was related to factors at the teacher, school, and PD levels. Participation in PD courses was associated with one of three profiles, labeled "reform-motivated," "convenience-motivated," and "interaction-motivated." Participation in PD courses was more likely to be reform-motivated if a teacher had a major in chemistry, more experience teaching AP, more positive attitudes toward PD, or higher enactment of AP redesign in the classroom, or if the PD course was formal and face-to-face. The results show that teachers have different motivations for participating in PD courses and provide insight into how to engage teachers in professional learning.

Rigney, A. M., Drevon, D. D., & Hixson, M. D. (2024). **Gaining headspace: A classroom-based mindfulness intervention to promote attention for primary students**. *Psychology in the Schools*, *61*(12), 4449-4464. https://doi.org/10.1002/pits.23285
The authors investigated whether a functional relation exists between the mindfulness-based intervention Headspace and student attentive behavior, and the perceptions of Headspace from instructors who used the intervention. The study was conducted in three classrooms with elementary-age students. The intervention was delivered via the Headspace application. Data were collected using systematic direct observation. The research design was a multiple baseline design. Each classroom was the unit of analysis. Data were analyzed using visual analysis and by calculating a between-case standardized mean difference. Results showed a nonsignificant, small effect size ($g = 0.53$, (95% CI [−0.15, 1.22]). Overall, results from the visual analysis suggest there was not a functional relation between Headspace and attentive behavior. The perceptions of Headspace by instructors were not positive. The results differ from previous results in the literature and are interpreted considering limitations related to the planning/design of the study as well as its execution.

Roberts, G. J., Lindström, E. R., Jimenez, Z., Ghosh, E., Mehmedovic, S., McFadden, K. A., & Bahadori Fallah, M. (2024). **Intervention Research for Students with Co-occurring Reading Difficulties and Inattention: A Systematic Review of Single-Case Design Studies**. *Journal of Behavioral Education*, *33*(4), 721-745. https://doi.org/10.1007/s10864-023-09517-5
This systematic review and synthesis summarizes intervention research for Grade K-12 students with a reading difficulty and co-occurring inattention to identify (a) the relevant intervention literature base, (b) the student, study, and intervention characteristics of these studies, (c) the effects of these interventions on reading and behavior outcomes, and (d) the collateral impact of reading interventions and behavior interventions on behavior outcomes and reading outcomes, respectively. Our search process yielded 14 eligible studies. Findings suggest that word reading instruction is associated with improved word reading outcomes and self-monitoring and function-based interventions are associated with improved student behavior. No study measured a collateral effect for reading or behavior interventions. Future reading intervention research is needed to better understand how to improve the reading and behavior outcomes for Grade K-12 students with a reading difficulty and co-occurring inattention. A PRISMA-compliant abstract can be found at https://osf.io/5v8ke/?view_only=d78b4cdc7eb946ae997df91e08fe2809.

Romero, M., Juola, J. F., Casadevante, C., & Hernández, J. M. (2024). **Mastery performance-goal orientation objective test: goal orientation profiles**. *Psychology in the Schools*, *61*(12), 4629-4652. https://doi.org/10.1002/pits.23299
The Mastery Performance-Goal Orientation Test (MP-GOT) assesses performance- and mastery-orientation along a single bipolar dimension. In Study 1 (n = 198) we explored its psychometric properties and determined whether its results were related to learning. In addition, we employed Latent Profile Analysis to explore goal orientation profiles. In Study 2 (n = 1689) we explored whether goal orientation scores were related to cooperation and whether the goal orientation profiles identified in Study 1 were replicated. In both studies, reliability of the MP-GOT was high, and a 4-profile solution was retained. Mastery-oriented participants tend to obtain higher learning scores (Study 1) and higher cooperation scores (Study 2). MP-GOT has the potential to be a useful instrument for measuring goal orientation and its relation to relevant behavioral outcomes.

Roohani, A., Parhizkar, R., & Ostovar, S. (2024). **Developing and validating perceived intercultural communication anxiety/apprehension scale**. *Psychology in the Schools*, *61*(12), 4589-4607. https://doi.org/10.1002/pits.23297
Intercultural communication research has highlighted the significance of intercultural communication apprehension/anxiety measurement and instrument development in diverse sociocultural contexts. This study embarked on developing and validating a scale, the Perceived Intercultural Communication Anxiety/Apprehension Scale (PICAS) in the English as a foreign language (EFL) context. By drawing upon the review of the literature and expert judgment, a Likert scale with 52 items was developed for assessing the construct of intercultural communication anxiety/apprehension, which was subjected to exploratory and confirmatory factor analysis (CFA) with 760 Iranian EFL learners. The ultimate results of exploratory factor analysis evidenced 17 items with a stable five-factor solution, comprising L2 proficiency, prejudice and stereotypes, significant others' attitudes, status, and context familiarity factors. The subsequent CFA confirmed the five-factor model. The five-factor PICAS was found to be psychometrically reliable and valid. Potential applications, future directions, and limitations are finally addressed.

Satıcı, S. A., Kütük, H., & Okur, S. (2024). **Mediation of the influence of mindfulness on academic buoyancy by academic hope: A two-wave longitudinal study**. *Psychology in the Schools*, *61*(12), 4558-4568. https://doi.org/10.1002/pits.23296
Educational activities are significant in that they have an important place in the life of the individual and support mental health. In this study, the relationship between mindfulness and academic buoyancy and the mediating role of academic hope were examined in a longitudinal research study. Data were collected from 287 Turkish university students who participated in the study at 4-month intervals. An autoregressive analysis of the cross-lagged panel model for a half-longitudinal design was used to test the role of academic hope as a mediator in the relationship between mindfulness and academic buoyancy. The results revealed the direct effect of mindfulness on academic hope and academic buoyancy. In addition, academic hope was found to have a mediating effect on the relationship between mindfulness and academic buoyancy. It was, therefore, concluded that improving mindfulness practices may benefit people from both an academic and spiritual perspective.

Sciotto, G., Pace, F., & Moavero, C. (2024). **Workload and Need for Recovery in the Academy: The Moderating Role of Student Demands and Meaningful Work Perceptions**. *European Journal of Education*, 59(4), e12777. https://doi.org/10.1111/ejed.12777
Research has often focused on which teaching-related stressors might undermine teachers' effectiveness, with spillover effects on students' performance. This connection makes studies on teacher well-being crucial, as well as the search for variables that can act as a buffer for unavoidable job stressors. The present study investigates whether the relationship between academic workload and the need for recovery varies based on student demands and meaningful work perceptions. Hence, a moderated moderation model was tested on 236 Italian university teachers. The results show that the effect of academic workload on the need for recovery is higher in conditions of high student demands. Meaningful work plays a protective role, mitigating the effect of academic workload in both high and low student demands conditions. These findings suggest the promotion of protective elements that can trigger a virtuous process such that teachers' well-being improves effectiveness, which, in turn, improves students' learning experience.

Scuotto, C., Triberti, S., Iavarone, M. L., & Limone, P. (2024). **Digital interventions to support morality: A scoping review**. *British Journal of Educational Psychology*, 94(4), 1072-1090. https://doi.org/10.1111/bjep.12706
Background Morality and moral reasoning develop over the course of life, but such development may encounter obstacles. Psycho-educational interventions could be designed to improve moral reasoning and attitude towards prosociality. In the last decades, many interventions employed digital technologies ranging from multicomponent online platforms to serious games and virtual reality, making use of interactivity and immersive properties that could make moral stimuli more engaging. Aims This study aimed at reviewing the literature on digital interventions to support morality and moral reasoning, carried out with subjects of all age groups. Methods and results Two electronic databases were searched with a systematic approach, and retrieved publications were scanned by authors against inclusion criteria. Twenty-three articles were reviewed. In general, the literature describes encouraging results of digital interventions to support morality. Moreover, a huge variety of morality conceptualizations emerged across various contexts (e.g., professional, school and sports) as well as various outcome measurements (e.g., change in attitudes and change in behaviour). Conclusions Effectiveness of digital interventions may relate to immersive and interactive simulations in particular, in that they allow participants not only to learn about moral rules and principles but also to actively exercise their own morality to make decisions. Future research may build on the present scoping review to analyse specific types of interventions' effectiveness with a meta-analytical approach.

Selvamenan, M., Paolozza, A., Solomon, J., & Naglieri, J. A. (2024). **A pilot study of race, ethnic, gender, and parental education level differences on the Naglieri General Ability Tests: Verbal, Nonverbal, and Quantitative**. *Psychology in the Schools*, 61(12), 4705-4731. https://doi.org/10.1002/pits.23304
This study was conducted to examine the relationships between general intelligence test scores and race, ethnicity, gender, and parental education using the Naglieri General Ability Tests: Verbal, Nonverbal and Quantitative (Naglieri & Brulles, & Lansdowne, 2021) for three samples that closely match the U.S. population. Few differences were found on the preliminary versions of the Verbal (Naglieri & Brulles, 2021; N = 2482), Quantitative (Naglieri & Lansdowne, 2021; N = 2369), and Nonverbal (Naglieri, 2021; N = 2383) Naglieri

General Ability Tests. These initial findings suggest that this approach to measuring general ability may ultimately have utility for equitable identification of students from diverse backgrounds for possible inclusion in gifted educational programs.

Soares, A. J. C., Fortunato-Tavares, T., & Befi-Lopes, D. M. (2024). **Effects of word extension on decoding development in Brazilian young readers: Theoretical and practical implications**. *European Journal of Education, 59*(4), e12721. https://doi.org/10.1111/ejed.12721
Purpose Although the knowledge of decoding acquisition has expanded in the past years, theoretical information is still needed to guide practices concerning decoding skills in clinical and educational scenarios in languages other than English. Thus, we aimed to investigate the word-length effects on decoding acquisition regarding the time spent on decoding and the accuracy—the number of correct words/nonwords read per minute—in Brazilian Portuguese-Speakers. Methods The study included 250 children enrolled in elementary school from first to fifth grade, and we used stratified random sampling to select the participants. To assess their decoding skills, we used a linguistically balanced list of words and nonwords designed according to Brazilian Portuguese decoding rules, word length variation, and the frequency of these words in the children's experiences. Results Generally, data provide evidence of a stimuli length effect on accuracy and decoding time for words and nonwords. Data bring essential indicators for discussion in the acquisition and development of decoding since it adds another layer to investigate: intralinguistic features. Conclusion The current findings contribute significantly to the area by indicating that the process of acquiring decoding has a multifactorial nature, and different interactions between variables can positively or negatively influence this process. Also, the present study may enlarge the knowledge by providing data from a transparent orthography encouraging more studies on the theme and cross-linguistic studies to understand how such variables here studied may vary in different orthographies.

Song, Y. (2024). **Sustainable Growth of Learner Engagement and Well-Being Through Social (Teacher and Peer) Support: The Mediator Role of Self-Efficacy**. *European Journal of Education, 59*(4), e12791. https://doi.org/10.1111/ejed.12791
The facilitation of learners' achievement may be enhanced by considering the role of different constructs of positive psychology (PP) such as well-being and engagement. Besides, there is a widespread belief that self-efficacy has become an important psychological construct that can affect learners' academic performance. Additionally, the interpersonal connections that learners have with their teachers and peers within the educational setting play a pivotal role in their intellectual development. Several studies have confirmed that both peers and teachers have a significant role in shaping the academic performance of learners. Nevertheless, there is a dearth of empirical research examining the potential relationship between peer and teacher support and its impact on learner engagement (LE), and well-being with the mediator role of self-efficacy. Therefore, this research was designed to examine it among 640 students in China. The package of five questionnaires, namely the teacher and peer support, LE, well-being, and self-efficacy was administered to collect the data. The results obtained from the structural equation model (SEM) indicated that students who receive higher levels of support from their educators and classmates were engaged more and had high well-being. Moreover, regression analysis indicated that social (teacher and peer) support was a predictor of both well-being ($\beta = 0.436$, $p < 0.01$) and engagement ($\beta = 0.666$, $p <$

0.01). Furthermore, social (teacher and peer) support was a strong predictor of efficacy (β = 0.768, p < 0.01). Indeed, self-efficacy could predict both well-being (β = 0.446, p < 0.01) and engagement (β = 0.183, p < 0.01). As a result, some suggestions are recommended for teachers, students, teacher educators and other members of the academic community.

Sulak, S. A., & Koklu, N. (2024). **Analysis of Depression, Anxiety, Stress Scale (DASS-42) With Methods of Data Mining**. *European Journal of Education*, *59*(4), e12778. https://doi.org/10.1111/ejed.12778

This study employs advanced data mining techniques to investigate the DASS-42 questionnaire, a widely used psychological assessment tool. Administered to 680 students at Necmettin Erbakan University's Ahmet Kelesoglu Faculty of Education, the DASS-42 comprises three distinct subscales—depression, anxiety and stress—each consisting of 14 items. Departing from traditional statistical methodologies, the study harnesses the power of the WEKA data mining program to analyse the dataset. Employing Naive Bayes (NB), Artificial Neural Network (ANN), Logistic Regression (LR), Support Vector Machine (SVM) and Random Forest (RF) algorithms, the research unveils novel insights. The ANN method emerges as a standout performer, achieving remarkable distinctiveness scores for all subscales: depression (99.26%), anxiety (98.67%) and stress (97.35%). The study highlights the potential of data mining in enhancing psychological assessment and showcases the ANN's prowess in capturing intricate patterns within complex psychological dimensions. By charting a course beyond conventional statistical methods, this research pioneers a new frontier for employing data mining within the realm of social sciences. As a result of the study, it is recommended that teacher candidates in the teacher education process should have knowledge about depression, anxiety and stress, and relevant courses on these topics should be added to the curriculum of teacher education programs.

Tekerci, H., & Çöplü, F. (2024). **Sense of Belonging in Early Childhood: A Study in an Early Childhood Education Center in Türkiye**. *Child Indicators Research*, *17*(6), 2527-2554. https://doi.org/10.1007/s12187-024-10171-0

The aim of this study was to provide a multidimensional perspective on the attachment of children who were identified as different and maladaptive in their classrooms in a preschool education institution in the Mediterranean region of Türkiye. The study was carried out by collecting qualitative and quantitative data with triangulation method. Within the scope of the study, interviews were conducted with the teachers, the mothers of children, and the children; four girls and three boys, the youngest of whom was 58 months old and the oldest of whom was 74 months old. In addition, the Belonging Scale was applied to the children and observations were conducted by the researchers. As a result of the research, it was found that the weakest structures in children's perceptions of belonging were at the level of attachment to friends and family. The qualitative data supported the findings that the quality of children's relationships with their peers, siblings and mothers were effective on children's emotional state, and children showed complaint and violence behaviour patterns as conflict resolution strategies. In addition, it can be stated that teachers lack knowledge and understanding of the pedagogy of belonging and that children cannot gain conflict resolution and independence skills.

Thien, L. M., & Liu, P. (2024). **Spurring teacher well-being from teacher leadership and basic psychological needs perspectives**. *Psychology in the Schools*, 61(12), 4767-4791. https://doi.org/10.1002/pits.23309
This study aims to investigate the linear and nonlinear (non-compensation) effects of teacher leadership on teacher well-being dimensions through the three basic psychological needs dimensions (autonomy, competence, and relatedness). This quantitative cross-sectional study used partial least squares structural equation modelling and artificial neural network (ANN) for data analysis. Data were collected using survey questionnaires from 728 Malaysian primary school teachers. All the direct (linear) and indirect effects of teacher leadership on teacher well-being dimensions through teachers' basic psychological needs were significant. The ANN analysis revealed that competence, a dimension of teacher basic psychological needs, was the strongest predictor of workload well-being and student interaction well-being. Autonomy was the strongest predictor of organisational well-being. Implications and future studies are presented.

Thomas, M. S. C., Howard-Jones, P., Dudman-Jones, J., Palmer, L. R. J., Bowen, A. E. J., & Perry, R. C. (2024). **Evidence, Policy, Education, and Neuroscience—The State of Play in the UK**. *Mind, Brain, and Education*, 18(4), 461-473. https://doi.org/10.1111/mbe.12423
In this article, we give an overview of translational educational neuroscience (mind, brain, and education) in the United Kingdom. We consider the state of translation, describing respectively the state of the dialogue between researchers and educators, the state of evaluation of approaches to improve educational outcomes, and the state of innovation in research translation. We consider the teacher perspective. What do UK teachers think about educational neuroscience and its potential for informing classroom practice, and how do ideas about pedagogical approaches feature among their everyday concerns? We describe the results of a recent survey from a representative sample of over 1,000 UK teachers, and a case study of a UK high school teacher who employs educational neuroscience in his practice and what this entails. Lastly, we consider the policy perspective and assess the recent move by the UK government to introduce knowledge of cognitive science into initial and early-career teacher training.

Tolmacz, R., Ben-Eliyahu, A., Mikulincer, M., & Efrati, Y. (2024). **Student–teacher relational entitlement and its association with students' and teachers' characteristics**. *British Journal of Educational Psychology*, 94(4), 1109-1131. https://doi.org/10.1111/bjep.12708
Introduction One's sense of entitlement—the subjective perception of what one deserves from another person—can contribute to social attitudes and behaviour in positive or negative ways, depending on the way in which one construes this subjective sense. Previous work has examined how adolescents' sense of entitlement towards their parents contributes positively or negatively to their well-being. In this study, we extend this line of research and focus on adolescents' sense of entitlement towards another important authority figure—teachers, while examining its associations with both students' and teachers' characteristics and implications for students' functioning at school. Method We adapted the Adolescents' Sense of Relational Entitlement towards Parents scale to tap students' relational entitlement towards their teachers. We then examined the factor structure of the adapted scale and its associations with students' and teachers' relevant psychological measures in three samples (N = 1588). Results Findings confirmed the three-factor structure of student–teacher entitlement. Studies 2–3 also revealed that students' sense of entitlement was associated with both students' variables

(e.g., psychological well-being, self-esteem, perceptions of teachers' acceptance of them and students' school engagement) and teachers' emotional difficulties. Study 3's findings indicated that students' sense of entitlement was associated with their school engagement. Conclusion Students' sense of entitlement towards teachers seems to be associated with teachers' emotional makeup and attitudes towards students. In addition, this subjective sense is associated with students' school engagement. These findings suggest that there is theoretical value and practical implications for further unpacking both teachers' and students' factors associated with students' sense of entitlement and examining its association with academic functioning at school.

Tomaszek, K., Muchacka-Cymerman, A., Aypay, A., & Altınsoy, F. (2024). **Who Can Make Burned-Out Students Feel Better and Self-efficient? Latent Profiles of Student Burnout and Its Association to Personal and Social Resources Among Polish and Turkish Early Adolescents**. *Child Indicators Research*, *17*(6), 2481-2502. https://doi.org/10.1007/s12187-024-10169-8
In recent years, the study demands-resources model (SD-R) has received significant attention as a comprehensive framework that identifies school burnout antecedents and adverse consequences. Our main study aim was to identify school burnout profiles among early adolescents and examine the associated personal and social resources. A cross-sectional study collected data from Polish and Turkish youths (N = 959,57.1% from Poland) through a paper-pencil and online survey measuring four school burnout dimensions, personal resources and social resources. 27 Three school burnout profiles were identified: (Profile 1) Highly Burned-out Students (14.8%), (Profile 2) Slightly Burned-out Students (63.5%), (Profile 3) Unburned-out Students (21.7%). Students from Profile 1 scored significantly lower in social and personal resource. The membership in Profile 2 was predicted by worse relationships with important adults (parents, teachers), and lower self-esteem compared to Profile 3. Our findings confirmed that school burnout symptoms are experienced (even slightly) by a relatively high number of youths.

Toomarian, E. Y., Gosavi, R. S., Hasak, L. R., Bunderson, M., & McCandliss, B. D. (2024). **Emerging Insights From a Research-Practice Partnership Approach to Educational Neuroscience**. *Mind, Brain, and Education*, *18*(4), 437-448. https://doi.org/10.1111/mbe.12428
Advances in the field of Mind, Brain, and Education (MBE) have been limited by a fundamental separation between university-based neuroscience laboratories and school communities, constraining the field's ability to collaboratively devise research studies germane to child development. This commentary explores the assertion that the persistent obstacles in MBE work may stem from how we structure these partnerships. We examine this premise through a detailed case study of a research-practice partnership that has successfully implemented a range of innovative programmatic elements, including the establishment of specially trained liaisons, situating a neuroscience lab within a school, and actively involving practitioners and students in research. An analysis of the values that iteratively emerged from this approach may encourage other MBE stakeholders to consider affordances of this model when embarking upon future partnership endeavors.

Tu, H., & Shi, H. (2024). **Personal Attributes Contributing to Chinese EFL Students' Well-being: Uncovering the Role of Mindfulness and Grit**. *European Journal of Education*, *59*(4), e12759. https://doi.org/10.1111/ejed.12759

The role of students' well-being in their academic development and growth has been reported in the literature. Nonetheless, most of the previous studies have revolved around the predictive role of interpersonal factors in students' well-being, and the influence of personal factors is overlooked. To bridge this gap, this study probed the role of two personal attributes, namely mindfulness and grit, in English students' well-being. To accomplish this, three valid questionnaires were sent to 623 Chinese English as a foreign language (EFL) students chosen from different language institutes in China. Following that, confirmatory factor analysis (CFA) and structural equation modelling (SEM) were implemented to analyse the potential associations between mindfulness, grit, and well-being, as well as the role of mindfulness and grit in Chinese students' well-being. The results demonstrated that Chinese students' well-being was tightly associated with their mindfulness and grit. Students' grit and mindfulness could uniquely predict 59% and 64% of students' well-being changes, respectively. The complexity and dynamic nature of positive emotions and personal attributes may also be reasons for the obtained predicting role. It is asserted that L2 practitioners should strike a balance between personality-related factors and psychological ones to facilitate their students' well-being.

Tzuriel, D., Weiss, T., & Kashy-Rosenbaum, G. (2024). **The effects of working memory training on working memory, self-regulation, and analogical reasoning of preschool children**. *British Journal of Educational Psychology*, *94*(4), 1132-1160. https://doi.org/10.1111/bjep.12709

Background and Aims This study examined the effects of working memory training (WMT) on WM and fluid intelligence. A novel four-pronged model of mediated learning, cognitive functions, task characteristics and metacognition is presented as a conceptual basis for the Modifiability of a Working Memory Program (MWMP). Our basic assumption is that increasing WM depends on a synchronized combination of the four components. Sample A group of typically developed preschool children (n = 62) participated in the experimental group, receiving the MWMP. They were compared with a control group (n = 56) of preschool children who engaged in a substitute program. This comparison allowed us to discern the specific effects of the MWMP. Methods All participants received tests of WM, self-regulation and analogical reasoning before and after the intervention. The MWMP was administered to children in the experimental group for 10 weekly sessions, each lasting 40 minutes, in small groups of two children. The children in the control group engaged in didactic activities that were part of a school curriculum routine for kindergartners for the same length of time. Results We used ANCOVA analysis to compare the Treatment x Time with age and socioeconomic status as covariates. The findings revealed a higher improvement in some WM and self-regulation tests among children in the experimental group compared to those in the control group. However, no significant transfer effects were observed in analogical thinking. Conclusion The findings confirm the effectiveness of a non-computerized WMT among kindergartners and support our four-pronged theoretical model. We also discuss earlier findings on far-transfer effects and educational implications. We suggest that future WM studies adopt the following: (1) the development of training methods that are theoretically anchored; (2) training procedures should not rely heavily on computerized exercises but can be adapted to group characteristics, educational settings and cost-effectiveness aspects; (3) varying the task characteristics and training strategies to stimulate task-intrinsic motivation; (4) identifying training strategies to produce cognitive improvements underlying WM; (5) intervention should target individuals in early development as much as possible; (6) development of training procedures that facilitate motivation; and (7)

providing empirical evidence of far-transfer effects for WM training. The empirical evidence should link gains in WM capacity and achievements in academic and other life domains.

Üstündağ, A. (2024). **The mediating effect of adolescents' emotional regulation strategies on their psychological resilience**. *Psychology in the Schools*, 61(12), 4569-4588. https://doi.org/10.1002/pits.23300
The purpose of this study was to analyse emotional regulation and psychological resilience in adolescents, exploring various variables and their interrelationships. A descriptive and relational survey model was used in the study, which included a sample of 967 adolescents in Turkey. Data were collected using a "Personal Information Form," the "Emotion Regulation Scale for Adolescents" and the "Adolescents Psychological Resilience Scale." The results showed that adolescents' psychological resilience differed according to gender and maternal education level, while emotional regulation strategies differed according to gender, socioeconomic level and parental education level. There was a relationship between adolescents' psychological resilience and their internal functional emotional regulation strategies. Furthermore, factors such as peer support, school support, adjustment and empathy were found to be effective in improving adolescents' emotional regulation strategies.

Wang, D., Qiu, Q., Wang, L., Jiang, Y., & Ran, A. (2024). **Empowering the digital learner: Exploring the relationship between teacher support, autonomy in technology, and self-efficacy in Chinese vocational colleges**. *Psychology in the Schools*, 61(12), 4483-4496. https://doi.org/10.1002/pits.23294
In Chinese vocational colleges, students often avoid classroom challenges and lack persistent academic engagement. This was perceived as a deficiency in self-efficacy and a need for greater teacher–student engagement. The rapid advancement of information technology in educational contexts indicates that the dynamics among teacher support, technological autonomy, and self-efficacy will become crucial for learning outcomes. Hence, this study explored the relationship between teacher support and student self-efficacy, focusing on the mediating role of student autonomy in technology. A questionnaire survey administered to 606 first-year students was analyzed using Pearson's correlation coefficient and Process V3.3. The results showed that teacher support and student self-efficacy were moderately positively correlated ($r = .464$, $p < .01$). However, technological autonomy appeared to be significantly positively correlated with teacher support ($r = .368$, $p < .01$) and self-efficacy ($r = .515$, $p < .01$). The results highlight the instrumental role of teacher support in enhancing student self-efficacy and the important role of technological autonomy as a mediating factor. These findings confirm the need for continuing social support and interactive roles between teachers and students to enhance student self-efficacy in higher education. Furthermore, technology should be leveraged to foster a conducive learning environment.

Wang, S., Chen, J., & Zhou, L. (2024). **After Admission: The Emotional Suffering of Students Enrolled Through the Rural Students Quota Plan in China's Elite Universities**. *European Journal of Education*, 59(4), e12774. https://doi.org/10.1111/ejed.12774
The Chinese government has implemented a series of special admission policies in recent years to promote higher education equity. One of the key approaches is the 'Rural Students Quota Plan', which requires elite universities to enrol a certain number of rural students from disadvantaged social and economic backgrounds each year. This study

adopted qualitative methods to explore the experiences of these students, focusing on their emotional journeys after admission to elite universities. In this project, 32 rural students from R University were invited to participate in semi-structured interviews. After thematic analysis, this paper further focuses on the systematic presentation and in-depth analysis of ten of these Quota Plan students' university experiences to carefully delve into their emotional journeys while integrating the narratives of other participants as background data into the analysis. Drawing on Bourdieu's conceptual tools, this study highlights how emotional struggles such as the sense of feeling lost and inferior are shaped by external social structures and the elite university field. The study argues that as elite universities strive to enrol more rural students, mechanisms must be put in place to better support rural students in their adaptation and integration throughout the higher education process.

Wang, X., & Li, P. (2024). **Assessment of the Relationship Between Music Students' Self-Efficacy, Academic Performance and Their Artificial Intelligence Readiness**. *European Journal of Education*, 59(4), e12761. https://doi.org/10.1111/ejed.12761
In recent years, the intersection of self-efficacy and technological readiness has become increasingly relevant in educational research, particularly within specialised fields like music education. Understanding how these factors interplay can offer valuable insights into enhancing educational practices and fostering academic achievement among music students. This study investigates the relationship between music students' self-efficacy, academic performance and artificial intelligence (AI) readiness within the context of Chinese Music education. Adopting a random sampling method, the researchers distributed questionnaires to 1082 Chinese music students to assess their self-efficacy, academic performance and AI readiness. Utilising SPSS (version 27) and AMOS (version 24) for data analysis, the researchers explored the statistical relationships among these variables. The findings indicate that a significant 63% of variations in students' academic performance can be explained by the combined influence of self-efficacy and AI readiness. This highlights a strong relationship between these factors and students' overall success in their professional pursuits. Specifically, students' self-efficacy uniquely predicts 52% of changes in academic performance, emphasising the importance of self-belief in academic achievement, whereas their AI readiness uniquely predicts 60% of changes in academic performance, showcasing the critical role of technological fluency in driving academic success. These results provide valuable insights into the interconnected dynamics of self-efficacy, academic performance and AI readiness among Chinese music students. The study underscores the significance of confidence, technological proficiency and their impact on students' educational trajectories, offering implications for enhancing educational practices and fostering student success in the context of music education.

Wang, Y., & Liu, L. (2024). **Learning elements for developing higher-order thinking in a blended learning environment: A comprehensive survey of Chinese vocational high school students**. *Education and Information Technologies*, 29(15), 19443-19470. https://doi.org/10.1007/s10639-024-12572-8
The significance of higher-order thinking (HOT) is becoming increasingly prominent in the twenty-first century, as reflected in the framework of most recent competency models. Blended learning models are universally recognized as promising endeavors to promote learners' HOT in the contemporary higher education field. To ensure that such learning models function as intended, a thorough and systematic study is required to determine

the variables that most influence learners' development of HOT in a blended learning environment. A sample of 422 Chinese vocational college students with blended learning experience completed a survey in which their perceptions of teaching presence, social presence, self-regulated learning (SRL), information and communication technology (ICT) self-efficacy, and HOT were measured. Structural equation modeling (SEM) revealed that students' SRL directly and significantly influenced their HOT in a blended learning environment. Furthermore, teaching presence, social presence, and ICT self-efficacy all indirectly affect HOT through their impact on SRL. Based on these findings, this study recommends that instructors teaching in a blended learning environment should focus on improving learners' SRL abilities, social interaction techniques, ICT competencies, and teaching presence to help learners develop HOT.

Wheeler, B. E., & Brooks, C. (2024). **Financial Socialization, Financial Identity,and Financial Well-Being Among University Students Taking a Consumer EconomicsCourse**. *Journal of Family and Economic Issues*, *45*(4), 1-16. https://doi.org/10.1007/s10834-023-09930-y
Derived from Marcia's (1966)identity statuses, we examine how financial identity statuses (achievement, moratorium,foreclosure, diffusion; Barber et al. (2011); Bosch et al. (2016);Sorgente et al. (2020)) relate to thepreparation for taking on financial responsibilities, materialism, compulsive buying,responsible credit management, and financial anxiety and financial well-being amonguniversity students taking a Consumer Economics course. Key findings included: (1)Identity achievement was related positively to preparation for taking on financialresponsibilities; (2) Identity moratorium was related positively to financial anxietyand related negatively to financial well-being; and (3) Identity diffusion was relatednegatively to preparation for taking on financial responsibilities and responsiblecredit management and related positively to materialism and compulsive buying. Findingssuggest a combination of helping emerging adults become less financially dependent onparents and greater financial socialization may help them develop financial identityachievement.

Wu, Q., Han, S., Tawfiq, D., Jalapa, K., Lee, C., & Pocchio, K. (2024). **A family systems investigation on couple emotional intimacy, parent–child relationships, and child social skills in middle childhood**. *Child Development*, *95*(6), 2195-2214. https://doi.org/10.1111/cdev.14155
This study investigated familial attachment-based processes in middle childhood, using 788 families (50.6% boys; 84.4% White), assessed six times from 4.5 years old to Grade 6. An adapted Random Intercept Cross-Lagged Panel Model revealed between-family associations among couple emotional intimacy, relationships with both parents, and child social skills (β = .18–.66). Within-family increases in child assertion and self-control prospectively predicted relationships with parents (βs = .13), and parent–child relationships predicted various child social skills (βs = .13–.17). Couple emotional intimacy predicted child cooperation, assertion, and responsibility (βs = .12–.24) and father–child relationships in Grade 6 (βs = .20–22) at the within-family level. Findings underscore a systemic consideration of attachment-based processes in the family.

Xu, J., & Li, J. (2024). **Effects of AI Affordances on Student Engagement in EFL Classrooms: A Structural Equation Modelling and Latent Profile Analysis**. *European Journal of Education*, *59*(4), e12808. https://doi.org/10.1111/ejed.12808
Various AI technologies have been extensively introduced in language learning, showing positive impacts on students' learning, especially on their classroom-based engagement.

Yet, AI's comprehensive affordances as well as influences across different cohorts of student engagement remain underexplored. Given this, the current study, employing structural equation modelling (SEM), delineated the factor structures and predictive relationships of AI affordances and student engagement. Besides, to clarify the variations across different engagement subgroups, the study also explored latent profiles of student engagement and their moderating effects through latent profile analysis (LPA). SEM and LPA were conducted using AMOS 23 and Mplus 8, respectively. The participants comprised 408 undergraduate students from various universities in China, who have engaged in English as a Foreign Language (EFL) learning within AI-empowered classroom environments. Factor analysis indicated that both AI affordances and student engagement exhibited two second-order factor structures. AI affordances were categorised into four dimensions: convenience, interactivity, personalisation and social presence. Student engagement was also divided into four dimensions: cognitive, behavioural, emotional and social engagement. Additionally, AI affordances significantly affected student engagement, with this impact being moderated by different student engagement profiles. Student engagement was segmented into three sub-groups: non/low engagement, high engagement and moderate engagement. Therein, AI affordances showed a notable effect on the non-/low engagement group. These findings provide a solid foundation for future research in the integration of AI technologies with language learning.

Yang, Y., & Zheng, J. (2024). **Unfolding the Moderating Role of Gender in the Relationship Between Teacher Support and Students' Well-being: Evidence from PISA 2022**. *Child Indicators Research*, *17*(6), 2503-2526. https://doi.org/10.1007/s12187-024-10172-z
Teacher support has a vital impact on students' well-being. However, the role of gender in the relationship between teacher support and students' well-being remained unstudied in East Asia. The present study aims to unravel the relationship between three types of teacher support (i.e., autonomy, competence, relatedness) and four dimensions of students' subjective well-being (i.e., life satisfaction, positive affect, negative affect, and eudaemonism), as well as identify the moderating effect of gender. Multiple linear regression with a moderation analysis was implemented for 34,968 fifteen-year-old students from five East Asian economies participating in the Programme for International Student Assessment (PISA) 2022. Results indicated that teacher support significantly influenced students' subjective well-being in East Asia. Moreover, gender significantly moderated the relationship between teacher support (i.e., autonomy, competence, relatedness) and students' eudaemonism. Compared with males, teacher competence support was more effective in fostering females' eudaemonism in East Asia. This study provides new insights into developing students' well-being from the gender perspective.

Yu, L., Huang, J., Liu, P. D., Yeung, S. S.-S., Lin, D., Cheung, H., & Tong, X. (2024). **How parenting styles affect the development of language skills and reading comprehension in primary school students**. *British Journal of Educational Psychology*, *94*(4), 1245-1270. https://doi.org/10.1111/bjep.12718
Background and Aims This study examined how parenting styles influence children's language skills and reading comprehension. Materials and Methods Six hundred and eighty-five Chinese-speaking third graders (Mage = 9.23 years, SD = .66; 341 girls) were randomly recruited from eight primary schools. We measured students' primary caregivers' parenting styles, parental education, family income, migration status, number of children's extracurricular books in the home and family cohesion at Wave 1

(i.e. grade 3). We also assessed students' reading motivation, language skills (i.e. vocabulary knowledge and syntactic awareness) and reading comprehension at Wave 2 (i.e. grade 4). Results The structural equation model analysis revealed that parenting styles indirectly affect language and reading comprehension development, with authoritative and authoritarian parenting exerting different influences on the two outcomes. Specifically, authoritative parenting was positively related to the number of children's books, which in turn was directly, or indirectly through reading motivation, associated with children's language skills and reading comprehension. In contrast, authoritarian parenting was negatively related to family cohesion, which was associated with children's reading motivation, and consequently, their language skills and reading comprehension. The multigroup analysis showed that the indirect pathways varied slightly across parental migration statuses. Discussion and Conclusion These findings enhance the global understanding of the pathways linking parenting styles to children's language skills and reading comprehension, suggesting that educators and researchers should not overly emphasize the direct role of parenting styles in children's academic performance.

Zheng, X., Fu, J., & Peng, J. (2024). **Exploring the Relationships Among Display Rules, Emotional Job Demands, Emotional Labour and Kindergarten Teachers' Occupational Well-Being**. *European Journal of Education*, *59*(4), e12771. https://doi.org/10.1111/ejed.12771
This study investigates the intricate relationships among display rules, emotional job demands (EJD), emotional labour and the occupational well-being (OWB) of kindergarten teachers in China. Utilising the job demands–resources (JD-R) model, this study specifically assesses the influence of EJD and displays rules on two dimensions of teachers' OWB (job satisfaction and emotional exhaustion), while exploring the mediating role of emotional labour strategies. Data were collected from a sample of 1220 Chinese kindergarten teachers. By employing structural equation modelling and mediation analysis, the findings reveal that positive display rules can enhance job satisfaction and alleviate emotional exhaustion. Conversely, negative display rules are linked to heightened emotional exhaustion and diminished job satisfaction. The analysis further discerns that two emotional labour strategies significantly mediate these associations. Surface acting exacerbates adverse outcomes, whereas the natural expression of emotions acts as a salient buffer, augmenting job satisfaction and reducing emotional exhaustion. In addition, EJD can positively predict job satisfaction through deep acting. These insights underscore the necessity of cultivating educational environments that advocate for natural emotional expression and reinforce positive display rules, thereby enhancing teachers' OWB. This research offers valuable implications for educational policymakers and practitioners, emphasising the need to address the emotional aspects of teaching in early childhood education.

Zhou, C., & Hou, F. (2024). **Can AI Empower L2 Education? Exploring Its Influence on the Behavioural, Cognitive and Emotional Engagement of EFL Teachers and Language Learners**. *European Journal of Education*, *59*(4), e12750. https://doi.org/10.1111/ejed.12750
Artificial intelligence (AI) is transforming L2 education, yet its specific impacts on English as a foreign language (EFL) teachers and language learners' engagement remain understudied. To address this deficiency, this study, grounded in Fredricks, Blumenfeld, and Paris's (Review of Educational Research, 74, 109) three-dimensional engagement model, explored the impacts of AI on the behavioural, cognitive and emotional

engagement of EFL teachers and language learners through semi-structured interviews with 24 EFL teachers and 38 college language learners, followed by a thematic analysis with MAXQDA to uncover the effectiveness of AI. The study found that behavioural engagement showcased the integration of AI tools, highlighting increased frequency of use and their practical applications in enhancing language acquisition tasks. Cognitive engagement was marked by the recognition of AI capacity to augment teaching strategies and learning processes, although it also surfaced concerns about the potential overreliance on technology. Emotional engagement reflected a complex interplay of attitudes, with most informants viewing AI positively but acknowledging concerns about job displacement, and its impacts on emotions of students and teachers as well as the relations between them. The study concluded that while AI held promise for L2 education, the integration must consider its limitations and ethical implications. The research provided valuable insights for educators, learners, technology developers and policymakers, encouraging innovative practices and informed decision-making in L2 education.

Zhou, J., & Guo, J. (2024). **A Voyage of Discovering the Role of Principal Transformational Leadership Behaviour on EFL Teacher Psychological Well-Being and Success**. *European Journal of Education*, *59*(4), e12758. https://doi.org/10.1111/ejed.12758
Aligning with the principles of positive psychology, a critical aspect that has gained prominence in academic territory over the past 2 decades is the concept of well-being. And the recent scholarly articles have underscored the centrality of teachers' psychological well-being (PWB). Given that the well-being and success of teachers are contingent upon their workplace environment, external factors such as the behaviours of the principals wield considerable influence over them. In alignment with this premise, the present investigation sought to scrutinise the structural interplay between principal transformational leadership behaviours (TLB), well-being and success within a cohort of 520 Chinese English as a Foreign Language, who were selected through convenience sampling. After the distribution of three self-report scales among the participants to assess their perceptions of principals' behaviour, PWB and success, structural equation modelling (SEM) was utilised for statistical analysis to evaluate the hypothesised model. The outcomes of the analysis revealed that principal TLB explained 62% of the variance in the participants' success and 57% of the variance in their PWB. The implications of these findings for the extant literature are deliberated upon, leading to recommendations for policymakers and practitioners based on the results.

Zhou, P., Zhou, Y., Li, T., Zhao, R., & Sun, W. (2024). **How do personal resources and homeroom teacher job demands influence teachers' professional identity? A perspective based on the job demands-resources model**. *Psychology in the Schools*, *61*(12), 4809-4830. https://doi.org/10.1002/pits.23308
Professional identity is essential for a qualified teacher; however, the imbalance between job resources and demands is a serious impediment to promoting teachers' professional identity. Given that personal job resources (i.e., teachers' socioemotional competence and psychological capital) and challenging job demands (homeroom/non-homeroom teachers) are distinctive—but understudied—job characteristics, this study examines their role in fostering teachers' professional identity, based on the Job Demands-Resources (JD-R) model. Data from 432 secondary school teachers in Henan Province, China were collected using the Chinese versions of the Teacher Socioemotional Competence Scale, Psychological Capital Scale, and Teacher Professional Identity Scale. The results showed

that teachers' socioemotional competence positively predicted their professional identity. The moderating mediator analysis showed that the mediating role of psychological capital and the moderating role of being a homeroom or non-homeroom teacher contributed immensely to teachers' professional identity. The identification of this moderated mediation model broadens our understanding of the JD-R model by demonstrating the interplay between personal job resources and challenging job demands. This study also emphasizes the imperative for optimizing the balance between "demands" and "resources" to enhance teachers' professional identity, and proposes effective interventions.

Aspects sociaux de l'éducation

Addo, F. R. (2024). **Middle-class attainment in young adulthood: higher education, student debt, and racial wealth inequality**. *Oxford Review of Economic Policy*, 40(3), 518-529. https://doi.org/10.1093/oxrep/grae028
For whom is higher education an engine of economic mobility? How should we value post-secondary education in a society with extreme wealth inequality and massive student loan debt? This study examines racial wealth inequality in young adulthood, its relationship with higher education, and what it means to be middle class. Also discussed, is how the racialization of student debt is intimately connected with the racial wealth gap and how policies, such as debt cancellation, may disrupt the association between wealth and higher education going forward and provide an opportunity to address the damages this relationship has created.

Ahn, J., Gomez, K., Lee, U.-S., & Wegemer, C. M. (2024). **Embedding Racialized Selves into the Creation of Research-Practice Partnerships**. *Peabody Journal of Education*, 99(3), 295-313. https://doi.org/10.1080/0161956X.2024.2357031
There is a great need to understand how we might leverage research-practice partnerships (RPPs) to change K–12 school practices, organizations, and policies that continue to reflect structural racism in schooling. In this paper, we present case vignettes of RPPs that aim to create educational improvement efforts but focus on building from the racialized understandings of student and educator experiences. The case vignettes explore the tensions and obstacles that RPPs might face in this context and how partnerships might operationalize processes to create conditions for positive change when putting racial experiences at the center of their work. We illustrate how the creation of RPPs and the moves we made helped us understand the connection between race and the personal, interpersonal, and systemic dynamics of partnership work. These cases contribute a deeper conceptual understanding that may be transferable to other RPP contexts and inform the work of other RPPs.

Allen, K.-A., McCarthy, S., Sawalhi, R., Berger, E., May, F., Patlamazoglou, L., … Reupert, A. (2024). **Navigating school belonging in Qatari schools: A mixed-methods study of student perspectives**. *European Journal of Education*, 59(4), e12704. https://doi.org/10.1111/ejed.12704
A sense of school belonging is essential for adolescent development, though there is limited research investigating ways to improve students' sense of school belonging in Qatar. With 116 Qatari secondary school students, the current study explored student perspectives of ways teachers and schools could improve their sense of school belonging. Students responded to a survey including open-ended questions and a descriptive scale measuring the usefulness of established belonging strategies during

remote learning, in-person, or all the time (both). Encouragement and support from teachers were found to be useful all the time, with school activities during breaks and opportunities to make friends only being useful during school-based learning. From the examination of open-ended responses using a hybrid qualitative approach with inductive and deductive coding, two overarching themes each at the teacher-level and school-level were found, defined by several subthemes. Belonging practices at the teacher-level included caring and supportive teachers and teachers treating students as people. Belonging practices at the school-level included student engagement and a positive and supportive school environment. For Qatari students practices such as prioritising supportive student–teacher relationships, introducing policies which promote a respectful, fair and safe environment, and offering school wide-extracurricular activities that encourage peer connections are important to develop their sense of school belonging.

Antman, F. M., Duncan, B., & Lovenheim, M. (2024). **The long-run impacts of banning affirmative action in US higher education**. *Oxford Review of Economic Policy*, *40*(3), 607-628. https://doi.org/10.1093/oxrep/grae034
This paper estimates the long-run impacts of banning affirmative action on men and women from under-represented minority (URM) racial and ethnic groups in the United States. Using data from the US Census and American Community Survey, we use a difference-in-differences framework to compare the college degree completion, graduate degree completion, earnings, and employment of URM individuals to non-URM individuals before and after affirmative action bans went into effect across several US states. We also employ event study analyses and alternative estimators to confirm the validity of our approach and discuss the generalizability of the findings. Results suggest that banning affirmative action results in a decline in URM women's college degree completion, earnings, and employment relative to non-Hispanic White women, driven largely by impacts on Hispanic women. Thus, affirmative action bans resulted in an increase in racial/ethnic disparities in both college degree completion and earnings among women. Effects on URM men are more ambiguous and indicate significant heterogeneity across states, with some estimates pointing to a possible positive impact on labour market outcomes of Black men. These results suggest that the relative magnitude of college quality versus mismatch effects vary for URM men and women and highlight the importance of disaggregating results by gender, race, and ethnicity. We conclude by discussing how our results compare with others in the literature and directions for future research.

Aziz, I. (2024). **Skill-biased technological change and intergenerational education mobility**. *Economics of Education Review*, *103*, 102596. https://doi.org/10.1016/j.econedurev.2024.102596
This paper analyses the impact of skill-biased technological change (SBTC) on intergenerational education mobility. I set up an SBTC model with an overlapping-generations framework, where high and low-income households invest in their children's skill development. Technology incentivizes these investments by raising the skill-premium and improving life-skills; it constrains investments by increasing inequality. I find that, for SBTC shocks within a critical range, intergenerational investments by both household-types are higher in the new steady-state, with the relative increase being larger for the low-income group. I use cross-U.S. commuting-zone data to examine if education mobility outcomes are better in locations characterized by (1) higher STEM-shares, and

(2) larger shifts in the demand of relative skills. I empirically find that children from low-income households are not only more likely to attend college if they live in high-tech areas, but this likelihood increases by a larger margin compared to children from higher-income households.

Banque Interaméricaine de Développement. (2024). ***Desafiando desigualdades: una mirada a nuestro marco sectorial de desarrollo infantil***. https://doi.org/10.18235/0013237 Invertir en los primeros cinco años de vida es fundamental para el desarrollo infantil temprano (DIT) y contribuye a aumentar la productividad de las sociedades, reducir la pobreza y fomentar la igualdad. Las brechas socioeconómicas y étnicas en los niveles de DIT se observan desde muy temprano en la vida y, al inicio de la escuela primaria, son sustanciales y pueden acentuar las desigualdades más tarde en la vida. Este documento ofrece una mirada al Documento de Marco Sectorial, el cual presenta acciones que impactan los niveles de DIT, particularmente entre los grupos más vulnerables y que, por lo tanto, ayudan a cerrar las brechas.

Bao, L. (2024). **Women Academics Forgo Childbirth for Career Progression? Performances of Their Body Boundaries**. *European Journal of Education*, *59*(4), e12785. https://doi.org/10.1111/ejed.12785
In recent decades, research has explored tension between women academics' motherhood and institutional discourse. This study, however, delves into the performances of nine Chinese women academics who are mothers and their body boundaries between motherhood and career progression based on semistructured interview data, using thematic analysis driven by the Butlerian theoretical concept of bodies. This approach contributes to a more nuanced understanding of academic mothers in the Chinese higher education context. The findings show that academic mothers strategically perform their bodies by maintaining, crossing and disciplining their body boundaries to satisfy social and institutional discourses. The findings reveal that academic mothers constantly face the tension between career expectations and motherhood. This study has implications for policy makers in academia, higher education institutions and women academics.

Barnabas, B., Bavorova, M., Imami, D., & Zhllima, E. (2024). **Access to Food vs. Education - Feeding the Stomach is Important for Feeding the Mind**. *Child Indicators Research*, *17*(6), 2739-2767. https://doi.org/10.1007/s12187-024-10176-9
A school feeding program (SFP) influences school attendance and performance because better nutrition by default implies better physical and mental performance. SFP is an important motivation to attend school, especially in an area of extreme poverty and food insecurity. The purpose of this study is to investigate the impact of SFP on school attendance of students in the North-Eastern region of Nigeria, based on data from a cross-sectional comparative study of 780 aged between 6 and 13 year old selected primary schools in the North-Eastern region of Nigeria, conducted between November 2020 and February 2021 in selected primary schools in the North-Eastern region of Nigeria. We used different matching techniques and an endogenous switching regression approach to analyze the average treatment effect (ATT). The results show that the school feeding program has consistently positive and statistically significant effects on school attendance in all three models. The positive effect of SFP is stronger for students from larger households and for those living in remote areas. The direction and magnitude of the estimated impacts are consistent across specifications. In order to increase school

attendance, the government should expand SFP coverage throughout the country, with priority given to conflict areas.

Bautier, E., & van Brederode, M. (2024). *Des différences curriculaires en classe de 6ème: Une analyse de cahiers d'élèves d'établissements socialement différenciés*. Consulté à l'adresse https://pur-editions.fr/product/9887/des-differences-curriculaires-en-classe-de-6e
Une analyse de cahiers d'élèves d'établissements socialement différenciés.L'ouvrage propose de penser les phénomènes de construction des inégalités scolaires et sociales à partir de l'analyse du travail demandé aux élèves de 6e figurant dans des cahiers de français et de sciences de la vie et de la Terre au sein d'établissements aux populations socialement contrastées. En première lecture, les écrits paraissent presque identiques, mais leur analyse qualitative puis quantitative permet de mettre au jour des différences significatives dans la nature du travail cognitif et langagier sollicité chez les élèves en fonction du contexte social. Des aspects scientifiques et de méthodes sont ici également développés. Les enseignants en formation initiale ou en poste pourront y trouver des réponses à leurs questions concernant les différences potentiellement à l'oeuvre entre les publics scolaires.Avec le soutien du Réseau RESEIDA et des laboratoires CIRCEFT-ESCOL des universités Paris 8 et Paris Est Créteil, du laboratoire LAB-E3D de l'université de Bordeaux et du laboratoire CREAD - université Rennes 2.

Baysu, G., Grew, E., Hillekens, J., & Phalet, K. (2024). **Trajectories of ethnic discrimination and school adjustment of ethnically minoritized adolescents: The role of school diversity climate**. *Child Development*, 95(6), 2215-2231. https://doi.org/10.1111/cdev.14133
This study investigated trajectories of ethnic discrimination experiences in school, diversity climates as contextual antecedents, and school adjustment as outcome. Latent-Growth-Mixture-Models of repeated self-reported discrimination over 3 years (2012–2015) by 1445 ethnically-minoritized adolescents of Turkish and Moroccan background in 70 Belgian schools (52.6% boys, M age = 15.07) revealed four trajectories: low (72.5%), moderate (16.6%), initially-high (6.5%), or increasingly high discrimination (4.4%). Adolescents who attended schools with more minoritized peers, or schools that valued cultural diversity and equality, were more often in low-discrimination trajectories, which predicted better academic outcomes. Overall, school diversity climates can protect minoritized adolescents from experiencing persistent or initially high discrimination over time. Moreover, high discrimination at any point in schooling—initially or later—is harmful to adolescents' school adjustment.

Benstead, H., Graham, V., & Jowett, V. (2024). **The power of 'research conversations' in analysing and interpreting the views and perspectives of children identified with SEND**. *Journal of Research in Special Educational Needs*, 24(4), 1035-1045. https://doi.org/10.1111/1471-3802.12694
The use of multi-sensory data collection tools with children in special and inclusive education is increasing in popularity. Many studies in this area have highlighted the potential for photography, drawings and other visual data collection methods to capture children's perspectives on inclusive practice. However, these tools are likely to be less successful in generating accurate findings if the data arising from them are not effectively interpreted by the researcher. There is a need to highlight appropriate ways to involve child participants as collaborators throughout the research process, with the aim of better accessing the understandings contained in multi-sensory data collected

from children as participants. This paper presents and explores the findings from an empirical participatory study, piloting a multi-sensory research approach involving children identified with Special Educational Needs and/or Disabilities (SEND) in an English primary school. 'Research conversations' were found to be a highly appropriate way of ensuring that important multi-perspective understandings contained in visual forms of data are better accessed by the researcher, highlighting the importance of involving child participants as collaborators in an iterative analysis process.

Betthäuser, B. A., Trinh, N. A., & Fasang, A. E. (2024). **The temporal dimension of parental employment: Temporary contracts, non-standard work schedules, and children's education in Germany**. *European Sociological Review*, *40*(6), 950-963. https://doi.org/10.1093/esr/jcad073
The increasing prevalence of non-standard work and its adverse consequences are well documented. However, we still know little about how common non-standard work is amongst parents, and whether its negative consequences are further transmitted to their children. Using data from the German Microcensus, we document the prevalence and concentration of temporary employment and non-standard work schedules in households with children in Germany. Second, we examine the extent to which variation in this temporal dimension of parental employment is associated with children's school track. Results show that in about half of all German households with children in lower-secondary school at least one parent has a temporary contract or regularly works evenings or Saturdays. We find that children whose mother always works evenings or Saturdays are substantially less likely to transition to the academic school track. By contrast, we find no significant association between fathers' non-standard work schedules and children's school track. We also find no evidence of an association between parents' temporary employment and children's school track placement. These divergent findings highlight the importance of disaggregating non-standard work into its specific components and differentiating between mothers' and fathers' non-standard work when investigating the consequences of parental non-standard work for children's educational and life chances.

Bierdz, B. (2024). **The violences of disability disclosure and the aberrant possibilities of the crip**. *Journal of Research in Special Educational Needs*, *24*(4), 948-959. https://doi.org/10.1111/1471-3802.12682
This article delves into the processes of disability disclosure, cripped experiences and a particular theoretical flight with posthuman subjectivity. The article critiques disability disclosure for coercively reifying cripped experiences into normative narratives. Moreover, disclosures determine coercive and performative regimes in educational contexts, where disciplinary power defines possible experiences for cripped folks. Drawing on Foucault's and Butler's works to ground our conversations of reification and coercion, I then pull on and complement Deleuze and Guattari's works to argue that disclosure places the nonsensicality of disability outside conventional determinations of sense, defining the cripped being as nonbeing to maintain the productive boundaries of sense/nonsense. Finally, I play with crippedness that refuses definition and disclosure as a posthuman subjectivity that celebrates fluidity, multiplicity and nonsense. My final section of the article offers a cripped path where the disabled, posthuman subject resists sense-making and embraces multiplicity, fluidity and nonsensicality as a particularly embodied refusal. This article critically explores the reifying nature of disclosure while envisioning possibilities where crip and posthuman studies converge, promising a shift towards

imagining posthuman subjects that honour the nonsensical and multiplicitous nature of cripped experiences that refuse disclosure/definition qua reification, coercion and sense.

Boodt, S. (2024). **Wrestling with the ghost of deficit: exploring the experiences of trainee English further education teachers**. *British Journal of Sociology of Education*, *45*(7-8), 1074-1092. https://doi.org/10.1080/01425692.2024.2392172
Global education policy discourse is based on an unshakable belief that more and improved skills will promote economic prosperity, global competitiveness and social inclusion. In England, the Further Education and Skills sector (FES) has emerged as the vehicle to deliver these skills. However, the portrayal of FES as focusing primarily on vocational education for people often adjudged to be 'not academic' positions the sector at the bottom of the educational hierarchy, with negative ramifications for those who teach and study in it. This paper applies a case study approach to explore the lived experiences of five trainee FES teachers completing their initial teacher education (ITE). Drawing on contemporary interpretations of Bourdieu's theory of habitus, I develop Morrin's notion of hauntings to explain the psycho-social, historical and spatial influences on the trainees' responses as they re-enter the field of education as teachers.

Book, P., & Tandberg, C. (2024). **Identity texts in science for multilingual students: discovering resources with social semiotics**. *International Journal of Science Education*, *46*(17), 1879-1898. https://doi.org/10.1080/09500693.2024.2302954
This study examines how multilingual students (11-12 years) negotiate meaning in writing, drawing, and dialogues in science. Students use emotions, reflections, and experiences from areas other than school when given the opportunity to solve an open-ended task in science. Data consists of texts from three multilingual students and excerpts from co-generative dialogues collected over five months. Expressions of meaning in the students' drawing, writing, and oral explanations were analysed using a social semiotic framework. The findings illustrate how emotions and everyday experiences play a significant role in the students' work to create meaning about science knowledge. Furthermore, the findings indicate that students engage through experiences from learning arenas other than school and that those have the potential to create curiosity and negotiation of identity, language, and subject knowledge. The study reflects upon how the aspects of social semiotic theory, identity, agency, and investment are intertwined with subject-specific knowledge when students negotiate meaning. One implication highlighted is the need for consciousness related to students' different use of semiotic resources, and to encouraging multilingual students to use their semiotic resources. This implies a potential for students to develop science knowledge and teachers to identify their meaning-making process.

Burke, C., & Scurry, T. (2024). **Reconceptualising graduate resilience – an integrated multi-level framework for future research**. *British Journal of Sociology of Education*, *45*(7-8), 1125-1145. https://doi.org/10.1080/01425692.2024.2406204
This paper draws on Bourdieusian social theory to reconceptualise graduate resilience in post-industrial societies to provide a fresh perspective on a concept that has gained increasing prominence in recent years. Through a review of sociological critiques of resilience, this paper argues that graduate resilience is a complex social phenomenon shaped by a range of factors, including material and social resources. In response, we propose an integrated multi-level framework that identifies different stages of graduate resilience, in the context of early transitions into the labour market, and how these stages

are shaped at the micro, meso, and macro levels. This framework places resilience in the context of neo-liberalism and highlights structural barriers that hinder the building and signalling of graduate resilience. We argue that the framework enables current representations and understandings of graduate resilience within research, policy, and practice to be problematised and provides a critical starting point for advancing understanding.

Cabioch, J. (2024, novembre 19). **Maths : les garçons plus forts dans la gestion de données ?** Consulté 21 novembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/11/19/maths-les-garcons-plus-forts-dans-la-gestion-de-donnees/
« En mathématiques, à la rentrée 2024, le score moyen des garçons est supérieur à celui des filles, il s'élève à 254 points contre 244 pour les filles, soit une

Colineaux, H. (2024). *Déconstruire les différences de sexe*. Consulté à l'adresse https://www.double-ponctuation.com/produit/deconstruire-les-differences-de-sexe/
Aujourd'hui, l'intelligence artificielle serait capable de distinguer un cerveau de femme de celui d'un homme. Pour certain·e·s, cela constituerait la preuve irréfutable de la pertinence indépassable de ces deux catégories figées d'êtres humains. Mais que peux vraiment dire la science à ce sujet ? Cet ouvrage décortique le sexe et le genre tels qu'ils sont mobilisés dans les sciences biomédicales, notamment en épidémiologie. Il propose aussi des stratégies originales, innovantes et cohérentes pour « capturer le genre » (au sens de système structurel normatif) par le biais d'analyses quantitatives. En explorant les mécanismes sociaux de genre en jeu dans la construction des différences biologiques entre les hommes et les femmes, on révèle l'intrication complexe du social et du biologique. Tout au long de ce livre passionnant, on découvre une biologie plus complexe et dynamique que ce que les thèses essentialistes nous présentent comme étant « naturel ».

Colineaux, H., & Berest, C. (2024, novembre 19). **Différences biologiques sexuées et mécanismes sociaux genrés : une relation d'intrication ?** Consulté 21 novembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/11/19/differences-biologiques-sexuees-et-mecanismes-sociaux-genres-une-relation-dintrication/
Si la santé des hommes et des femmes est impactée par les différences biologiques sexuelles, celles-ci sont-elles uniquement d'origine physiologique ? Ne s'expliquent-elles pas aussi par des mécanismes sociaux liés au

Contini, D., & Salza, G. (2024). **Children left behind. New evidence on the (adverse) impact of grade retention on educational careers**. *European Sociological Review*, 40(6), 1046-1066. https://doi.org/10.1093/esr/jcae014
This article analyzes the effect of grade retention in high school on later school outcomes in Italy. Grade retention is a strong signal of poor performance, so retained students should revise downwards their perceived probability of success in school. Grade retention also implies an increase in costs. Therefore, we expect a negative effect on future educational careers. However, the evidence from the existing literature is mixed. Using longitudinal administrative data, we propose a matching strategy to assess the impact of grade retention on institutional settings with considerable leeway in promotion/retention decisions. Following this strategy, we can interpret our results as

estimates of the impact for students close to the threshold between retention and promotion. Our results add to the existing evidence that grade retention in high school has a negative impact on student's educational outcomes by dramatically increasing dropout rates. Consistent with the compensatory advantage hypothesis, the negative effects are stronger for students with low educated or immigrant parents. Our findings suggest that alternatives to grade retention should be found to address underachievement.

Crew, T. (2024). **Exploring student support, class solidarity and transformative pedagogy: insights from Working Class Academics**. *British Journal of Sociology of Education*, 45(7-8), 1042-1058. https://doi.org/10.1080/01425692.2024.2392146
This article aims to deepen understanding of the assets within working-class academics (WCA). It is organised into three themes: 1) Class Solidarity, 2) Supporting Students, and 3) A WCA Pedagogy. Within Class Solidarity, the study reveals class unity demonstrated through shared experiences and joint efforts in creating spaces for working-class voices. Supporting Students discusses how WCAs provide unique support, addressing the challenges faced by nontraditional students and aiding in the construction of professional identities. The findings also suggest the possibility of a distinctive WCA pedagogy. This potential approach to teaching includes elements such as incorporating lived experiences, adopting a strengths-based perspective, encouraging the co-creation of knowledge, and integrating social justice principles. These components, if indeed characteristic of WCA teaching methods, could represent a transformative pedagogical framework. However, further comparative research is needed to confirm the extent to which these elements are unique to or more prevalent among WCAs.

Diter, K., Sirota, R., & Octobre, S. (2024, novembre 13). **« Enfances inégales » : des États-Unis à la France, regard sur les dynamiques de reproduction sociale**. Consulté 20 novembre 2024, à l'adresse The Conversation website: http://theconversation.com/enfances-inegales-des-etats-unis-a-la-france-regard-sur-les-dynamiques-de-reproduction-sociale-241452
Les recherches en sciences sociales qui se placent à hauteur d'enfants sont rares. C'est le cas des analyses de la sociologue américaine Annette Lareau qui viennent d'être traduites en français.

Dobson, G. J., & Jørgensen, C. R. (2024). **The complex ecologies of migrant children with special educational needs: Practitioner perspectives of information needs and implications for education**. *Journal of Research in Special Educational Needs*, 24(4), 882-894. https://doi.org/10.1111/1471-3802.12676
This paper presents findings from a series of focus group interviews with three groups of professionals in England, in the period immediately preceding the COVID-19 global pandemic, on the information needed by professionals to support migrant children with special educational needs (SEN) in the English education system. The data gathered were subjected to a thematic analysis revealing four themes: (1) Information about the needs of migrant children with SEN, (2) Information about parents and families, (3) Information about strategies to support migrant children with SEN, (4) The importance of clear and understandable information. The findings emphasise that when information is sought about migrant children with SEN, professionals must account for and understand the different experiences that the children and their families have experienced across different educational systems and the different educational ecologies associated with

migration. Ecological theory helps identify potential tensions at different levels between and within different ecologies, but also suggests ways in which these may be bridged by information gathering, trust and relationship building within and across ecologies.

Domine, S., & Paré, M. (2024). **La recherche avec des élèves adolescents de moins de 14 ans : une population souvent mise de côté**. *Revue hybride de l'éducation*, *8*(5), 1-12. https://doi.org/10.1522/rhe.v8i5.1773
L'accès aux écoles et à leurs membres est essentiel en recherche en éducation. Pour les élèves de moins de 14 ans, l'obtention du consentement parental est alors nécessaire. Or, dans certains contextes, notamment de défavorisation, contacter les familles et avoir un retour de leur part peut être un réel obstacle à la participation des élèves. Ainsi, sans le vouloir, une privation de droits des enfants et des biais d'échantillons peuvent limiter la portée de la recherche. Cet article présente une réflexion et des arguments autour du consentement des jeunes de moins de 14 ans dans le cadre d'une recherche de doctorat.

Dräger, J., Schneider, T., Olczyk, M., Solaz, A., Sheridan, A., Washbrook, E., … Waldfogel, J. (2024). **The relevance of tracking and social school composition for growing achievement gaps by parental education in lower secondary school: a longitudinal analysis in France, Germany, the United States, and England**. *European Sociological Review*, *40*(6), 964-980. https://doi.org/10.1093/esr/jcad076
There is substantial variation in the degree of social stratification in students' achievement across countries. However, most research is based on cross-sectional data. In this study, we evaluate the importance of social origin, namely, parents' education, for achievement inequalities during lower secondary school using recent longitudinal microdata form the French Direction de l'Evaluation de la Prospective et de la Performance panel, the German National Educational Panel Study, the US-American Early Childhood Longitudinal Study 1998, and the British Millennium Cohort Study. We evaluate whether country differences can be attributed to different tracking systems or the social composition of schools. We find substantial SES gaps in math achievement progress in all four countries but more pronounced gaps in England and Germany. Yet, within-school SES gaps are similar across countries suggesting that the allocation of students to schools drives country differences. Moreover, we find that between-school tracking in Germany accounts for a large share of the SES gaps, whereas course-by-course tracking seems less important in the other countries. The role of schools' social composition is similar across countries.

Evans, C. (2024). **Care experienced students' transitions to university: learning identities, prior educational experiences and socio-cultural contexts**. *British Journal of Sociology of Education*, *45*(7-8), 1059-1073. https://doi.org/10.1080/01425692.2024.2392148
Care experienced students are one of the most under-represented groups in higher education (HE) in the UK. Research in this field has sought to understand why some care experienced young people successfully transition to higher education and achieve good outcomes in it, despite experiencing considerable adversities and inequalities. To date, there has been scant detailed attention to the role of students' wider social contexts in their transitions to university. Drawing on the voices of 14 care experienced students and graduates from UK universities, the paper highlights the role of their learning identities and social and cultural capitals and resources in their transitions to HE. The data provides an opportunity to critique individualising accounts of successful transitions to HE

which have foregrounded notions of resilience or self-determination, by highlighting the role of wider social circumstances in care experienced students' higher education decisions and transitions.

Fillon, A., & Darnon, C. (2024, novembre 27). **Lutter contre les inégalités éducatives : agir sur les individus et/ou sur le système ?** Consulté 28 novembre 2024, à l'adresse The Conversation website: http://theconversation.com/lutter-contre-les-inegalites-educatives-agir-sur-les-individus-et-ou-sur-le-systeme-240758
Les écarts de résultats entre les élèves venant d'un milieu social favorisé et ceux issus d'un milieu défavorisé se sont creusés ces dernières années. Comment enrayer cette évolution ?

Finger, C., Solga, H., & Elbers, B. (2024). **Social inequality in admission chances for prestigious higher education programs in Germany: do application patterns matter?** *European Sociological Review, 40*(6), 1013-1029. https://doi.org/10.1093/esr/jcae024
Research has shown that admission to prestigious higher education programs varies by students' socio-economic status (SES). Access to these programs is characterized by high competition and often rather complex admission procedures. Thus, access may depend not only on students' performance and decisions to apply but also on their application patterns: Where and how they apply, which may vary by social background due to differences in educational achievement, aspirations, and constraints. Using applications to highly prestigious medical programs in Germany, we examine whether admission chances are socially selective even among the positively selected group of applicants, and whether this is due to SES differences in application patterns or performance. Based on complete application register data, we identify application patterns through cluster analysis. We then used the resulting cluster model to predict cluster membership in the 2018 applicant cohort, for which we collected survey data with information on applicants' SES, preferences, and motivations. We find that application patterns vary primarily by applicants' performance (grades and test scores) and SES-specific geographic constraints. However, our multivariate analyses on admission chances show that application patterns do not mediate SES differences in admission chances. Instead, these differences are entirely due to SES differences in applicants' performance.

Fotinos, G., & Gani, D. (2024, novembre 19). **Georges Fotinos : « détérioration des relations entre les établissements secondaires publics et les parents d'élèves ».** Consulté 21 novembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/11/19/georges-fotinos-deterioration-des-relations-entre-les-etablissements-secondaires-publics-et-les-parents-deleves/
Quelle évolution des relations entre les établissements secondaires et les familles peut-on observer ? Georges Fotinos, ancien chargé d'Inspection Générale vie scolaire, a mené une enquête rendue publique en novembre

Girès, J. (2024). **Inégalités sociales de réussite à l'Université. La performance académique au prisme des conditions de vie étudiante**. *Brussels Studies. La revue scientifique pour les recherches sur Bruxelles / Het wetenschappelijk tijdschrift voor onderzoek over Brussel / The Journal of Research on Brussels*, (195). https://doi.org/10.4000/12aez
Cet article a pour objectif de documenter la réalité actuelle des inégalités dans l'enseignement universitaire, en focalisant son attention sur la manière dont les difficultés proprement matérielles conditionnent les performances académiques des étudiant·es.

L'analyse statistique est réalisée à partir de données d'enquête récoltées à l'Université libre de Bruxelles (ULB) ; elle a la particularité de partir de la situation de vie vécue par les étudiant·es, en les catégorisant selon les privations qu'ils et elles subissent. L'enquête a été réalisée pendant la pandémie de covid-19, accentuant les difficultés des plus précaires et créant ainsi un effet de loupe sur la question des conditions de vie. L'analyse montre qu'il existe effectivement des inégalités académiques marquées entre étudiant·es selon leurs conditions de vie : plus les privations sont grandes, plus les points des étudiant·es sont bas. Les étudiant·es en plus grande privation sont plus souvent d'origine modeste, mais on observe que les privations peuvent agir indépendamment de l'origine sociale et familiale, indiquant que les contraintes matérielles constituent un obstacle "en soi" à la bonne conduite des études supérieures. L'analyse révèle par ailleurs que les inégalités face à l'institution universitaire sont multiples, et relèvent de rapports sociaux différents : il existe notamment, à niveau social égal, des inégalités proprement ethnoraciales.

Good, R. M. (2025). **Charterization, Gentrification, and the Geography of Opening and Closing Schools in Washington, DC**. *Education and Urban Society*, *57*(1), 40-62. https://doi.org/10.1177/00131245241265098
In the late-2000s, Washington, DC achieved national notoriety for its embrace of market accountability in public schools and support for a steadily expanding charter sector. At the same time, the DC government pursued a concerted effort to attract new residents and investment to the city, a project that bore fruit in the form of some of the highest levels of gentrification in the country. Most of the research exploring intersections between charterization and gentrification has focused on the school choice decisions of gentrifier parents and school enrollment patterns. This paper illuminates the geography of opening and closing schools in DC—both charter and District-operated—between 1997 and 2017 and describes the intersection of those processes with patterns of gentrification and neighborhood change across the city. A detailed description of how this played out in one gentrifying neighborhood supplements the citywide analysis.

Granger, K. L., Washington-Nortey, M., Chow, J. C., Broda, M. D., Montesion, A., Sutherland, K. S., & Conroy, M. A. (2024). **Child gender and challenging behavior influences early childhood teachers' use of behavior specific praise**. *Psychology in the Schools*, *61*(12), 4688-4704. https://doi.org/10.1002/pits.23306
This study used data from 435 teacher-child dyads in early childhood classrooms to examine the extent to which teachers' use of behavior specific praise (BSP) with children screened for elevated rates of externalizing behaviors was influenced by the intensity of child challenging behavior and gender. Observational assessments indicated that teachers used BSP infrequently. A multiple regression model revealed a significant association between the interaction of child challenging behavior and gender and teachers' delivery of BSP. An examination of the simple slopes revealed a disordinal interaction where the relation between challenging behavior and teachers' delivery of BSP differed as a function of child gender. These findings point to an increased need for training to support teachers' use of BSP and understanding of the influence of child gender and behavior on the use of BSP.

Guterman, O., & Rodriguez, L. M. (2024). **Listen to the parents: Homeschooling and positive psychology**. *European Journal of Education*, *59*(4), e12694. https://doi.org/10.1111/ejed.12694

The scope of homeschooling has increased significantly in recent years in several western countries. Studies of the subject have shed light on the perspective of parents who choose to homeschool–reasons for the choice, educational goals and actual results–from their point of view. The research literature also teaches us about the perspectives of kids and adolescents who were raised in homeschooling regarding the same questions. Understanding these points of view indicates certain aspects that those who are educated at home perceive as most central. Some of the subjects included in these aspects are also central to the research on positive psychology, a field that has developed over the same period. The present article presents the findings regarding these aspects in the study of homeschooling and suggests possible links between them and the development of research on positive psychology. The article indicates several similarities and examines the possible theoretical and methodological contributions of a broader perspective of the two fields, as well as the potential benefit to the study of homeschooling in identifying the reasons for homeschooling, examining the results of homeschooling, and understanding the practice of families that homeschool.

Gutiérrez-Santiuste, E., & Ritacco-Real, M. (2024). **Gender perspective on intercultural competence: Communication and student self-perceptions in higher education**. *European Journal of Education*, *59*(4), e12699. https://doi.org/10.1111/ejed.12699

Hall, M. (2024). **'It's sharing a point in time': the temporal dimensions of shared reading in families**. *British Journal of Sociology of Education*, *45*(7-8), 1025-1041. https://doi.org/10.1080/01425692.2024.2390460
Applying sociological conceptualisations of temporality in the context of families, this article explores shared reading between parents and young children. The research draws on interviews with a sample of 29 parents/carers with pre-school children (predominantly mothers) from diverse backgrounds. Reading with young children provides an illustration of multiple, varied and enmeshed familial temporalities. It fulfils a purpose for families, cementing and maintaining relationships over time. Data show that reading in families is framed by measurable time, for example, as a finite resource or as shaped by routines. In theorizing reading as temporal, simultaneously as a commodity and as relational, illuminate a specific family practice. The relational framework deployed demonstrates that these familial temporalities are enmeshed and fluid. Findings point towards the value of applying sociological perspectives on family practices in educational research. Conclusions offer insights which have the potential to consolidate understandings and support for home literacy practices.

Harris, A., Ismail, N., Jones, M., Azorín, C., & Longville, J. (s. d.). **Invisible leaders? Reviewing contemporary evidence about women leaders in education**. *School Leadership & Management*, *0*(0), 1-24. https://doi.org/10.1080/13632434.2024.2408220
This article reports the findings from a review of the scholarly literature concerning women leaders in education. The PRISMA1 approach was used to review the contemporary evidence (2014-2024) and 30 articles were identified that fully met the inclusion and exclusion criteria set for the review. A thematic analysis of the selected articles was undertaken, and five main themes emerged. Results suggest that the under-representation of women in leadership roles and the barriers that women face in securing leadership positions remain dominant within the contemporary evidential base. The review findings suggest that women are still likely to encounter complex, inter-related discriminatory challenges when seeking a leadership post. The review findings also

highlight that such challenges are well documented in evidence spanning over 30 years. Finally, the article suggests that the use of more sophisticated methodological approaches, including more longitudinal research studies of women leaders (both aspiring and in post), would add significant value to the knowledge base.

Haut conseil de la famille, de l'enfance et de l'âge (HCFEA). (2024). **Quelle place pour les enfants dans les espaces publics et la nature ?** In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4014* [Report]. Consulté à l'adresse Conseil de l'enfance et de l'adolescence website: https://www.hcfea.fr/IMG/pdf/hcfea_rapport_dehors_25_10_2024.pdf

Les enfants et les adolescents ne sortent pas assez. Ce constat soulève trois niveaux d'enjeux : éducatifs ; de santé et de santé mentale ; environnementaux et de citoyenneté. Comment ouvrir à tous les enfants et adolescents les portes de la ville, de la nature et du plaisir d'être avec d'autres à l'air libre, et pourquoi ? Le HCFEA propose dans ce nouveau rapport du Conseil de l'enfance et de l'adolescence de poser les éléments d'un projet d'inclusivité du dehors, depuis le coin de la rue, au quotidien et vers la découverte progressive d'un ailleurs. Car une ville plus accueillante aux enfants, dans leur vitalité, leur diversité et leur fragilité l'est aussi pour tous. C'est une reconnaissance de l'importance du lien social, et des liens entre un environnement de vie et un écosystème plus vaste dont la qualité est notre bien commun et la coresponsabilité des institutions et des citoyens. Être dehors dans un espace ouvert, public, est à la fois éducatif, citoyen et émancipateur pour les enfants. Dans la mesure où il est habité et protecteur, il favorise :– une entrée dans la société et la culture à travers ce que l'espace extérieur recèle d'expériences, d'usages, codes et règles, pour une coprésence paisible et intergénérationnelle où la convivialité et les apprentissages peuvent se déployer ;– un enjeu de santé et de santé mentale à travers les bienfaits du dehors, marcher, courir, jouer, côtoyer la nature, et, dans des conditions sécurisées, pratiquer à proximité des activités physiques, des jeux collectifs, rencontrer les autres, l'art, la culture. Un contexte qui permet de prévenir et réduire des effets de la sédentarité, de l'isolement ;– un enjeu environnemental et de citoyenneté, car l'espace, public et naturel, est à tous. Bien commun, il l'est aussi aux enfants et aux jeunes : le droit des enfants de s'y retrouver, de s'y déplacer, doit être repensé et défendu au même titre que les autres usages de la voie publique.L'accès à l'espace commun hors les murs est ici interrogé sous deux angles : quelle place pour les enfants et les adolescents dans l'espace public urbain ? Et quelle expérience de la nature et de la socialisation au fil des jours et vers l'ailleurs lors de séjours dépaysants, à découvrir en groupe ou en famille ? Au fil du rapport sont documentés successivement l'augmentation de la sédentarité des enfants au risque de leur santé et de leur équilibre, l'impact des inégalités sociales, genrées et territoriales sur l'accès au dehors, les dangers du dehors, les pollutions atmosphériques et sonores qui dégradent l'environnement dans lequel les enfants grandissent. Il propose aussi les chemins d'une éducation hors les murs, et l'aménagement des espaces, pour ouvrir la ville et la nature aux enfants et aux adolescents. Sur la base de ces constats, le Conseil de l'enfance et de l'adolescence formule un ensemble de propositions d'amélioration, d'accélération et de mises en œuvre plus ambitieuses qui toutes visent à renforcer un principe central, celui de l'inclusivité du dehors : un accès à l'extérieur et à la nature inconditionnel des enfants et des adolescents pour réduire leur isolement dans le virtuel, déjouer les peurs et renouer la confiance en les autres, la société et la nature donc le futur. Voir l'infographie

He, Z. (2024). **When less is more: The effects of correctional education downsizing on reincarceration**. *Economics of Education Review*, *103*, 102592. https://doi.org/10.1016/j.econedurev.2024.102592
Correctional education is prevalent but costly. However, there is limited evidence on how educational programs affect outcomes like recidivism. This paper examines the impact of correctional education downsizing on reincarceration likelihood, focusing on the Windham School District within the Texas Department of Criminal Justice. In the 2012 academic year, educational programs in certain facilities were downsized due to budget cuts. Using released inmates and campus profiles data, and a difference-in-difference strategy, the study finds that inmates released from downsized facilities are 11% less likely to be reincarcerated within 12 months. Although I cannot rule out other mechanisms, suggestive evidence shows that higher gains accrued to students who remained in the program. These students might have benefited from smaller class sizes and better peer composition, potentially offsetting the negative effects of fewer inmates receiving training. The study underscores the need for targeted and efficiency in correctional education programs.

Hermann, Z., Horváth, H., & Kisfalusi, D. (2024). **Are separate classrooms inherently unequal? The effect of within-school sorting on the socioeconomic test score gap in Hungary**. *Economics of Education Review*, *103*, 102582. https://doi.org/10.1016/j.econedurev.2024.102582
This study investigates whether within-school sorting increases socioeconomic test score inequalities. Using universal test score data on 6th- and 8th-grade students in Hungary, we document the extent of within-school sorting in an institutional context where sorting based on ability or prior achievement is rare. We identify sorting schools as schools that systematically assign students with low and high socioeconomic status into different classrooms within the school. Then, exploiting school fixed effects and quasi-exogenous variation in sorting induced by enrollment and class size rules, we show that sorting has a significant and economically meaningful effect on test score inequalities between students from different socioeconomic backgrounds. Sorting harms low-status students, while high-status students gain much less, if anything, from attending sorting schools. We attribute our findings to the within-school reallocation of educational resources and differences in educational practices.

Holm, A., Hjort-Trolle, A., & Meier Jaeger, M. (2024). **Response to: 'Signals, Educational Decision-Making, and Inequality': a comment on the formal model by Holm, Hjorth-Trolle, and Jæger**. *European Sociological Review*, *40*(6), 1082-1084. https://doi.org/10.1093/esr/jcae005
In this rejoinder, we engage in the discussion raised by Yastrebov (2023) about the assumptions in the theoretical models in Holm et al. (2019) and how the implications of the theory are handled. Our original model proposes that students use signals about academic ability to make inferences about the costs and benefits of different educational options. In particular, we propose that when low-socioeconomic status (SES) student receives a negative information shock in high school, they are more likely to drop out than their high-SES counterparts, and this difference is more pronounced for high-grade point average (GPA) students than for low-GPA students. Here we show that this holds true, despite the arguments raised by Yastrebov (2023).

Huangfu, Q., Luo, S., Huang, W., He, Q., & Xia, Z. (2024). **How Does Perceived Social Support Influence Students' Science Academic Outcomes? A Cross-Sectional Study**. *European Journal of Education*, 59(4), e12787. https://doi.org/10.1111/ejed.12787
Students' perceived social support from important others may be an important protective factor in science self-handicapping. This study examined the extent to which science self-handicapping mediates the relationship between perceived social support and science academic outcomes (engagement and achievement). The study used a cross-sectional survey design with self-report data from 2654 participants in elementary schools and 2781 participants in high school from China. The results indicated that (1) perceived social support had an effect on students' science academic engagement and achievement; (2) self-handicapping in science mediated the entire process; (3) at different stages, different social support would not be equally important for the effects of adolescents' self-handicapping in science. The findings indicate that social support can create a positive academic environment to weaken the effect of self-handicapping on students' science academic outcomes, and educators need to consider the entire influence process differently in different academic stages of their students.

Hundera, M., & Mudde, H. L. M. (2024). **A comprehensive analysis of gender dynamics in organizations: Integrating social, structural and individual dimensions**. *European Journal of Education*, 59(4), e12722. https://doi.org/10.1111/ejed.12722
This study delves into gender dynamics in 12 Technical Vocational and Education Training (TVET) organizations in Ethiopia, using qualitative methods. We conducted 96 face-to-face interviews and triangulated the data through observations, employee records and document reviews. Thematic analysis revealed that gender inequality in organizations persists due to the interplay of social, structural and individual factors. Emphasizing individual or societal aspects hinders transformative efforts. A holistic approach considering these dimensions is crucial for understanding and addressing gender inequality. Identifying and dismantling structural barriers is essential for gender transformation. Focusing solely on individual-level issues, like female-only mentoring, is insufficient for achieving gender equality. A combination of strategies is needed to tackle structural problems and societal assumptions, fostering organizational transformation.

Ialuna, F., Civitillo, S., McElvany, N., Leyendecker, B., & Jugert, P. (2024). **Resilience in multicultural classrooms: School relationships can protect the school adjustment of immigrant, refugee and non-immigrant children**. *British Journal of Educational Psychology*, 94(4), 1271-1293. https://doi.org/10.1111/bjep.12713
Background According to the risk and resilience perspective, protective factors can attenuate the effect of risks and challenges on children's adjustment. For immigrant and refugee children, supportive relationships in the new context can be particularly beneficial. We expected that supportive school relationships play a protective role for the school adjustment of first-generation immigrant and refugee and non-immigrant children, by moderating the effect of one acculturative challenge (i.e., school language proficiency). Aims We investigated the moderating roles of teacher–child and peer relationship quality on the association between German language proficiency and school adjustment (i.e., school achievement and belongingness) among first-generation immigrant and refugee and non-immigrant children. Sample We recruited n = 278 fourth grade children (Mage = 10.47, SDage = .55, 53.24% female; 37% first-generation immigrant and refugee children). Methods Questionnaires assessed children's reported teacher–child and peer relationship quality and school belongingness. One vocabulary

test measured children's German proficiency. School achievement was assessed by their grade point average (GPA) and by a reading comprehension test. To investigate our hypotheses, we performed path analyses. Results Teacher–child relationship mitigated the effect of German proficiency on children's reading comprehension among all children and on GPA among immigrant and refugee children only. Peer relationship buffered the negative effect of German proficiency on school belongingness. Conclusions Teacher–child and peer relationship quality can be beneficial for the school adjustment of both first-generation immigrant and refugee children and non-immigrant children.

Ikävalko, M. J., Sointu, E. T., Lambert, M. C., Lazarides, R., & Viljaranta, J. (2024). **The development of sources of self-efficacy in self-regulation during one primary school year: the role of gender, special educational needs, and individual strengths**. *Psychology in the Schools*, *61*(12), 4732-4753. https://doi.org/10.1002/pits.23303
The study investigated the development of sources of self-efficacy in self-regulation in 9–12 year old (N = 317, primary school) students during one school year. We used latent growth curve modeling to determine (1) how the different sources of self-efficacy for self-regulation (i.e., mastery experience, vicarious experience, social persuasion, physiological and emotional arousal) change over one school year, and (2) how students' gender, special educational needs, and behavioral and emotional strengths relate to these changes. These results indicated that, on average, mastery experiences decreased and physiological and emotional arousal increased, whereas vicarious experience and social persuasion remained stable. Girls had higher initial levels of physiological and emotional arousal than boys, and experienced a steeper decline in mastery experiences compared to boys. Students with special educational needs had lower initial levels of mastery experience and higher physiological and emotional arousal than students without special educational needs. In addition, students with higher individual strengths presented higher initial levels of mastery and vicarious experiences, and lower physiological and emotional arousal. The results contribute to current research and practice by indicating that sources of self-efficacy for self-regulation change over time and are thus malleable in the school context.

Innocenti Global Office of Research and Foresight. (2024). *Women in Learning Leadership: Evidence on Women School Leaders from Southeast Asia Primary Learning Metrics Programme* (p. 55). Consulté à l'adresse UNICEF website: https://www.unicef.org/innocenti/reports/evidence-women-school-leaders-southeast-asia
Evidence from the SEA-PLM data

Jehle, A. M. C., Groeneveld, M. G., van de Rozenberg, T. M., & Mesman, J. (2024). **The hidden lessons in textbooks: Gender representation and stereotypes in European mathematics and language books**. *European Journal of Education*, *59*(4), e12716. https://doi.org/10.1111/ejed.12716
This cross-national European comparison examined gender representation and stereotypes in mathematics and language textbooks from Germany, Italy, Lithuania, the Netherlands and Romania. The results showed that female characters were numerically underrepresented. Female characters were also less often a main character or individually portrayed compared to male characters, but not proportionally to the overall lower number of female characters. Characters in occupational roles were less often

female than male, whereas among characters with gender non-conform characteristics, these were more often female than male in some textbooks. There was no sexual diversity among characters. The differences in gender representation are found within each country, but gender differences were smaller in more gender-egalitarian countries. If textbooks are to offer the same learning benefits to both boys and girls, students should be equally represented in a diversity of roles and occupations.

Jensen, S. S., Lindemann, K., & Weiss, F. (2024). **Parental job loss and the role of unemployment duration and income changes for children's education**. *European Sociological Review*, *40*(6), 933-949. https://doi.org/10.1093/esr/jcad068
This article studies the impact of parental job loss, subsequent unemployment duration, and income changes on the results of the final exam in lower secondary education and on the decision to pursue an academic track in Denmark. Drawing on administrative register data we use sibling fixed effects models as well as a before-after-test design to investigate the shorter-term effects of parental job loss. The results show that there are hardly any effects of parental job losses on children's exam results, while we find a reduction in the transition to the academic upper secondary track, both for maternal and paternal job losses. We find no systematic evidence that the negative effects would be larger if the job loss is followed by a longer period of unemployment or by a loss of income, and no evidence for a moderating role of parental education.

Karakaş, Ö. (2024). **The Persistence of Gender Inequality in e-Science: The Case of eSec**. *Minerva*, *62*(4), 611-634. https://doi.org/10.1007/s11024-024-09530-6
E-science, or networked, collaborative and multidisciplinary scientific research on a shared e-infrastructure using computational tools, methods and applications, has also brought about new networked organizational forms in the transition of higher education towards the entrepreneurial academy. While the under-representation of women in ICTs is well-recorded, it is also known that the potential of new organizational forms such as networked structures to promote gender equality remains ambiguous, as they tend to perpetuate already existing inequalities due to their embeddedness in larger and longer-term structural or institutional gender effects. Based on a year-long ethnographic study in a networked academic e-science collaboration in Sweden and 45 in-depth, semi-structured interviews with its affiliated researchers, this article analyzes the multi-level obstacles to achieving gender equality in e-science to highlight the ways in which gendered disparities persist in this new, project-based academic networked organization in Sweden, hereafter called eSec. At the organizational level eSec remains deeply embedded in the traditional disciplinary and institutional academic setting, inadvertently reproducing existing gender imbalances across sciences. Furthermore, as a project-based organization, it is also embedded in the shift towards an entrepreneurial university model driven by new managerialism, the latter having a well-documented adverse effect in gender equality. This represents a structural-level obstacle which leads to especially female junior faculty leaving academy for industry. An individual level obstacle is observed alongside these as disavowal (Verleugnung) of gender disparities, an affect identified as a key mechanism of subjectivation in neoliberalism.

Kızıltaş, Y. (2024). **An important problem we need to face in schools: Inflated grades and grade inflation**. *European Journal of Education*, *59*(4), e12744. https://doi.org/10.1111/ejed.12744

In today's schools, students can be given high grades in examinations and class performance. High grades can lead to the problem of inflated grades. Inflated grades can lead to grade inflation. The subject of this study is to investigate the existence of high grades in primary school, secondary school and high school. The main purpose of the research is to reveal the existence, causes and consequences of high grades. The study group consists of teachers (n = 203) working in primary, secondary and high school educational institutions in Van. Case study design, one of the qualitative research methods, was used. According to the research results, the majority of teachers point out that inflated grades are given to cover up failures. According to the participants in this research, there is a problem of inflated grades at all levels of education. Likewise, inflated grades are common in both public and private schools.

Kristensen, S. M., Jørgensen, M., & Haug, E. (2024). **I want to play a game: Examining sex differences in the effects of pathological gaming, academic self-efficacy, and academic initiative on academic performance in adolescence**. *Education and Information Technologies*, 29(15), 19711-19728. https://doi.org/10.1007/s10639-024-12632-z

Although research has investigated the association between pathological gaming and academic performance in adolescence, the complexity of the relationship has not been thoroughly examined. This short longitudinal study aimed to investigate the interactions between pathological gaming, academic self-efficacy, academic initiative, and academic performance in an adolescent sample, focusing on sex differences. The participants (N = 2853; 50.1% boys) were students in the second and third years of upper secondary school. Their grade point average (GPA) at graduation the same year was obtained. The moderated mediation structural equation model results showed that academic self-efficacy, directly and indirectly through academic initiative, impacted later GPA. There was no direct effect of pathological gaming on academic initiative or GPA. However, academic self-efficacy moderated the impact of pathological gaming on GPA for boys. In other words, boys with increased pathological gaming tended to achieve poorer grades in school if they experienced a strong academic self-efficacy. This study contributes to the understanding of the complex interplay between sex, pathological gaming, academic self-efficacy, academic initiative, and academic performance. We suggest that future research examines confidence or other relevant factors as explanatory mechanisms in the relationships between pathological gaming, academic self-efficacy, and GPA, particularly in male samples.

Kube, D., Weidlich, J., Kreijns, K., & Drachsler, H. (2024). **Addressing gender in STEM classrooms: The impact of gender bias on women scientists' experiences in higher education careers in Germany**. *Education and Information Technologies*, *29*(15), 20135-20162. https://doi.org/10.1007/s10639-024-12669-0

Gender bias underlying discrimination against women are particularly salient in STEM higher education. Complementing top-down measures to mitigate these issues identified in the extant literature, we aim to highlight a complementary bottom-up approach. First, to elicit gender stereotypes and gender bias in STEM, we conducted a group concept mapping (GCM) study involving women professors, teaching staff, and scientific staff from different STEM disciplines at German universities (N = 70). We first asked them to provide statements reflecting their experience in response to the following focus prompt: 'In my career as a STEM teacher, I experienced gender issues related to:' Experts were then asked to thematically cluster and rank the statements according to their

importance and feasibility with respect to a potential pedagogical intervention that may target these issues. Findings revealed an agreement across STEM disciplines regarding stereotypical beliefs about women, heteronomous gender roles, gender workload, sexism, and structural power relations, in that they remain significant factors for hindering female success in STEM careers in higher education. Based on their experience, however, the women saw potential in working on the awareness of gender bias with pedagogical interventions in online group learning scenarios (CSCL). Statements rated most appropriate were discussed in the light of the aspects of gender bias addressed, with a specific focus on addressing them in collaborative scripts.

Li, W. (2024). **Patriotic education in China and students' affective responses**. *British Journal of Sociology of Education*, *45*(7-8), 1093-1107. https://doi.org/10.1080/01425692.2024.2397638
Patriotic education plays a crucial role in the national policies of many countries, focusing on students as the primary beneficiaries and educational institutions as the main platforms for its implementation. Despite its importance, there is limited research on how students engage with patriotic initiatives. This study explores how patriotic discourse is embedded in institutions and becomes entangled with institutional power and affective forces. It draws on data generated through an ethnography that explores the lived experiences of 21 young Chinese women attending university. Employing Foucauldian notions of discourse, power/knowledge, and subjectivity alongside gender and affect theories, this study investigates patriotic discourse within educational sites and students' affective responses towards it. This study elucidates the 'everydayness' and ubiquitous nature of patriotic discourse in educational institutions. Additionally, it indicates that while students may exhibit positive affective responses, unexpected emotions can arise, shedding light on how students negotiate with patriotic pedagogical discourse.

Mancini, V., Nevill, T., Mazzucchelli, T., Chhabra, J., & Robinson, B. (2024). **The role of parenting- and employment-related variables on fathers' involvement in their children's education**. *British Journal of Educational Psychology*, *94*(4), 1033-1051. https://doi.org/10.1111/bjep.12704
Background Parent involvement strongly correlates with children's educational attainment. Sociocultural shifts in parenting roles and shared responsibilities have driven an increase in the need for involvement of fathers in activities to support their children's educational development. Several factors are thought to influence father involvement in children's education; however, the most salient factors remain unclear. Aims To examine which variables correlate with father involvement in their children's education using a combination of demographic, parent-related and employment-related variance. Sample A total of 166 fathers of at least one child aged 6–17 years and residing across five industrialized Western countries participated in an online survey. Method Hierarchical multiple regression analysis (HMRA) was performed to examine the total and incremental variance using regression models including demographic, parenting- and employment-related variables linked to educational involvement. Results and Conclusions The variables included in the current study could explain a large and statistically significant 34% of the variability in fathers' educational involvement. Of these variables, only four were statistically significant in the final model. Specifically, fathers were more likely to be engaged in their children's education when their children were younger, and when parent self-efficacy, positive work-to-family interface and financial anxiety were high. The study's findings indicate that a positive work environment can

help fathers better support their children's education, offering a new focus for future interventions and policies. This includes those focused on targeting work-related constructs to optimize family functioning.

Manzano, D., Cordero-Coma, J., & Valdés, M. T. (2024). **Intensity of educational expansion: a key factor in explaining educational inequality across regions and cohorts in Spain**. *European Sociological Review*, *40*(6), 1030-1045. https://doi.org/10.1093/esr/jcae013
Previous sociological research has indirectly examined the association between educational expansion and inequality by analysing changes in inequality over cohorts during the expansion process. This study tests the impact of educational expansion in Spain by using the proportion of people with a specific level of education in a particular region cohort as a direct measure of expansion. More importantly, this study focuses on the intensity of the expansionary process (of one level of education) as a crucial dimension that influences inequality (in the attainment of the next level). We argue that an intense expansion may strengthen the motivation of advantaged families to increase their investments in their children's education but limit their capacity to undertake effective educational responses, particularly during the initial stages of the expansionary process. We use the socio-demographic survey conducted in Spain in 1991, which provides representative samples for different cohorts and regions in the country, and employ multilevel modelling to analyse the effect of the phase and intensity of the expansion on inequality. Our findings show a strong positive relationship between the intensity of expansion and the level of inequality that, nonetheless, is less strong at the initial stage of the expansionary process.

Massao, P. B., Sheshe, B. A., & Mkenda, T. B. (2024). **Gender and Active Citizenship in Tanzanian Teacher Education: Curriculum Analysis and Student Teachers' Reflections**. *European Journal of Education*, *59*(4), e12762. https://doi.org/10.1111/ejed.12762
Active citizenship is core to social justice for both women and men. This paper explores how gender and active citizenship are addressed in teacher education training programmes in Tanzania. We applied qualitative methods in analysing two teacher education institutions' curricula documents and conducted thee focus group discussions with final year teacher student teachers. Our review of the curricula focused on (1) the course names, (2) course aims, (3) learning outcomes, (4) teaching/learning contents or (5) reading lists. This was supported by the findings from focus group discussions. The findings show that, although both gender and active citizenship were incorporated in the existing teacher's education curricula in Tanzania, the weight given to these topics were marginal. We argue that more content in combination with contextualised and gender-responsive teaching and learning resources or materials could give student teachers better competence necessary for linking knowledge they get with everyday gender and citizenship challenges in Tanzanian schools and their communities.

Maufrais, O. (2024). **« Pourquoi les élèves racisé·e·s de classe sociale défavorisée étaient-ils souvent en difficulté scolaire dans les autres disciplines que l'EPS alors que les élèves assigné·e·s comme blanc·he·s de classe sociale favorisée étaient souvent en réussite ? »** *Diversité*. *Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Diversité : Qu'est-ce qui vous a amenée à « entrer » dans la recherche ? Odile Maufrais : J'ai toujours été attirée par la recherche, mais deux facteurs ont été les déclencheurs de

mon entrée en thèse. Le premier est à attribuer à mon statut de formatrice à l'IUFM. Les propositions d'interventions d'autres formateur·rice·s (analyse de pratique, gestes professionnels, climat scolaire, etc.) m'ont amenée à sortir de la zone de confort de ma spécialité, l'EPS, et à m'inscrire en master 2. Le tra...

Maynard, A., & Symonds, J. E. (2024). **Engaging in social innovation education: Reciprocal relations between student wellbeing and programme wellbeing outcomes**. *European Journal of Education*, *59*(4), e12745. https://doi.org/10.1111/ejed.12745
Social innovation education (SIE) is a student-led collaborative process of creating unique solutions to challenges within the community. Through an analysis of pre- and post-surveys completed by 94 post-primary school students in Ireland, the current study looked at how prior wellbeing (measured using the EPOCH model) influenced change in wellbeing through engagement with the SIE programme. While the models produced indicated that all five dimensions of the EPOCH model (engagement, perseverance, optimism, connectedness, and happiness) were impacted by the programme, the results also indicated that students with higher prior wellbeing were more likely to have higher levels of engagement, and as a result gained greater wellbeing-related outcomes. These findings highlight the benefit that a programme like SIE, which is not designed as a wellbeing intervention, can have on wellbeing, and the importance of considering additional encouragement and support based on the individual needs of each student.

Mikhailov, A., Tikhonov, A., & Fedulov, V. (2024). **Digital inequality in education: Features of manifestation and types of discrimination during COVID-19 pandemic**. *Education and Information Technologies*, *29*(15), 20493-20504. https://doi.org/10.1007/s10639-024-12640-z
The article is devoted to the analysis of the features of the manifestation of digital inequality in education during COVID-19 pandemic. It analyzes the definitions, levels and criteria for assessing the digital divide. We consider current examples of digital divide in education at the following levels: divide in access to information technology (IT), divide in the degree of IT possession, divide in the ability to refuse the use of IT. According to these levels, possible types of discrimination against students and teachers are presented. These types include established features and new features resulting from the pandemic, in particular, discrimination based on the possession of a certificate of vaccination against a new coronavirus infection. In addition, the identified signs of discrimination are widely manifested even after the normalization of the epidemiological situation in the world. It is noted that the lack of proper anti-discrimination impact in education can lead to global negative consequences, including a decrease in the competitiveness of national economies, as well as a decline in the overall level of culture and morality.

Montesano, G., & Papazian-Zohrabian, G. (2024). **Les facilitateurs et les obstacles à la situation d'inclusion scolaire d'élèves francophones issu·e·s de l'immigration récente**. *Revue hybride de l'éducation*, *8*(5), 1-21. https://doi.org/10.1522/rhe.v8i5.1642
Puisqu'elles et ils maitrisent le français, les élèves francophones issu·e·s de l'immigration récente (EFIIR) au Québec sont souvent directement inclus·e·s en classe ordinaire (Rousseau et al., 2014). Pour promouvoir leur plein épanouissement, l'inclusion scolaire, basée sur le socioconstructivisme, est le concept à mobiliser (Prud'homme et al., 2011). Cet article fait état des résultats du premier objectif de notre mémoire de maitrise, soit de documenter les facilitateurs et les obstacles à la situation d'inclusion scolaire des EFIIR.

Les facilitateurs relevés sont, entre autres, relatifs au soutien du personnel, et les obstacles, aux mathématiques, à la diversité du français et aux relations sociales.

Moore, G., Donaldson, C., Ouerghi, S., Hawkins, J., Anthony, R., Angel, L., & Morgan, K. (2024). **School and Family Level Socioeconomic Status, School Connectedness and Health and Wellbeing Among 9–11 Year Olds: Cross Sectional Analysis of the Student Health and Wellbeing Survey in Wales**. *Child Indicators Research*, *17*(6), 2769-2787. https://doi.org/10.1007/s12187-024-10179-6
Schools are important social institutions which play a role in reducing and amplifying inequalities, including health inequalities. A growing evidence base indicates that school and family socioeconomic status (SES) interact to create positive and negative health outcomes, with 'benefits' of attending a higher SES school greatest for children from higher SES families. School connectedness is an increasingly studied mechanism, or set of mechanisms, for improving health and reducing health inequalities. Studies on interactions of school and family SES and on school connectedness have to date focused mainly on secondary schools. This paper presents multilevel analyses of survey data from 17,000 primary school children in Wales, aged 9–11 years. It finds that school and family SES are independently associated with health behaviours and mental health and wellbeing outcomes, and interact, with 'benefits' of attending a higher SES school greatest for children from higher SES families. Exceptions include some risk behaviours, most common among children from higher SES families in lower SES schools. School connectedness was associated with most outcomes, with some variations between components of school connectedness. Interactions were consistent with greater benefit of attending a higher SES school for children from higher SES families in relation to peer environment, but not for other aspects of school connectedness. Better understanding mechanisms via which family SES may be amplified or attenuated by school characteristics is vital in informing intervention to reduce health inequalities. This paper provides some evidence that school connectedness may be an important target mechanism for interventions to improve health and reduce inequalities.

Örberg, M., Olsson, I., & Klang, N. (2024). **Viewing inclusion through the lens of democracy—Conceptualizations and enactments in three early childhood educational settings**. *Journal of Research in Special Educational Needs*, *24*(4), 1115-1127. https://doi.org/10.1111/1471-3802.12699
Research on inclusion in early childhood educational (ECE) settings points to the need for a deeper understanding of professionals' perceptions of the dilemmas and challenges situated in the varying contexts of these settings. Viewing inclusion as a complex phenomenon, this study uses the Deweyan theory of democracy as a lived experience to describe how professionals in three ECE settings understand the values of inclusion and democracy and how these values are enacted in their everyday practices of creating democratic communities. Three case studies were conducted, including individual interviews with head teachers, focus-group interviews with professionals and semi-structured observations in three ECE settings. The results show that the three settings present unique prerequisites and challenges for the building of democratic communities related to the varying views on inclusion and democracy. The understandings of values of inclusion and democracy and how these are enacted in the three ECE settings are discussed with regard to the possibilities and obstacles involved in the creation of democratic communities.

Ovchinnikova, E., Van Mol, C., & Jones, E. (2024). **Foreign Language Skills in the Study Abroad Decision-Making Process and Destination Choices**. *Journal of Studies in International Education*, 28(5), 711-742. https://doi.org/10.1177/10283153241251925
In the literature on international student mobility, foreign language skills are usually discussed as an outcome rather than a driver of study abroad programmes. In contrast, this article focuses on their role in study abroad aspirations and destination choices of credit mobility students. The study is based on an online survey, conducted at three European HEIs (n = 2,327), located in Belgium and the Netherlands, and revealed that students who assess their skills as advanced are more likely to aspire to study abroad compared to those who evaluate their skills at an intermediate level. Students who speak a foreign language daily are also more likely to aspire to study abroad. Furthermore, our analysis suggests that the number of languages students speak does not seem to play a role. Finally, the findings demonstrate a significant influence of knowing the official language of the country on the choice of study abroad destination.

Perrin-Glorieux, A.-L., Jury, M., & Desombre, C. (2024). **Étude comparative des attitudes envers l'éducation inclusive des enseignants et des parents en France**. *Carrefours de l'éducation*. Consulté à l'adresse https://uca.hal.science/hal-04795020
En France, rendre possible la scolarisation de tous les élèves et en particulier les élèves en situation de handicap est encore un véritable défi. Les attitudes positives des acteurs de la communauté éducative ont été identifiées comme indispensables à la mise en place de cette politique. Dans cette étude quantitative réalisée auprès de 234 participants, nous avons cherché à mieux comprendre ces attitudes en comparant celles des parents et des enseignants. Les données récoltées révèlent que les attitudes des parents et des enseignants divergent sur différentes dimensions (qualité de l'enseignement, avantages mutuels pour les élèves ou sentiment de soi de l'élève inclus). Ces résultats permettent d'engager une réflexion sur les conditions d'une collaboration efficace entre parents et enseignants pour permettre la participation de toutes et tous dans une école véritablement inclusive.

Poikola, M., Kärnä, E., & Hakalehto, S. (2024). **Students' views of inclusive education: A scoping literature review**. *European Journal of Education*, *59*(4), e12731. https://doi.org/10.1111/ejed.12731
This review focuses on studies on students' views of inclusive education in the field of educational research. The studies reviewed in this study focused on research conducted in inclusive comprehensive schools. A total of 62 studies published between 2006 and 2022 were included, in which both qualitative and quantitative research methods were employed, with questionnaires and interviews being the most commonly used data collection methods. In addition, the connection was examined between the study's theoretical foundation and students' rights through the analysis of citations related to the UN Conventions (CRPD or CRC) or the Salamanca Statement. The results of this review are divided into three themes: attitudes towards inclusive education, academic inclusion, and social inclusion, and further into subthemes examining the differences in attitudes between students with and without special educational needs and disabilities (SEND), and elements promoting and inhibiting aspects of both academic and social inclusion.

Quintero, D., Hansen, M., & Zerbino, N. (2024). **Uncovering the sources of gender earnings gaps among teachers: The role of compensation off the salary schedule**. *Economics of Education Review*, *103*, 102602. https://doi.org/10.1016/j.econedurev.2024.102602
This paper examines teacher earnings to provide empirical evidence on the sources and the extent of gender gaps in the teaching profession. Using data from two waves of the National Teacher and Principal Survey, we show that on average male teachers have a small advantage of over $700 in base pay (1.3 % of the sample average) compared to female teachers with similar characteristics and in similar contexts. Men also significantly outearn women, all else equal, on three of four different types of school-based supplemental compensation, raising the adjusted earnings gap to 7.2 % of total school earnings. Teachers' participation in extra duties and the likelihood of earning compensation for them differ by gender. Male teachers are both more likely to perform extra duties and receive compensation for those activities than female teachers, and the earnings gap increases when schools have a male principal. Our results provide insight into teacher compensation and have implications on practices that could promote more equitable pay.

Reichenberg, M., & Berhanu, G. (2024). **Addressing social disparities in special education placement in three welfare states: Student demographic correlates of the share of students identified with special educational needs at the school level using TALIS data**. *Journal of Research in Special Educational Needs*, *24*(4), 960-971. https://doi.org/10.1111/1471-3802.12675
The number of students with special educational needs (SEN) is growing rapidly. This study compared the correlations between the share of students identified with SEN and student diversity (socioeconomic status and ethnicity) at the school level in three countries. We used the principal questionnaire from the 2018 Teaching and Learning International Survey (TALIS) to examine data from principals in three welfare states (the United Kingdom, France, and Sweden) and whether minority students in these three countries also receive special education. We conducted an ordinal regression analysis to examine the data. First, our results suggest that the share of immigrants in schools does not reliably predict the share of students placed in SEN. Second, the schools' share of refugees predicts the share of students placed in SEN, although the results vary by educational stage and country. Third, the schools' share of socioeconomically disadvantaged students predicts the share of students with SEN in all countries. We conclude that our study both agrees and disagrees with overrepresentation theory and equity theory. Finally, we suggest that welfare state theory may explain these differences.

Reis, J., Machado, P., Dragomir, I.-A., Malheiro, L., & Rosado, D. P. (2024). **Enhancing equity, diversity and inclusion in the European Union military schools and academies through collaborative initiatives and gender policy reform**. *European Journal of Education*, *59*(4), e12728. https://doi.org/10.1111/ejed.12728
The European Union Military Schools and Academies (EUMSAs) have long grappled with persistent gender imbalances among their student body, indicative of an entrenched male-centric culture within these institutions. In recognition of this issue, the collaborative Military Gender Studies initiative was launched under the auspices of the Erasmus+ program. This project involved partners from Bulgaria, Italy, Portugal and Romania, each offering unique insights shaped by their diverse socio-political contexts. This research aims to go beyond mere acknowledgment of disparities and instead seeks to identify actionable strategies that can foster genuine equity, diversity and inclusivity within the

EUMSAs. To this end, a comprehensive data-gathering approach was employed, incorporating various qualitative methods including face-to-face interviews, face-to-face focus groups, direct observations and analysis of official documentation sourced from the referred EUMSAs. The resulting insights highlight the need for substantial improvements in institutional gender policies. Particularly, while efforts have been made to instill gender sensitivity within fitness assessments, their impact has been disappointingly limited. Furthermore, the practice of assigning military roles based solely on gender has been found to undermine both effectiveness and fairness within the schools/academies. Conversely, an encouraging sentiment pervades among the student body, advocating for a curriculum that incorporates gender-related subjects into the EUMSA educational framework (curriculum). This suggests a growing recognition of the importance of addressing gender issues not only in policy but also in practice, signalling a promising shift towards a more inclusive and equitable environment within the EUMSAs.

Requena, M., & Valdés, M. T. (2024). **Are Younger Students More Likely to Drop Out? Spanish Evidence on the Moderator Role of Gender and Social Origin**. *European Journal of Education*, 59(4), e12753. https://doi.org/10.1111/ejed.12753
Early school leaving (ESL) is considered one of the most serious problems in the functioning of European education systems. In particular, Spain has traditionally exhibited one of the largest ESL rates in Europe. This study aimed to shed light on the role of the month of birth as a factor conditioning the probability of ESL. Using high-quality census data and a regression discontinuity design, we documented that Spanish males from lower social strata born before the school-entry cut-off are substantially more likely to be observed as early school leavers than their counterparts born after that date. We do not find such effect among females or males from other social strata. Overall, educational policy should target more seriously the inequalities associated with the month of birth as they do not vanish before affecting relevant decisions such as leaving education early, at least for males from lower social strata.

Rocha-Puleoto, C. F. da. (2024). *La promotion de la santé à l'Ecole : d'une ambition politique à la réalité des écoles calédoniennes : étude des mécanismes de diffusion d'une approche intersectorielle de la santé à l'école primaire en Nouvelle-Calédonie* (Phdthesis, Université Clermont Auvergne). Consulté à l'adresse https://theses.hal.science/tel-04807113
L'état de santé de la population calédonienne évolue vers une augmentation des maladies liées à la sédentarité et l'alimentation très riche avec son lot de maladies chroniques. Elle connait également des difficultés à juguler des pathologies infectieuses telles que le rhumatisme articulaire aigu avec ses conséquences sur la qualité de vie des personnes. Tout comme les pays de la région Pacifique, l'aggravation des maladies non transmissibles est un enjeu majeur de santé publique en Nouvelle-Calédonie. Pourtant, avoir pour habitude de faire de l'activité physique, de consommer sainement, de consulter son médecin en cas de douleur à la gorge, de systématiquement appliquer un antiseptique en cas de blessure ne sont pas ancrés dans les habitudes de tous. Nous savons aujourd'hui que cela est liée à des déterminants sociaux de la santé. D'un point de vue politique, la promotion de la santé est une stratégie (un ensemble d'actions intersectorielles coordonnées) qui vise à contribuer au changement social afin d'améliorer la santé de tous et de réduire les inégalités en matière de santé. En Nouvelle-Calédonie, cette approche intersectorielle du changement social s'incarne dans le plan de santé « Do Kamo » et le projet éducatif calédonien votés en 2016.L'objectif de ce

travail de recherche est d'étudier l'impact d'une telle approche sur le terrain. Pour comprendre comment cette politique intersectorielle a été traduite à l'échelon des directions gouvernementales puis au niveau des écoles calédoniennes, la théorie de l'acteur-réseau issue de la sociologie de l'innovation a été mobilisée. Cette théorie est pertinente pour ce travail car elle offre un cadre pour comprendre comment une telle innovation (la politique intersectorielle) interagit avec un réseau d'acteurs et comment elle se propage ou non. De l'échelon des politiques au niveau communautaire, une série de processus est en jeu dans ce qui peut être décrit comme une traduction.L'étude en méthode mixte combine des analyses qualitatives et quantitatives d'une grande variété de sources. Le suivi continu du processus de traduction et de ses résultats de 2016 à 2020 a permis d'identifier les acteurs impliqués dans une approche intersectorielle au niveau politique, sur la base de discours politiques et de productions institutionnelles. Puis, à partir d'échanges ce courriels, rapports, comptes-rendus, et entretiens avec les acteurs du réseau constitué autour de la co-construction d'un outil d'éducation à la santé en milieu scolaire, d'identifier les acteurs impliqués au niveau de 3 circonscriptions scolaires.Le suivi du processus de traduction a permis d'observer les mécanismes de diffusion d'une approche intersectorielle. Elle se traduit par l'émergence d'acteurs mobilisés dans les deux secteurs et situés aux échelles locale, gouvernementale et politique. Ces acteurs-clefs sont :- Les entrepreneurs politiques qui vont impulser une politique publique de promotion de la santé en milieu scolaire à l'échelle politique ;- Les coordonnateurs qui soutenus par leur direction respective, élaborent les stratégies adaptées afin que leurs collègues contribuent au projet ;- Les circonscriptions et directions d'écoles qui à un niveau de co-décision vont accompagner les équipes éducatives et diffuser cette approche intégrée de la santé au-delà du périmètre de l'école.Les résultats montrent que la dynamique intersectorielle se matérialise d'une part, autour d'une démarche innovante de co-construction réelle d'un outil d'éducation à la santé, et d'autre part via l'émergence de professionnels experts du domaine.

Roucan, C. (2023, mars 7). **Oui, les jeunes lisent encore. Mais différemment !** Consulté 27 novembre 2024, à l'adresse The Conversation website: http://theconversation.com/oui-les-jeunes-lisent-encore-mais-differemment-198629
On entend souvent dire que les jeunes ne lisent plus. En réalité, ils n'ont pas délaissé l'écrit mais investissent de nouveaux supports de lecture, loin des modèles traditionnels. Explications.

Rozhkova, K., Roshchin, S., & Yemelina, N. (2024). **The dynamics of the early career gender wage gap among university graduates: The case of Russia**. *European Journal of Education*, *59*(4), e12730. https://doi.org/10.1111/ejed.12730
This study provides new evidence of the gender wage gap among recent university graduates at different stages of their early career. Using a unique administrative dataset from Russia, we estimate the gender wage gap at means and across wage distribution for a cohort of 2018 university graduates during the first 4 years after graduation. We explore the contribution of educational and job factors to the explanation of the gap. Although a substantial gap of 14% is already present at labour market entry, it is two times smaller compared to the gap for the overall working population. Eighty five percent of the entry wage gap can be explained with differences in fields of study, work experience, and job characteristics. More than 4 years after graduation, the gender wage gap experiences a dramatic increase, reaching 26%. Only 28% of the resulting gap can be explained by the observed characteristics, including industrial and occupational

segregation. The size of the gap varies drastically in different parts of the wage distribution, suggesting the existence of a strong glass ceiling effect from the very beginning of graduate careers. The rapidly expanding early career gender wage gap with a growing unexplained component suggests that education policies may have limited ability to promote gender equality in the labour market.

Rudmann, O., Batruch, A., Visintin, E. P., Sommet, N., Bressoux, P., Darnon, C., … Butera, F. (2024). **Cooperative learning reduces the gender gap in perceived social competences: A large-scale nationwide longitudinal experiment.** *Journal of Educational Psychology*, *116*(6), 903-920. https://doi.org/10.1037/edu0000870

Salam, P. L. (2024). **Construire un DU Passerelle dans un contexte universitaire : retour sur une décennie solidaire et créative**. *Journée d'étude étudiants en exil : enjeux et dynamiques inclusives*. Présenté à Rennes, France. Consulté à l'adresse https://hal.science/hal-04798946

Depuis 2015 et la tristement célèbre «crise des réfugiés en Europe», une équipe de l'Université du Mans œuvre au quotidien pour faciliter l'intégration et l'inclusion des réfugiés. Cela nécessite de prendre en compte la complexité et la dynamique de l'écosystème (Bouchez, 2020) dans lequel nous évoluons. À travers cette communication, nous tenterons d'identifier les éléments constitutifs de l'écosystème et leur impact potentiel sur les dispositifs mis en place. Nous clarifierons aussi les choix opérés et ferons une présentation du DU Passerelle à travers les retours de certains étudiants et acteurs pédagogiques. Pour conclure, nous présenterons des actions de collaboration créatives mises en place avec d'autres acteurs de l'écosystème.

Sarnowska, J., Pustulka, P., & Kajta, J. (2024). **Casual, customized and contemptuous relationships with education: Social solvation and young people's strategies during multi-crisis**. *European Journal of Education*, *59*(4), e12707. https://doi.org/10.1111/ejed.12707

This paper focuses on individual responses to education in crisis, with the strategies of students contextualised and examined within a wider multi-crisis reality. Offering a conceptual framework of social solvation, the proposed model explains how failures in the education system at the macro (state) and meso (institutional) levels translate into young people's behaviours at the individual (micro) level. Based on the analysis of 26 in-depth interviews with young students, we identify and discuss three main micro-rational strategies that the interviewees relied upon to navigate their learning during the pandemic: (1) casualisation (2) customisation and (3) contempt towards the broader system. We argue that the already weak Polish education system was further impaired by the COVID-19 crisis. In response to growing social and educational risks, young people forge and employ highly individualised strategies. As micro-rational social actions essentially bypass the unwieldy education system in a variety of ways, they have vital implications for educational futures.

Schoenholzer, K., & Burger, K. (2024). **Welfare state policy and educational inequality: a cross-national multicohort study**. *European Sociological Review*, *40*(6), 996-1012. https://doi.org/10.1093/esr/jcae003

Proponents of welfare policy have argued that publicly funded early childhood education and care (ECEC), paid parental leave, and family benefits spending can weaken the influence of social background on educational outcomes by providing a supplementary source of early investment that particularly benefits disadvantaged families. We analyze whether the welfare state context in which children spend their early

childhood (ages 0–5) moderates the association between parental educational attainment and the child's educational achievement at age 10. We combine data from two large-scale international student assessments with data about welfare state policies. Results from multilevel models show that countries with higher public ECEC spending and higher family benefits spending exhibited a weaker association between parental education and student math achievement. Countries with longer parental leave exhibited a stronger association between parental education and student math, science, and reading achievement. Findings provide evidence of the mixed role of welfare state policies for social inequality in student achievement.

Schörner, K., & Bittmann, F. (2024). **Children's aspirations, their perceptions of parental aspirations, and parents' factual aspirations—gaining insights into a complex world of interdependencies**. *European Sociological Review, 40*(6), 981-995. https://doi.org/10.1093/esr/jcad074
Children's educational aspirations have been shown to be highly relevant for their educational trajectories and, therefore, researchers have tried to understand how and when these aspirations are formed. The influence of parental aspirations on the development of children's aspirations has often been the focus of such investigations in previous studies. Going beyond these earlier approaches, we address the question of how children's aspirations might be influential for their parent's aspirations. We also investigate if it is children's perception of parental aspirations or parent's factual aspirations, which play a role in the formation of children's aspirations. This article contributes to the literature, first, on a theoretical basis, by providing a reasoned and interdisciplinary framework about mutually dependent processes of aspiration formations within families. Second, an empirical contribution is given, using data from the German National Educational Panel Study and analyzing the aspirations of 4,511 children and their parents. Our cross-lagged panel models show that children and parents influence each other in their aspirations mutually over time, with children being affected by both, the parent's factual aspirations and the children's perception of those. We give empirical-driven guidelines for future research on aspiration formation.

Selvamenan, M., Paolozza, A., Solomon, J., & Naglieri, J. A. (2024). **A pilot study of race, ethnic, gender, and parental education level differences on the Naglieri General Ability Tests: Verbal, Nonverbal, and Quantitative**. *Psychology in the Schools, 61*(12), 4705-4731. https://doi.org/10.1002/pits.23304
This study was conducted to examine the relationships between general intelligence test scores and race, ethnicity, gender, and parental education using the Naglieri General Ability Tests: Verbal, Nonverbal and Quantitative (Naglieri & Brulles, & Lansdowne, 2021) for three samples that closely match the U.S. population. Few differences were found on the preliminary versions of the Verbal (Naglieri & Brulles, 2021; N = 2482), Quantitative (Naglieri & Lansdowne, 2021; N = 2369), and Nonverbal (Naglieri, 2021; N = 2383) Naglieri General Ability Tests. These initial findings suggest that this approach to measuring general ability may ultimately have utility for equitable identification of students from diverse backgrounds for possible inclusion in gifted educational programs.

Setren, E. (2024). *Busing to Opportunity? The Impacts of the METCO Voluntary School Desegregation Program on Urban Students of Color* (CESifo Working Paper Series N° 11320). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11320.htm

School assignment policies are a key lever to increase access to high performing schools and to promote racial and socioeconomic integration. For over 50 years, the Metropolitan Council for Educational Opportunity (METCO) has bussed students of color from Boston, Massachusetts to relatively wealthier and predominantly White suburbs. Using a combination of digitized historical records and administrative data, I analyze the short and long run effects of attending a high-performing suburban school for applicants to the METCO program. I compare those with and without offers to enroll in suburban schools. I use a two-stage least squares approach that utilizes the waitlist assignment priorities and controls for a rich set of characteristics from birth records and application data. Attending a suburban school boosts 10th grade Math and English test scores by 0.13 and 0.21 standard deviations respectively. The program reduces dropout rates by 75 percent and increases on-time high school graduation by 13 percentage points. The suburban schools increase four-year college aspirations by 17 percentage points and enrollment by 21 percentage points. Participation results in a 12 percentage point increase in four-year college graduation rates. Enrollment increases average earnings at age 35 by $16,250. Evidence of tracking to lower performing classes in the suburban schools suggests these effects could be larger with access to more advanced coursework. Effects are strongest for students whose parents did not graduate college.

Steinþórsdóttir, F. S., & Barkardóttir, F. (2024). **Gender Budgeting to Progress Gender+ Equality Through Primary Education**. *European Journal of Education*, 59(4), e12796. https://doi.org/10.1111/ejed.12796
Education is pivotal in the global effort to reduce inequalities. Through education, there are numerous opportunities to advance gender+ equality both within and outside of educational institutions. Gender budgeting, a strategy designed to align policies, plans and financial decisions with gender equality commitments, was used in this research to develop approaches through primary education. Research was conducted in collaboration with the biggest municipality in Iceland and three schools during the years 2019 and 2020, employing multiple data collection methods, including the review of policymaking documents and semi-structured interviews. Through qualitative content and thematic analysis, the research identified several opportunities to foster equality through primary education, categorised into four key themes: policymaking, curriculum, student participation and school–family relations. It is recommended that policy-based gender budgeting is implemented to prioritise actions that advance equality, social justice and equity within educational systems and broader society.

Sun, L., & Liu, J. (2024). **A gender differential analysis of educational robots' effects on primary teachers' computational thinking: Mediating effect of programming attitudes**. *Education and Information Technologies*, 29(15), 19753-19782. https://doi.org/10.1007/s10639-024-12655-6
There has been a global consensus to develop computational thinking (CT) in primary education, but the biggest obstacle to promoting CT is teachers' lack of sufficient CT. This study explored the effects of micro: bit educational robotics (MER) programming activities on primary teachers' CT and programming attitudes (PA) while considering the teachers' gender effects. We implemented a single-group pre-test and post-test experiment with 56 primary teachers in China. We also measured teachers' CT and PA levels before and after the MER activities intervention. The results showed that MER activities significantly enhanced teachers' CT and PA and had different effects on each dimension of their CT and PA. The analysis of variance by gender showed that male

teachers had significantly higher overall CT and PA scores than female teachers. However, female teachers performed better on collaborative skills in CT, indicating that female teachers also have the potential to develop CT. In addition, we found the mediating effects of PA, which means that MER activities affect CT through PA. Furthermore, PA predicted CT positively, suggesting that PA could be a key factor in enhancing CT. This study clarified the mechanism of gender and PA influence on CT during the MER activities intervention, which provides references for future researchers to conduct teacher training.

Tang, F., & Calafato, R. (2024). **Exploring plurilingualism, ethnicity, and intercultural effectiveness: Insights from university students**. *European Journal of Education*, 59(4), e12738. https://doi.org/10.1111/ejed.12738
The study reported in this article examined the dynamics of plurilingualism, ethnicity, and effectiveness in intercultural encounters among a sample of 221 participants from Chinese universities via an online questionnaire and a situational judgement test comprised of three scenarios involving plurilingual and intercultural encounters. It employed latent profile analysis to identify distinct profiles based on participants' plurilingualism, including how they used their languages, their exposure to linguistic diversity in oral interactions, and their experiences with plurilingualism in society, school, and university. The study also considered participants' ethnic backgrounds and self-reported intercultural effectiveness. The findings revealed two latent profiles characterised by notable differences in ethnic background, language proficiency, language use, and experiences of plurilingualism in society, school, and university. Additionally, the most consistent predictors of participants' behaviour in the three scenarios were their fluid language use and exposure to linguistic diversity during oral interactions.

UNESCO. (2024). *Right to education: confronting inequalities by addressing privatisation, digitalisation and crisis situations: main outcomes of the fourth thematic dialogue* (p. 25). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391690

Vinod, A. (2024). *Affirmative action and private education expenditure by disadvantaged groups: evidence from India* (NCAER Working Paper N° 176). Consulté à l'adresse National Council of Applied Economic Research website: https://econpapers.repec.org/paper/ncancaerw/176.htm
Under the Right to Education Act (2009), the Indian government mandated private schools to reserve 25% of primary school places for socioeconomically disadvantaged children. This study xamines the policyâ€™s spillover effect on private schooling costs. Using household survey data and a difference-in-differences approach, it compares private school fees for disadvantaged children across two age cohorts and survey rounds. Findings show fees decreased by â‚¹223â€"â‚¹844 (0.05â€"0.25 SD) post-policy. A 5% enrolment increase led to a fee reduction of â‚¹240â€"â‚¹470 (0.05â€"0.14SD). The effects are driven by an increased supply of low-fee private schools facilitating cheaper private education for disadvantaged children.

Wade, I., Ginestié, J., Diagne, A., Bkalé Nze, J. S., Andreucci, C., Chatoney, M., … Pambolt, I. K. (2024). **Éducation technologique, formation professionnelle et égalité des**

chances. In *Éducation technologique, formation professionnelle et égalité des chances*. Consulté à l'adresse https://hal.science/hal-04784209

This report is prepared by a pool of rapporteurs including Babacar Diouf (general rapporteur), Bamba Ngom, Françoise Daxhelet, Youssoupha Gueye, Sylvain Agbanglanon, Baba Dièye Diagne and Alioune Diouf (workshop rapporteurs). Chaired by Mr. Moussa Sakho, Minister of Technical Education and Vocational Training of Senegal with the effective presence of Mr. Saliou Ndiaye, Rector and President of the Assembly of Cheikh Anta Diop University in Dakar, the third international RAIFFET conference focused on the theme: Technological Education, Vocational Training and Equal Opportunities. The organization of this conference entrusted to ENSETP in Dakar was carried out in collaboration with other partners. The Savana Saly Hotel (Mbour – Senegal) hosted the conference from October 24 to 26, 2011. This major scientific meeting was attended by approximately one hundred participants, including representatives of international organizations, researchers in education and didactics of disciplines, personnel responsible for technical education and vocational training, students, and trainer training institutions. Participants come from two continents represented by twenty countries.

WOMEN, O., & ONU WOMEN. (2024). ***Progress on the sustainable development goals: The gender snapshot 2024***. Consulté à l'adresse https://www.unwomen.org/sites/default/files/2024-09/progress-on-the-sustainable-development-goals-the-gender-snapshot-2024-en.pdf

Ce rapport d'une série annuelle met en avant de nouvelles données et preuves sur les tendances et les lacunes en matière d'égalité des sexes. Il souligne des avancées - le déclin de la pauvreté, la réduction des écarts entre sexes en éducation et une pression en faveur de réformes juridiques positives – mais aussi le fait qu'aucun indicateur d'égalité des sexes n'a été pleinement atteint six ans avant l'échéance de 2030 pour les ODD. Aucun pays ne dispose de lois pertinentes pour interdire la discrimination, prévenir violence basée sur le genre, défendre l'égalité des droits dans le mariage, garantir l'égalité de rémunération et assurer un accès complet à la santé sexuelle et reproductive. Le rapport souligne le coût élevé du non-investissement dans les droits des femmes pour les sociétés et prône une action radicale pour accélérer considérablement les progrès.

Wu, Q., Han, S., Tawfiq, D., Jalapa, K., Lee, C., & Pocchio, K. (2024). **A family systems investigation on couple emotional intimacy, parent–child relationships, and child social skills in middle childhood**. *Child Development*, 95(6), 2195-2214. https://doi.org/10.1111/cdev.14155

This study investigated familial attachment-based processes in middle childhood, using 788 families (50.6% boys; 84.4% White), assessed six times from 4.5 years old to Grade 6. An adapted Random Intercept Cross-Lagged Panel Model revealed between-family associations among couple emotional intimacy, relationships with both parents, and child social skills (β = .18–.66). Within-family increases in child assertion and self-control prospectively predicted relationships with parents (βs = .13), and parent–child relationships predicted various child social skills (βs = .13–.17). Couple emotional intimacy predicted child cooperation, assertion, and responsibility (βs = .12–.24) and father–child relationships in Grade 6 (βs = .20–22) at the within-family level. Findings underscore a systemic consideration of attachment-based processes in the family.

Yang, Y., & Zheng, J. (2024). **Unfolding the Moderating Role of Gender in the Relationship Between Teacher Support and Students' Well-being: Evidence from PISA 2022**. *Child Indicators Research*, *17*(6), 2503-2526. https://doi.org/10.1007/s12187-024-10172-z
Teacher support has a vital impact on students' well-being. However, the role of gender in the relationship between teacher support and students' well-being remained unstudied in East Asia. The present study aims to unravel the relationship between three types of teacher support (i.e., autonomy, competence, relatedness) and four dimensions of students' subjective well-being (i.e., life satisfaction, positive affect, negative affect, and eudaemonism), as well as identify the moderating effect of gender. Multiple linear regression with a moderation analysis was implemented for 34,968 fifteen-year-old students from five East Asian economies participating in the Programme for International Student Assessment (PISA) 2022. Results indicated that teacher support significantly influenced students' subjective well-being in East Asia. Moreover, gender significantly moderated the relationship between teacher support (i.e., autonomy, competence, relatedness) and students' eudaemonism. Compared with males, teacher competence support was more effective in fostering females' eudaemonism in East Asia. This study provides new insights into developing students' well-being from the gender perspective.

Yu, L., Huang, J., Liu, P. D., Yeung, S. S.-S., Lin, D., Cheung, H., & Tong, X. (2024). **How parenting styles affect the development of language skills and reading comprehension in primary school students**. *British Journal of Educational Psychology*, *94*(4), 1245-1270. https://doi.org/10.1111/bjep.12718
Background and Aims This study examined how parenting styles influence children's language skills and reading comprehension. Materials and Methods Six hundred and eighty-five Chinese-speaking third graders (Mage = 9.23 years, SD = .66; 341 girls) were randomly recruited from eight primary schools. We measured students' primary caregivers' parenting styles, parental education, family income, migration status, number of children's extracurricular books in the home and family cohesion at Wave 1 (i.e. grade 3). We also assessed students' reading motivation, language skills (i.e. vocabulary knowledge and syntactic awareness) and reading comprehension at Wave 2 (i.e. grade 4). Results The structural equation model analysis revealed that parenting styles indirectly affect language and reading comprehension development, with authoritative and authoritarian parenting exerting different influences on the two outcomes. Specifically, authoritative parenting was positively related to the number of children's books, which in turn was directly, or indirectly through reading motivation, associated with children's language skills and reading comprehension. In contrast, authoritarian parenting was negatively related to family cohesion, which was associated with children's reading motivation, and consequently, their language skills and reading comprehension. The multigroup analysis showed that the indirect pathways varied slightly across parental migration statuses. Discussion and Conclusion These findings enhance the global understanding of the pathways linking parenting styles to children's language skills and reading comprehension, suggesting that educators and researchers should not overly emphasize the direct role of parenting styles in children's academic performance.

Zahl-Thanem, A., & Rye, J. F. (2024). **Spatial inequality in higher education: a growing urban–rural educational gap?** *European Sociological Review*, *40*(6), 1067-1081. https://doi.org/10.1093/esr/jcae015
Scholars have consistently found that inequalities in educational attainment are most pronounced along social origin and gender dimensions, but urban–rural inequalities

have also been evident in recent years. A spatial gradient in educational attainment reflects how rural students are consistently less likely to gain higher education (HE) credentials than their urban peers. By drawing on full-population administrative data on the Norwegian birth cohorts from 1965 to 1989 (n = 1,419,406), followed from age 16 to 30, this article analyses how urban–rural differences in HE have changed over the last 25 years, and furthermore, whether urban–rural disparities have developed in distinct ways based on students' social origin and gender. The results show that urban–rural disparities in higher educational attainment have become more pronounced for recent birth cohorts and particularly evident for post-1980 cohorts. This applies to students originating from both privileged and less privileged families. However, urban–rural inequalities are more evident for men than women, which over time has led gender differences to become considerably greater in rural areas. The results demonstrate that spatial inequality requires further attention in educational and stratification research, as the outcomes suggest that the urban–rural educational gap is not necessarily consistent over time.

Zang, E., Yang, Y. M., & Lee, J. Z. (2024). **Parents' Industrial Sectors and Fields of Study: Five Decades of Evidence from an Elite Regional University in China**. *Sociology*, *58*(6), 1281-1304. https://doi.org/10.1177/00380385241242044
How family background affects students' fields of study across different historical periods in China is not well studied. Post 1949, China explicitly prioritized specific industrial sectors when allocating resources, creating an especially strong reason to expect that the industrial sector in which a parent was employed might strongly influence a child's educational outcomes and career aspirations. Using data from the school registration records of 51,801 students who entered an elite regional university from 1952 through 2002, this study is the first to examine the role of parents' industrial sectors in predicting children's fields of study and the temporal patterns of this association. Applying multinomial logistic regression and the log-multiplicative layer effect model, we found that parents' industrial sectors predicted children's fields of study independent of parents' broad categories of occupation. The strength of the association was particularly strong during the Cultural Revolution and post-market transition periods.

Zhang, X. (2024). **Sustainable development in African countries: evidence from the impacts of education and poverty ratio**. *Humanities and Social Sciences Communications*, *11*(1), 1-8. https://doi.org/10.1057/s41599-024-03912-7
This paper uses the autoregressive-distributed lag model to investigate the effects of education, poverty, trade volume, ICT development, and GDP per capita on sustainability in the 15 largest African economies from 1999 to 2019. The results show a positive correlation between higher tertiary education rates and sustainability, emphasizing the importance of investing in education for sustainable development. In contrast, higher poverty rates are linked to lower sustainability, highlighting the need for poverty reduction efforts. Increased trade volumes are associated with reduced sustainability, indicating the challenges of trade liberalization policies in achieving sustainability goals. However, ICT development has a significant positive impact on sustainability. Interestingly, higher GDP per capita is linked to lower sustainability, potentially due to unsustainable consumption patterns and social inequalities. Policy recommendations for promoting sustainable development in African countries include targeted measures focusing on education and poverty reduction. Gender-friendly policies and initiatives to eliminate educational disparities, especially among

marginalized groups, can enhance human capital development. Additionally, promoting e-businesses and sustainable entrepreneurship, along with attracting foreign investment for sustainable education and employment initiatives, can drive economic growth while minimizing environmental impact and fostering inclusive development.

Zhang, Z., Xu, H., Liu, R., & Zhao, Z. (2024). *Free Education and the Intergenerational Transmission of Cognitive Skills in Rural China* (IZA Discussion Paper N° 17314). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17314.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.

Climat de l'école

Afanasyeva, Y., Bratkova, M., Galoyan, D., Rzanova, S., & Bombieri, L. (2024). **The impact of interactive touchscreen images on the well-being of schoolchildren in the context of inclusive education**. *Education and Information Technologies*, 29(15), 19401-19420. https://doi.org/10.1007/s10639-024-12608-z

The study aims to identify whether interactive touchscreen images affect children's well-being and motivation in the context of inclusive education. It involved 22 students of the inclusive school. The students were in their 1st grade. The average age of the schoolchildren was 7 years. The survey method was the tool that assessed the significance of interactive touchscreen images in inclusive education. The learning course included two phases. Consequently, during the initial stage of the course, students used physical photographs, while in the subsequent phase, they engaged with interactive visuals. This fact suggests that the first phase was a typical activity for students, and the second phase with interactive images was a new and unexplored phenomenon, which drove engagement and interest. In addition, in the first phase, the well-being of schoolchildren was limited by M – 4.25. However, in the second phase of the course, the indicator increased to M – 4.68. Hence, it can be deduced that the incorporation of interactive pictures elevated students' motivation to learn and fostered effective communication within the group. The practical significance of the article is that this study describes the impact of interactive technologies on the motivation and well-being of students in inclusive school education. Further studies should address this topic in the context of higher education. Additional studies may use a longer time and a larger sample number, as well as take into account the gender of the participants in the experiment.

Chen, J., Lin, C.-H., & Chen, G. (2024). **Extramural ICT factors impact adolescents' academic performance and well-being differently: Types of self-regulated learners also matter**. *Education and Information Technologies*, *29*(15), 20459-20491. https://doi.org/10.1007/s10639-024-12642-x

Most studies have explored how information and communication technology (ICT) factors impact adolescents' schooling, but often ignore the potential influences on their well-being; no research has further scrutinized the moderating role of self-regulated learning (SRL) as a multi-dimensional combination, that is, different types of SRL learners. This cross-cultural study simultaneously scrutinized how distinct outside-of-school ICT factors influenced adolescents' digital reading and multi-dimensional well-being. It also took a person-centered approach to identify different types of SRL learners and examined whether the influences varied across the learner types. Data were based on 10,527 students in 308 schools from one East Asian region and one Western country participating in Programme for International Student Assessment (PISA) 2018. Multivariate multiple regression analysis revealed that overall, outside-of-school ICT factors impacted adolescents' digital reading and well-being differently, which also varied across cultures. Latent profile analysis detected culturally-mixed four profiles of SRL learners: High Profile (high in all indicators), Metacognitive Profile (in-between, optimal metacognition), Cognitive Profile (in-between, optimal cognition), and Low Profile (all low). It was the relatively weaker SRL learners in the East but the stronger SRL learners in the West that were particularly susceptible to the influences, either in a beneficial or detrimental way. Moreover, the cognitive, eudemonic, emotional and social dimensions of adolescents' well-being were all affected by ICT factors, without recurring trends in patterns. The findings provide implications to strictly monitor and guide adolescents' Internet use to enhance their academic and subjective well-being.

Ferrière, S., & Françoise, C. (2024). **Le harcèlement en contexte scolaire : mais de quoi parlent les chercheurs ? : Une étude systématique de la littérature scientifique sur les deux dernières années**. *Spirale - Revue de recherches en éducation*, *N° Varia*(E1), 39-55. https://doi.org/10.3917/spir.hs7.0039

Le harcèlement scolaire est une priorité gouvernementale en France à la rentrée 2023. Mais qu'en est-il ailleurs ? À travers une revue systématique inspirée du digramme de flux PRISMA, nous avons retenu 44 articles scientifiques se référant à cette problématique. Il en ressort qu'il s'agit d'une préoccupation mondiale, à la période adolescente particulièrement, et que malgré les efforts pour identifier les causes et/ou les conséquences, le harcèlement échappe à un cadre d'analyse consensuel. Cela engage à adopter une vision écosystémique, comprenant tous les acteurs, dans la perspective d'un soutien social multidimensionnel pour travailler et soutenir la cohésion de groupe et l'ouverture des possibles, notamment en termes identitaires.

Hermanowicz, J. C. (2024). **The Therapeutic University**. *Minerva*, *62*(4), 505-526. https://doi.org/10.1007/s11024-024-09539-x

Universities are generally understood as organizations that extend knowledge based on codified bodies of work developed from systematic research and scholarship. This article examines the emergence of an organizational form that increasingly competes in contemporary higher education: the therapeutic university. A recent phenomenon, the therapeutic university is predicated on emotion in which the goal is to make the experience as a student as comfortable as possible. The article discusses organizational morphology of the therapeutic university by identifying practices within it. The practices

establish a contest between a rational-universalistic orientation of the university on the one hand and an emotion-particularistic orientation on the other. The article provides an explanation for why this organizational form arose and what it purports to accomplish. Its operations are ensnared by major paradox: as its identity implies, the therapeutic university postures to do good, but its practices, it is argued, debilitate students and higher learning. The mandate that the broader society gives to higher education is thereby susceptible to lost confidence. The article concludes by discussing a way in which universities may be inoculated from the conditions that support their present-day therapeutic proclivities.

Huang, F., Wang, Y., & Zhang, H. (2024). **Modelling Generative AI Acceptance, Perceived Teachers' Enthusiasm and Self-Efficacy to English as a Foreign Language Learners' Well-Being in the Digital Era**. *European Journal of Education*, *59*(4), e12770. https://doi.org/10.1111/ejed.12770
As artificial intelligence (AI) has been integrated into foreign language (FL) education, learners' well-being is influenced by various factors, including technological, personal and contextual elements. However, few studies explored how external and internal factors jointly shape FL learners' well-being in the era of generative AI. To fill this gap, this study explores the effects of generative AI acceptance, perceived teachers' enthusiasm and self-efficacy on FL learners' well-being by investigating 613 university learners of English as a foreign language (EFL). The structural equation modelling results reveal that (1) generative AI acceptance positively predicts EFL learners' well-being and self-efficacy; (2) perceived teachers' enthusiasm does not predict learners' well-being and positively predicts EFL learners' self-efficacy; and (3) the self-efficacy for receptive skills mediates the relationship between generative AI acceptance/perceived teachers' enthusiasm and EFL learners' well-being, whereas self-efficacy for productive skills does not play the mediation role. This research broadens the understanding of the antecedents of EFL learners' well-being and extends the application of self-efficacy theory in the AI-driven educational environment, providing significant pedagogical implications.

Laninga-Wijnen, L., Pouwels, J. L., Giletta, M., & Salmivalli, C. (2024). **Feeling better now? Being defended diminishes daily mood problems and self-blame in victims of bullying**. *British Journal of Educational Psychology*, *94*(4), 1294-1322. https://doi.org/10.1111/bjep.12717
Background School bullying is a group phenomenon in which being defended by peer bystanders may buffer against the development of psychological problems in victims. Aims This registered report examines whether being defended diminished victims' daily mood problems and self-blame, both from a within- and between-person perspective. Materials and Methods Daily diary data were collected from n = 1669 Finnish 7th–9th grade students (M age = 14.45; 55.5% girl) across 3 weeks. In n = 1329 out of 12,366 assessments (10.7%), students indicated that schoolmates victimized them on the day of bullying. Results Multi-level regression analyses indicated that students reported lower depressed mood, greater positive mood and lower self-blame on days that they were victimized and defended as compared to days when they were victimized but non-defended. Effect sizes were medium for depressed mood and small for positive mood and self-blame. Repeated victims (n = 144) were less likely to blame themselves for victimization on days they were defended, which, in turn, diminished feelings of humiliation (mediation). Discussion Our findings indicate that being defended benefits

victims of bullying by mitigating mood problems, both directly and indirectly via diminished self-blame. Conclusion Anti-bullying programmes that encourage peer defending have the potential to improve victims' psychological adjustment, even on a daily basis.

Lo, M.-T. (2024). **The intraindividual dynamics of university students' motivation and emotions: The role of autonomy-supportive learning climates and learning activities**. *British Journal of Educational Psychology*, 94(4), 1011-1032. https://doi.org/10.1111/bjep.12703
Background The motivation and emotions of students are context dependent. There are specific moments when students may find their coursework more or less motivating, resulting in stronger or milder emotional responses. Identifying factors directly controllable by teachers empowers them to effectively address challenging situations characterized by lower motivation and increased negative emotions. Aims We aimed to investigate how learning activities and students' perception of teaching practices fostering autonomy relate to competence and value beliefs, and emotions in the context of course participation within higher education. Sample Seventy-seven Taiwanese university students provided 762 learning reports associated with their course participation experiences. Methods The experience sampling method (ESM) was used. Participants responded to ESM surveys on their phones for 14 days, reporting motivational beliefs, emotions and contextual characteristics of the course if they indicated active participation in a course upon receiving notifications from their phones. Results A significant portion of the variation is attributed to situational fluctuation, suggesting that academic emotions and competence and value beliefs vary within students across measurements. An increase in students' perception of an autonomy-supportive learning climate correlates with higher competence beliefs, intrinsic value and positive emotions, coupled with reduced perceived costs and negative emotions. In contrast to lectures, engaging in independent hands-on work, participating in group collaborative projects or interactive discussions appear to inspire motivation or evoke stronger emotional responses in students. Conclusions Teachers' teaching practices and classroom learning activities play a pivotal role in shaping students' situational motivation and emotions.

Maynard, A., & Symonds, J. E. (2024). **Engaging in social innovation education: Reciprocal relations between student wellbeing and programme wellbeing outcomes**. *European Journal of Education*, 59(4), e12745. https://doi.org/10.1111/ejed.12745
Social innovation education (SIE) is a student-led collaborative process of creating unique solutions to challenges within the community. Through an analysis of pre- and post-surveys completed by 94 post-primary school students in Ireland, the current study looked at how prior wellbeing (measured using the EPOCH model) influenced change in wellbeing through engagement with the SIE programme. While the models produced indicated that all five dimensions of the EPOCH model (engagement, perseverance, optimism, connectedness, and happiness) were impacted by the programme, the results also indicated that students with higher prior wellbeing were more likely to have higher levels of engagement, and as a result gained greater wellbeing-related outcomes. These findings highlight the benefit that a programme like SIE, which is not designed as a wellbeing intervention, can have on wellbeing, and the importance of considering additional encouragement and support based on the individual needs of each student.

Perez, J.-M., & Muller, L. (2024). **Micro-violences en Éducation : paradoxes, contractions et perspectives à l'époque**. In *In Loïc Chalmel et Anne Herrmann-Israel (dir.), L'interculturalité au service des transitions. Repenser la vie et l'éducation de l'humain en Anthropocène*. Consulté à l'adresse https://hal.science/hal-04787926

Rezai, A., Soyoof, A., & Reynolds, B. L. (2024). **Disclosing the Correlation Between Using ChatGPT and Well-Being in EFL Learners: Considering the Mediating Role of Emotion Regulation**. *European Journal of Education*, *59*(4), e12752. https://doi.org/10.1111/ejed.12752

Artificial Intelligence (AI)-driven chatbots, such as ChatGPT, have significantly impacted education, especially for English as a Foreign Language (EFL) learners. However, there is paucity of empirical evidence concerning the role of chatbots in psycho-emotional constructs like well-being and emotion regulation. It is important to address this issue because it can further our understanding of the ways through which using ChatGPT affects psycho-emotional constructs in EFL learners. This study aimed to unpack the intersection between using ChatGPT and well-being, with a focus on the mediating role of emotion regulation in the EFL context of Iran. Using convenience sampling, 492 EFL learners (205 males and 287 females) were invited to complete validated scales measuring ChatGPT use, well-being, and emotion regulation. The outcomes of structural equation modelling revealed a strong mediation effect of emotion regulation in the relationship between using ChatGPT and well-being. Additionally, significant positive correlations were found between using ChatGPT and both well-being and emotion regulation. Besides, a significant positive relationship was established between emotion regulation and well-being among the EFL learners. The results imply that the integration of ChatGPT into the Iranian EFL learning environment can be beneficial, considering its positive correlations with both well-being and emotion regulation among the Iranian EFL learners.

Wheeler, B. E., & Brooks, C. (2024). **Financial Socialization, Financial Identity,and Financial Well-Being Among University Students Taking a Consumer EconomicsCourse**. *Journal of Family and Economic Issues*, *45*(4), 1-16. https://doi.org/10.1007/s10834-023-09930-y

Derived from Marcia's (1966)identity statuses, we examine how financial identity statuses (achievement, moratorium,foreclosure, diffusion; Barber et al. (2011); Bosch et al. (2016);Sorgente et al. (2020)) relate to thepreparation for taking on financial responsibilities, materialism, compulsive buying,responsible credit management, and financial anxiety and financial well-being amonguniversity students taking a Consumer Economics course. Key findings included: (1)Identity achievement was related positively to preparation for taking on financialresponsibilities; (2) Identity moratorium was related positively to financial anxietyand related negatively to financial well-being; and (3) Identity diffusion was relatednegatively to preparation for taking on financial responsibilities and responsiblecredit management and related positively to materialism and compulsive buying. Findingssuggest a combination of helping emerging adults become less financially dependent onparents and greater financial socialization may help them develop financial identityachievement.

Yang, Y., & Zheng, J. (2024). **Unfolding the Moderating Role of Gender in the Relationship Between Teacher Support and Students' Well-being: Evidence from PISA 2022**. *Child Indicators Research*, *17*(6), 2503-2526. https://doi.org/10.1007/s12187-024-10172-z

Teacher support has a vital impact on students' well-being. However, the role of gender in the relationship between teacher support and students' well-being remained

unstudied in East Asia. The present study aims to unravel the relationship between three types of teacher support (i.e., autonomy, competence, relatedness) and four dimensions of students' subjective well-being (i.e., life satisfaction, positive affect, negative affect, and eudaemonism), as well as identify the moderating effect of gender. Multiple linear regression with a moderation analysis was implemented for 34,968 fifteen-year-old students from five East Asian economies participating in the Programme for International Student Assessment (PISA) 2022. Results indicated that teacher support significantly influenced students' subjective well-being in East Asia. Moreover, gender significantly moderated the relationship between teacher support (i.e., autonomy, competence, relatedness) and students' eudaemonism. Compared with males, teacher competence support was more effective in fostering females' eudaemonism in East Asia. This study provides new insights into developing students' well-being from the gender perspective.

Zhao, K., & Ma, J. (2024). **Predicting international student satisfaction in Chinese universities: A comparison between undergraduate and graduate students**. *European Journal of Education*, 59(4), e12697. https://doi.org/10.1111/ejed.12697
With the rapid growth in the number of international students coming to China, improving the quality and effectiveness of international student education has become a new policy priority. This study investigates the quality issue from the perspective of student satisfaction, with a focus on how satisfaction varies by academic level. We analysed data from a national survey involving 1,322 international students studying at Chinese colleges and universities using ordered logit regression models. The results indicate that most international students are satisfied with the host institutions. Both individual and environmental factors are significantly associated with the level of student satisfaction and these associations are different among undergraduate and graduate students. These findings underscore the importance of tailoring support to meet the distinct needs of students at different academic stages and suggest that universities can enhance student satisfaction by fostering a supportive interpersonal environment.

Évaluation des dispositifs d'éducation-formation

Cueto, S., Beuermann, D., Cristia, J. P., Malamud, O., & Pardo, F. (2024). *Laptops in the Long-Run: Evidence from the One Laptop per Child Program in Rural Peru* (IDB Publications (Working Papers) N° 13786). Consulté à l'adresse Inter-American Development Bank website: https://econpapers.repec.org/paper/idbbrikps/13786.htm
This paper examines a large-scale randomized evaluation of the One Laptop Per Child (OLPC) program in 531 rural primary schools, as implemented by the Peruvian government starting in 2009. We use administrative and survey data on academic achievement and grade progression through 2019 to estimate the long-run effects of educational technology on i) academic performance and grade progression in schools over time and ii) student trajectories as they progress from primary school to university. We find negative and significant effects on completing primary and secondary education on time but no effects on achievement. We find positive and significant impacts on students' computer skills but no effects on broader cognitive skills. Information on teacher training and computer utilization suggests limited benefits of providing educational technology without sufficient pedagogical support.

Herdman, P., Mann, A., Burke, A., & Signoret, P. (082024). *Innovation in career pathways across five countries*. Consulté à l'adresse https://www.oecd-

ilibrary.org/education/innovation-in-career-pathways-across-five-countries_742bcd05-en

Ce document porte sur les programmes d'apprentissage « Career Pathways » dispensés dans l'enseignement secondaire, qui permettent aux élèves d'explorer un domaine d'intérêt professionnel tout en gardant ouvertes leurs options pour l'avenir. L'étude examine l'innovation dans le développement du programme dans cinq pays (Australie, Canada, Nouvelle-Zélande, Écosse et États-Unis) depuis 2010. Si, historiquement, la participation à ces parcours professionnels a été fortement associée à de meilleurs résultats en matière d'emploi, les évaluations ont mis en évidence d'importants défis liés à leur mise en œuvre à grande échelle.

Hérin-Theulière, H., & Toullec, M. (2024). **École inclusive : Analyse didactique d'un dispositif d'autorégulation (DAR)**. *Revue hybride de l'éducation*, *8*(5), 1-25. https://doi.org/10.1522/rhe.v8i5.1825
En 2018, en France, un Dispositif d'AutoRégulation (DAR), inclusif, novateur et expérimental voit le jour. Il fait coopérer, au sein d'une école, une équipe médicosociale et enseignante, dont une enseignante en surnuméraire. Un cahier des charges (2021, 2024) explicite sa double visée : la scolarisation d'enfants avec autisme, à temps complet, dans les classes dites ordinaires et la mise en place de principes d'autorégulation pour tous les élèves (avec ou sans autisme). Cet article, fondé sur un cadre théorique didactique, tente de comprendre comment, dans une école, est organisé le DAR et ce que font, dans leurs pratiques, une enseignante en surnuméraire et une enseignante d'une classe.

Lindström-Sandahl, H., Samuelsson, J., Danielsson, H., Samuelsson, S., & Elwér, Å. (2024). **A randomized controlled study of a second grade numeracy intervention with Swedish students at-risk of mathematics difficulties**. *British Journal of Educational Psychology*, 94(4), 1052-1071. https://doi.org/10.1111/bjep.12705
Background Early numeracy interventions including basic arithmetic are crucial for young students at risk for early mathematics difficulties (MDs), yet few studies have evaluated numeracy interventions in second grade with a randomized controlled design. Aim This pre- and post-test randomized controlled study evaluated the effects of an intensive 9-week numeracy and arithmetic programme for second-grade students at risk for early MDs. The focus of the programme was students' foundational understanding of numbers and mathematical concepts and procedural fluency with arithmetic tasks. Sample A total of 753 first-grade students from 21 schools in Sweden were screened for low achievement in number knowledge and arithmetic. Methods Students considered at risk for MDs (≤25 percentile on two consecutive first-grade mathematics screenings) were individually randomized to an intervention group (n = 32) or control group (n = 30) at the beginning of second grade (7–8 years old). Trained teachers administered the one-to-one, explicit programme to intervention group students in elementary school settings. The intervention group received numeracy instruction emphasizing foundational mathematics concepts and procedures. Controls received teaching as usual with potential special education support provided by their schools. Results The intervention group demonstrated significantly greater improvements in conceptual knowledge, arithmetic calculations and problem-solving compared to the control group, with medium size effects observed. Conclusions A supplemental and intensive programme, with explicit instruction emphasizing numeracy, substantially improved knowledge and

skills essential for arithmetic learning. Instruction in conceptual number knowledge and procedures also shows a significant impact on basic arithmetic problem-solving.

Setren, E. (2024). ***Busing to Opportunity? The Impacts of the METCO Voluntary School Desegregation Program on Urban Students of Color*** (CESifo Working Paper Series N° 11320). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f11320.htm
School assignment policies are a key lever to increase access to high performing schools and to promote racial and socioeconomic integration. For over 50 years, the Metropolitan Council for Educational Opportunity (METCO) has bussed students of color from Boston, Massachusetts to relatively wealthier and predominantly White suburbs. Using a combination of digitized historical records and administrative data, I analyze the short and long run effects of attending a high-performing suburban school for applicants to the METCO program. I compare those with and without offers to enroll in suburban schools. I use a two-stage least squares approach that utilizes the waitlist assignment priorities and controls for a rich set of characteristics from birth records and application data. Attending a suburban school boosts 10th grade Math and English test scores by 0.13 and 0.21 standard deviations respectively. The program reduces dropout rates by 75 percent and increases on-time high school graduation by 13 percentage points. The suburban schools increase four-year college aspirations by 17 percentage points and enrollment by 21 percentage points. Participation results in a 12 percentage point increase in four-year college graduation rates. Enrollment increases average earnings at age 35 by $16,250. Evidence of tracking to lower performing classes in the suburban schools suggests these effects could be larger with access to more advanced coursework. Effects are strongest for students whose parents did not graduate college.

Tzuriel, D., Weiss, T., & Kashy-Rosenbaum, G. (2024). **The effects of working memory training on working memory, self-regulation, and analogical reasoning of preschool children**. *British Journal of Educational Psychology*, 94(4), 1132-1160. https://doi.org/10.1111/bjep.12709
Background and Aims This study examined the effects of working memory training (WMT) on WM and fluid intelligence. A novel four-pronged model of mediated learning, cognitive functions, task characteristics and metacognition is presented as a conceptual basis for the Modifiability of a Working Memory Program (MWMP). Our basic assumption is that increasing WM depends on a synchronized combination of the four components. Sample A group of typically developed preschool children (n = 62) participated in the experimental group, receiving the MWMP. They were compared with a control group (n = 56) of preschool children who engaged in a substitute program. This comparison allowed us to discern the specific effects of the MWMP. Methods All participants received tests of WM, self-regulation and analogical reasoning before and after the intervention. The MWMP was administered to children in the experimental group for 10 weekly sessions, each lasting 40 minutes, in small groups of two children. The children in the control group engaged in didactic activities that were part of a school curriculum routine for kindergartners for the same length of time. Results We used ANCOVA analysis to compare the Treatment x Time with age and socioeconomic status as covariates. The findings revealed a higher improvement in some WM and self-regulation tests among children in the experimental group compared to those in the control group. However, no significant transfer effects were observed in analogical thinking. Conclusion The findings confirm the effectiveness of a non-computerized WMT among kindergartners and

support our four-pronged theoretical model. We also discuss earlier findings on far-transfer effects and educational implications. We suggest that future WM studies adopt the following: (1) the development of training methods that are theoretically anchored; (2) training procedures should not rely heavily on computerized exercises but can be adapted to group characteristics, educational settings and cost-effectiveness aspects; (3) varying the task characteristics and training strategies to stimulate task-intrinsic motivation; (4) identifying training strategies to produce cognitive improvements underlying WM; (5) intervention should target individuals in early development as much as possible; (6) development of training procedures that facilitate motivation; and (7) providing empirical evidence of far-transfer effects for WM training. The empirical evidence should link gains in WM capacity and achievements in academic and other life domains.

Formation continue

DeCesare, T. (2024). **The Adults Are Not Alright: Theorizing Adult Democratic Education from the Capability Approach**. *Educational Theory*, *74*(5), 735-758. https://doi.org/10.1111/edth.12664
Education-related responses to our current democratic crisis have largely been focused on schooling children and youth. This narrow focus has foreclosed or diverted our attention from other possibilities for democratic education, especially as it relates to adult citizens and the ways in which such education can — and must — extend beyond schools and other formal educational institutions. In this paper, Tony DeCesare aims to theorize these possibilities in order to lay some philosophical groundwork for an idea of adult democratic education (ADE) that can help us combat our current democratic crisis and, more generally, strengthen our commitment to and practice of democracy. Drawing on the capability approach, he argues for prioritizing two related capabilities in our theorizing of ADE: (1) democratic capability, and (2) the capability to participate in ADE. These two capabilities are both deeply interconnected and central to a theoretical framework for ADE that is grounded in the capability approach.

Giorgis, L. (2024). **Sur le chemin de l'adulte apprenant**. *Travaux de didactique du français langue étrangère*, *L'alpha dans tous ses états*(84), https://revue-tdfle.fr/articles/revue-84/3763-sur-le-chemin-de-l-adulte-apprenant. Consulté à l'adresse https://hal.science/hal-04792660
Literacy is a process that can concern either children of school age learning to read and write or adults who have had little or no schooling. The approaches and methods used for these different learners cannot be the same (Rafoni 2007, Dehaene 2007, Adami 2020, Giorgis 2023). Between childhood and adulthood, adolescence holds a unique position. Adolescents are no longer children, yet not quite adults. Their entry into learning may therefore also differ. The purpose of this article is to highlight the particular place of literacy among older adolescents who have recently arrived in France and who had previously had no or little education (NSA/PSA). We will focus specifically on young migrants who have arrived in the country without their families. We will then explore the factors that influence their learning trajectories, trajectories that will quickly lead to an adult (learning) life.

Giraud, F., Moraldo, D., & Rasera, F. (2024). **Retourner en formation à l'âge adulte : les ressorts sociaux d'une expérience « scolaire »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id

Cet article s'appuie sur une enquête collective visant à étudier des parcours de mobilité professionnelle qui amènent des hommes et des femmes en activité à reprendre une formation diplômante à l'âge adulte. À travers les cas très différents d'ingénieurs et cadres du privé qui se sont formés pour passer le concours de professeur des écoles, de footballeurs professionnels qui ont investi une formation au métier d'entraîneur, d'infirmières qui reprennent des études pour obtenir un master 2 « infirmiers en pratique avancée », il s'agit de revenir sur certains ressorts sociaux qui permettent de mieux comprendre l'expérience que peut constituer un retour en formation.

Gönderen Çakmak, H. S., & Ayhan Başer, D. (2024). **The effect of an evidence-based practice course on students' lifelong learning skills and problem-solving skills: An educational intervention study**. *European Journal of Education*, 59(4), e12703. https://doi.org/10.1111/ejed.12703

In this study, the aim was to investigate the effect of an evidence-based practice course on the lifelong learning skills and problem-solving skills of health science students. A prospective one-group pre-test–post-test design. The universe of the study consisted of 189 students from Cankiri Karatekin University. Student information form, Jefferson lifelong learning skill scale, Problem-solving inventory (PSI) were used as data collection instruments. The sample of the study consisted of 156 students who completed the 14-week course and fully completed the pre-test and post-test. For data analysis, IBM Corp. Released 2013. IBM SPSS Statistics for Windows, Version 22.0. Armonk, NY: IBM Corp. package program was used. While 84% of the students said that they had never heard of the term EBP before, 91.7% of those who knew the term said they had heard it in their field courses. The lifelong learning skill scale total score change of the students, the PSI total score change of the students after the 26-h EBP course were statistically significant. EBP is very important for health science students to increase their problem-solving success and lifelong learning skills, and it should be integrated into the curriculum.

Haudiquet, A. (2024). **Le rôle de l'internormativité dans l'évolution des frontières juridiques de la formation professionnelle continue**. *TransFormations : Recherche en éducation et formation des adultes*, 2(27), https://transformations.univ-lille.fr/index.php/TF/article/view/580. Consulté à l'adresse https://hal.science/hal-04492674

Internormativity is a concept representative of the phenomenon of normative interrelations that we have chosen to use to study the evolution of the legal boundaries of continuing vocational training. The theoretical analysis we have undertaken shows that an internal internormativity, at the level of the legal order (the law), can move the lines. However, for legal objects exposed to relations with orders other than law, such as continuing professional training, external internormativity, which is situated at the level of the normative system, is more relevant for observing and understanding what is evolving. This is why we have focused our attention on the interrelations of law with economics and morality in order to account for what contributes to the permanent redrawing of the legal boundaries of continuing vocational training.

Lelong, M. B., Pesce, S., & Galvani, P. (2024). *L'expérience d'émancipation en formation :
Parcours d'autoformation existentielle*. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/l-experience-d-emancipation-en-formation/76661
Dans un monde où la vie adulte, notamment professionnelle, est marquée par des ruptures et des transitions constantes, la formation continue émerge non seulement comme une nécessité d'adaptation, mais aussi comme une voie vers l'émancipation personnelle.L'expérience d'émancipation en formation explore les processus d'émancipation et d'autorisation en formation d'adultes, tout en mettant en lumière le rôle crucial de la formation formelle dans le parcours de l'adulte en transition. À travers une approche méthodologique rigoureuse et une réflexion épistémologique, l'auteur partage une quête de compréhension : comment apprend-on à être soi-même et à s'autoriser à être soi-même ? Ce livre vous invite à découvrir les dimensions existentielles et transformatrices de la formation des adultes, à partir de témoignages et d'analyses concrètes. En s'appuyant sur les travaux fondateurs de Gaston Pineau et Pascal Galvani, l'auteur propose de nouvelles interprétations et concepts autour de l'émancipation et de l'autoformation existentielle.L'expérience d'émancipation en formation est une lecture incontournable pour les chercheurs, les professionnels de l'éducation, les formateurs et tous ceux qui s'intéressent à la formation des adultes et à l'autoformation.

Mancebón-Torrubia, M.-J., Ximénez-de-Embún, D. P., & Álvarez-Farizo, B. (2024). **The
drivers of adult financial literacy: Exploring the role of attitudes towards finance**. *European
Journal of Education*, *59*(4), e12712. https://doi.org/10.1111/ejed.12712
This study investigates the factors driving the financial literacy of adult population in Spain using a regression count model (specifically the latent class Poisson model). The paper pays special attention to the effect of certain financial attitudes and financial personality traits (such as financial myopia, risk aversion, attitude to financial planning and self-perception of financial vulnerability) upon financial literacy. The results demonstrate a positive association between the financial skills, the sociodemographic characteristics and the attitudes and personality traits of individuals regarding finances. Furthermore, the analysis permits the conclusion that the effects of the financial attitudes analysed in the study vary among the different population groups, which suggests the need to adapt financial literacy promotional programs to the characteristics of the target group. Findings have implications for financial educators, practitioners and policymakers to help them recognize the proper financial program to be delivered on the basis of the FL levels and the sociodemographic composition of the individuals.

Meddas, H., Ianni, J., & Verrier, C. (2024). *Éducation tout au long de la vie*. Consulté à l'adresse https://hal.science/hal-04778914
La place du « sentimental » dans l'éducation tout au long de la vie est le thème central de ce nouveau numéro de Pratiques de formation/Analyses. Dans les années 2000, lors d'une des réunions du comité de rédaction de l'ancienne formule de la revue, proposition avait été faite de réaliser un numéro intitulé « L'éducation sentimentale et érotique tout au long de la vie ». Pour des raisons diverses dont, non des moindres, un planning de parution déjà bien chargé, l'idée avait été repoussée à un avenir indéterminé que l'arrêt de la parution de la revue au cours des années 2010 avait semblé définitivement compromettre. Du moins jusqu'en 2021-2022, période durant laquelle, avec la relance de la revue selon une nouvelle approche, l'idée a resurgi, un peu modifiée, se resserrant autour de l'importance que pouvaient prendre les sentiments

dans l'éducation durant toute une vie, où d'évidence ils jouent un rôle de premier plan, même si on ne le conscientise pas toujours autant qu'il faudrait.

Namubiru, Z., Aganyira, K., van der Linden, J., & Openjuru, G. L. (2024). **Sustainable fishing, lifelong learning and youth entrepreneurship: The case of Kigungu fishing ground in Uganda**. *International Review of Education*, *70*(5), 723-746. https://doi.org/10.1007/s11159-024-10062-0
This article investigates the impact of illegal fishing on sustainable fisheries, and its implications for youth unemployment, in Uganda. The qualitative study drew on the knowledge, attitudes, practices and experiences of young fishers regarding their role as active citizens in sustainable fishing. It also explored youth entrepreneurship through lifelong learning as a potential solution to the challenges involved. Data were collected using participatory action research. Interviews were conducted with thirteen young fishers (aged 22–35) from Kigungu fishing ground on Lake Victoria, four of their spouses (some of whom were fish smokers), and two fishers from Gaba fishing ground (as a comparison). A focus group discussion was also held with five local leaders of Kigungu fishing ground. The authors used a social constructivist theoretical framework to help them understand the perspectives of young fishers and consider potential solutions and opportunities for lifelong learning. Their findings highlight manipulative employment terms and expensive legal fishing methods as significant barriers to sustainable fishing. Furthermore, fishers expressed uncertainty about starting their alternative enterprises, compounded by a sense of hopelessness and a lack of social capital, as victims of a worldwide problem they are being punished for but cannot solve on their own. There is a need to engage young fishers in discussions surrounding alternative livelihoods and collective solutions.

Nuissl, E., Sava, S., & Farkas, É. (2024). **Adult education in the European Union since 1993**. *European Journal of Education*, *59*(4), e12719. https://doi.org/10.1111/ejed.12719
For about 30 years, the European Union has been politically active in the field of Education and Training with a broad set of aims, measures and tools. All member states were involved in these politics, creating a kind of European profile. Adult education was an important pillar. A number of adult educators involved in various organisations at both the European and national levels carried out the activities. Many of them were recognised for their contributions and were inducted into the International Adult and Continuing Education Hall of Fame. In this qualitative review, the reflections of 16 of these experts on a number of key issues, including achievements, challenges and obstacles in this period are presented. They evaluate European policy-making in adult education and training, including the systems, the funding, the participation and the professional developments, in a structured way. A common understanding of adult education and its prerequisites can be noticed, as well as critical reflections on achievements, and further needs.

Potluri, S., & Phani, B. V. (2024). **Encouraging ecopreneurship through lifelong education: A qualitative constructivist grounded theory study**. *International Review of Education*, *70*(5), 767-794. https://doi.org/10.1007/s11159-024-10074-w

Stanistreet, P. (2024). **Changing the temperature: Adult education and solidarity in an era of climate inaction**. *International Review of Education*, *70*(5), 711-721. https://doi.org/10.1007/s11159-024-10119-0

Marché du travail

Barwick, P., Chen, S., Fu, C., & Li, T. (2024). *Digital Distractions with Peer Influence: The Impact of Mobile App Usage on Academic and Labor Market Outcomes* (NBER Working Paper Nᵒ 33054). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/33054.htm
Concerns over the excessive use of mobile phones, especially among youths and young adults, are growing. We present, to our knowledge, the first estimates of both behavioral spillover and contextual peer effects, as well as the first comprehensive evidence of how own and peers' mobile app usage affects academic performance, physical health, and labor market outcomes. Our analysis leverages administrative data from a Chinese university of three cohorts of students over up to four years merged with mobile phone records, random roommate assignments, and a policy shock that affects peers' peers. App usage is contagious: a one s.d. increase in roommates' in-college app usage raises own app usage by 5.8% on average, with substantial heterogeneity across students. High app usage is detrimental to all outcomes we measure. A one s.d. increase in app usage reduces GPAs by 36.2% of a within-cohort-major s.d. and lowers wages by 2.3%. Roommates' app usage exerts both direct effects (e.g., noise and disruptions) and indirect effects (via behavioral spillovers) on GPAs and wages, resulting in a total negative impact of over half the size of the own usage effect. Extending China's minors' game restriction of three hours per week to college students would boost their initial wages by 0.9%. Using high-frequency GPS data, we identify one underlying mechanism: high app usage crowds out time in study halls and increases late arrivals at and absences from lectures.

Kolaković, M., Petković, S., & Horvatinović, T. (2024). **Linking team emergent states to achieve persistence with a business idea in student teams**. *European Journal of Education*, *59*(4), e12720. https://doi.org/10.1111/ejed.12720
The expanding research on team emergent states explains many facets of team dynamics in an entrepreneurial context. However, the interactions between team emergent states are still unknown. Detached from team emergent states, studies on student entrepreneurship have disclosed findings clustered around students' entrepreneurial intentions while neglecting the issue of persistence with a developed business idea. This study contributes to the literature by proposing an intersection between team emergent states and student entrepreneurial education research via a model where transactive memory systems mediate the effect of team efficacy on team persistence. The model is tested on a sample of student teams using a partial least-square structural equation modelling approach. The findings support the proposed indirect effect. The study offers theoretical implications for team emergent states and policy implications for entrepreneurial education.

Lutz, A. (2024, novembre 25). **La carrière des travailleurs transfrontaliers est-elle si spéciale ?** Consulté 28 novembre 2024, à l'adresse The Conversation website: http://theconversation.com/la-carriere-des-travailleurs-transfrontaliers-est-elle-si-speciale-242430
Le choix d'une carrière de l'autre côté de la frontière est-il particulièrement atypique ? Les travailleurs transfrontaliers ressemblent en réalité beaucoup aux autres.

Namubiru, Z., Aganyira, K., van der Linden, J., & Openjuru, G. L. (2024). **Sustainable fishing, lifelong learning and youth entrepreneurship: The case of Kigungu fishing ground in Uganda**. *International Review of Education*, *70*(5), 723-746. https://doi.org/10.1007/s11159-024-10062-0

This article investigates the impact of illegal fishing on sustainable fisheries, and its implications for youth unemployment, in Uganda. The qualitative study drew on the knowledge, attitudes, practices and experiences of young fishers regarding their role as active citizens in sustainable fishing. It also explored youth entrepreneurship through lifelong learning as a potential solution to the challenges involved. Data were collected using participatory action research. Interviews were conducted with thirteen young fishers (aged 22–35) from Kigungu fishing ground on Lake Victoria, four of their spouses (some of whom were fish smokers), and two fishers from Gaba fishing ground (as a comparison). A focus group discussion was also held with five local leaders of Kigungu fishing ground. The authors used a social constructivist theoretical framework to help them understand the perspectives of young fishers and consider potential solutions and opportunities for lifelong learning. Their findings highlight manipulative employment terms and expensive legal fishing methods as significant barriers to sustainable fishing. Furthermore, fishers expressed uncertainty about starting their alternative enterprises, compounded by a sense of hopelessness and a lack of social capital, as victims of a worldwide problem they are being punished for but cannot solve on their own. There is a need to engage young fishers in discussions surrounding alternative livelihoods and collective solutions.

Veljkovic, M. (2024). **Mobilité sociale en cours de carrière en France : caractéristiques et évolutions au fil des générations**. *Connaissance de l'emploi*, (202), 1-4. Consulté à l'adresse
file:///C:/Users/Btesse.AD/Downloads/CDE_202_Mobilit%C3%A9%20sociale%20en%20cours%20de%20carri%C3%A8re%20en%20France.pdf

Dans un contexte politique de promotion de l'égalité des chances face à des inégalités importantes, l'attention scientifique s'est majoritairement portée sur la mobilité intergénérationnelle (consistant à comparer les positions sociales des individus à celles de leurs parents) en tant que vecteur principal de la redistribution des chances de vie. Nous en savons beaucoup moins sur l'évolution de la position sociale au fil de l'âge, et sur la façon dont les processus de carrière ont pu changer à l'aune des dynamiques de dégradation du marché du travail à partir des années 1970-1980. Les données de l'enquête Formation-Qualification Professionnelle permettent d'appréhender ces questions dans une perspective de temps long. S'il est vrai que la mobilité sociale en cours de carrière - en termes d'emploi, de statut et de PCS - s'accroît au fil des générations, ses chemins ont peu évolué depuis les années 1970. Le genre et la classe sociale demeurent des barrières majeures à la mobilité en cours de carrière et la mobilité est d'autant plus rare qu'elle implique un changement conséquent des conditions de vie et que la distance entre les positions sociales est grande.

Métiers de l'éducation

Aldighrir, W. M. (2024). **Development and Psychometric Evaluation of the Educational Leadership Scale for Faculty Members: Insights From the Network Analysis Perspective**. *European Journal of Education*, *59*(4), e12773. https://doi.org/10.1111/ejed.12773
This study aimed to develop and evaluate the psychometric properties of the Educational Leadership Scale for Faculty Members (ELSF) in Arabic. The scale was rigorously tested using both traditional methods—exploratory factor analysis (EFA) and confirmatory factor analysis (CFA)—as well as advanced network techniques, including exploratory graph analysis (EGA) and centrality measures. The study sample consisted of 350 faculty members (56% male, 44% female) from various universities, with a mean age of 42.3 years (SD = 7.8). Participants represented a range of academic disciplines, and all were involved in educational leadership roles within their respective institutions. EFA revealed a five-factor structure that explained 68.4% of the total variance. CFA further confirmed the model's adequacy, with fit indices showing a good model fit (CFI = 0.95, TLI = 0.94, RMSEA = 0.06). The ELSF, comprising 22 items across these five dimensions, demonstrated strong internal consistency, with a Cronbach's alpha coefficient of 0.89. Additionally, EGA supported the factor structure identified by traditional methods, reinforcing the stability and consistency of the scale. Centrality measures highlighted Item 18 as the most influential, with betweenness, closeness and strength centrality scores of 0.45, 0.78 and 0.62, respectively, within the 'Research-Ethical Leadership' subscale. These findings affirm the ELSF's credibility as a robust tool for assessing educational leadership among faculty members. The scale's strong psychometric properties suggest it is well-suited for application in diverse academic settings, including potential use across Arabic-speaking countries such as Saudi Arabia, Qatar, the United Arab Emirates, Egypt, Oman and Kuwait.

Allaire, S., & Laferrière, T. (2024). **La recherche participative en tant que vecteur de développement professionnel de cinq parties prenantes. Le cas d'une initiative québécoise de longue durée**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Cet article propose une réflexion sur le développement professionnel survenu chez cinq types de parties prenantes à une recherche participative pendant une quinzaine d'années. Nous montrons que la flexibilité inhérente à la recherche participative et les ajustements nécessaires ont contribué à l'émergence de savoirs ou de pratiques imprévisibles chez l'ensemble des parties prenantes.

Allard, C., & Mamede, M. (2024). **Approche sociodidactique d'un travail collaboratif. S'appuyer sur les malentendus pour concevoir une situation sur la construction du nombre en maternelle en REP**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Cet article témoigne de la richesse du travail collaboratif entre six enseignantes de maternelle et deux chercheuses, l'une en sociologie de l'éducation et l'autre en didactique des mathématiques. Lors de trois années d'échanges et d'observations, nos analyses croisées ont été à l'origine de la mise au point d'une situation participant à la construction du nombre, du développement effectif du processus d'institutionnalisation et enfin à l'identification d'un malentendu constitutif du processus d'apprentissage.

Alon, R., & Harel-Gadassi, A. (2024). **Retention of teachers in special education schools and special education classes: The importance of social support and psychological empowerment**. *Journal of Research in Special Educational Needs*, 24(4), 1014-1025. https://doi.org/10.1111/1471-3802.12691

The current study examined what makes special education teachers remain in the profession. We will examine this, uniquely, separately among teachers in special education schools versus special education classes in general education schools. Participants were 212 special education teachers in special education schools and 257 in special education classes. Teachers completed questionnaires on social support, psychological empowerment, job satisfaction and future occupational plans. Results revealed significant associations between social support, psychological empowerment, job satisfaction and teachers' future plans. In addition, teachers in special education classes experienced lower levels of perceived social support and psychological empowerment compared to those in special education schools. A non-significant moderation effect was found for the association between social support, psychological empowerment and satisfaction, with the occupational plans of teachers in both contexts. These findings demonstrate the importance of providing support for and strengthening the sense of psychological empowerment of special education teachers, particularly those who teach in special education classes in general education schools.

Awwad-Tabry, S., & Levkovich, I. (2024). **"We felt so alone, but at least we felt it together": Self-compassion among teachers**. *Psychology in the Schools*, 61(12), 4465-4482. https://doi.org/10.1002/pits.23289

In recent years, the topic of self-compassion has attracted increasing attention in the literature, yet little is known about teachers' perceptions of self-compassion in their daily practice. This qualitative study adopted a phenomenological approach to deepen the understanding of self-compassion among this population. Thirty-four teachers in Israel aged 25–63 were interviewed face-to-face in 2023, using a semistructured interview guide. Thematic content analysis revealed three main themes: (1) an approach to life and professional practice—fostering connection and collaboration; (2) an evolving process—accepting and forgiving oneself; and (3) training—strengthening the self-compassion muscle. The findings suggest that fostering self-compassion among teachers can help alleviate occupational stress and burnout. Schools should provide resources and promote a collaborative culture, implement mentorship programs, and incorporate self-compassion tools into teacher training programs. Additionally, policy-makers should promote practices that focus on enhancing teacher self-compassion. By implementing these recommendations, schools can create a supportive environment that promotes teachers' overall health and well-being. This study offers practical implications for teachers, administrators, and teacher education programs, and highlights relevant areas for future research.

Bao, L. (2024). **Women Academics Forgo Childbirth for Career Progression? Performances of Their Body Boundaries**. *European Journal of Education*, 59(4), e12785. https://doi.org/10.1111/ejed.12785

In recent decades, research has explored tension between women academics' motherhood and institutional discourse. This study, however, delves into the performances of nine Chinese women academics who are mothers and their body boundaries between motherhood and career progression based on semistructured interview data, using thematic analysis driven by the Butlerian theoretical concept of

bodies. This approach contributes to a more nuanced understanding of academic mothers in the Chinese higher education context. The findings show that academic mothers strategically perform their bodies by maintaining, crossing and disciplining their body boundaries to satisfy social and institutional discourses. The findings reveal that academic mothers constantly face the tension between career expectations and motherhood. This study has implications for policy makers in academia, higher education institutions and women academics.

Bellue, S., Bouguen, A., Gurgand, M., Munier, V., & Tricot, A. (2024). **When Effective teacher training falls short in the classroom: Evidence from an experiment in primary schools**. *Economics of Education Review*, *103*, 102599. https://doi.org/10.1016/j.econedurev.2024.102599
Although in-service teacher training programs are designed to enhance the performance of several cohorts of students, there is little evidence on the persistence of their effects. We present the two-year results of a randomized study of an intensive in-service teacher training program conducted in France during and after the training program's implementation. Our results highlight the short-run effectiveness of the training program: it successfully improves students' performance but only during the implementation year. A detailed analysis of teachers' outcomes indicates that teachers changed their pedagogical vision and practices but afterward struggled to apply skills to contents not directly covered during training.

Beyrie-Soulassol, É. (2024). **Histoire d'une collaboration entre des chercheurs et une enseignante de lycée**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Comment améliorer le travail de groupes en classe inversée ? Comment évaluer le bénéfice de cette pédagogie sur tous les élèves au fur et à mesure du déroulement de l'année scolaire ? Ces interrogations en tant qu'enseignante de français en lycée m'ont sans cesse taraudée. Plusieurs solutions se sont présentées à moi comme l'autoformation constante par des lectures et des enseignements divers, l'usage de différents outils numériques, la mise en œuvre des sciences cognitives dans mon enseignement, la formation de formateurs… mais il me manquait quelque chose : travailler moi-même en groupe, avec des chercheurs de divers horizons ; c'est ce que j'ai trouvé en entrant dans le réseau RESEIDA. Ce travail multidisciplinaire qui porte sur plusieurs années m'a permis de porter d'autres regards sur mon travail et d'améliorer ma pédagogie pour le bien des élèves.

Boodt, S. (2024). **Wrestling with the ghost of deficit: exploring the experiences of trainee English further education teachers**. *British Journal of Sociology of Education*, *45*(7-8), 1074-1092. https://doi.org/10.1080/01425692.2024.2392172
Global education policy discourse is based on an unshakable belief that more and improved skills will promote economic prosperity, global competitiveness and social inclusion. In England, the Further Education and Skills sector (FES) has emerged as the vehicle to deliver these skills. However, the portrayal of FES as focusing primarily on vocational education for people often adjudged to be 'not academic' positions the sector at the bottom of the educational hierarchy, with negative ramifications for those who teach and study in it. This paper applies a case study approach to explore the lived experiences of five trainee FES teachers completing their initial teacher education (ITE). Drawing on contemporary interpretations of Bourdieu's theory of habitus, I develop

Morrin's notion of hauntings to explain the psycho-social, historical and spatial influences on the trainees' responses as they re-enter the field of education as teachers.

Borer, V. L., van Brederode, M., & Ceroni, N. (2024). **Quand des enseignant·e·s et des chercheur·euse·s travaillent en groupe sur le travail de groupe des élèves**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Cet article présente les résultats d'une recherche exploratoire qui s'intéresse à des collectifs d'enseignant·e·s et de chercheur·euse·s qui se réunissent régulièrement pour analyser des séances d'enseignement-apprentissage, déjà réalisées ou à venir, dans lesquelles il·elle·s questionnent les conditions qui peuvent favoriser les apprentissages de tou·te·s les élèves quand il·elle·s travaillent en groupe. En miroir, nous questionnons les conditions qui favorisent le développement professionnel quand les enseignant·e·s et les chercheur·euse·s travaillent en groupe. En nous appuyant sur un double cadre théorique empruntant à l'analyse de l'activité et aux registres pour apprendre et pour enseigner, nous avons identifié des configurations plus ou moins favorables à l'évolution de la signification que les participant·e·s donnent à l'activité. Nous les présentons et les analysons dans cet article.

Borst, G. (2024). **« L'ensemble de nos interactions avec les enseignants a fait évoluer nos problématiques et nos méthodologies de recherche »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Diversité : La première question que nous souhaitions vous poser concerne votre domaine de recherche, votre ancrage scientifique, votre positionnement. Grégoire Borst : Mon domaine de recherche – et celui du laboratoire que je dirige – relève de la psychologie du développement cognitif et socio-émotionnel de l'enfant et de l'adolescent. La particularité de ce laboratoire est d'associer des approches comportementales et de neuro-imagerie dans le cadre des recherches que nous menons. L'objectif...

Brunner, J. J., & Alarcón, M. (2024). **Academic Management in Chilean Universities: An Analysis From Academics' Perspective**. *European Journal of Education*, 59(4), e12798. https://doi.org/10.1111/ejed.12798
This article analyses academics' perceptions of work management and their job satisfaction in Chilean universities, using a multi-level approach (macro, meso and micro) to study changes in the academic environment. It is based on the survey 'The Academic Profession in the Knowledge-Based Society' (APIKS) with data from 11 universities and 1258 valid responses. Three groups of academics are identified according to whether they are engaged in research, teaching or a balance of both. The results of the study show that, at the university level, resource allocation favours teaching, while individual recognition tends to favour research. Institutionally, teaching is prioritised because of its economic impact, but individually, research is more highly valued. This picture reflects a hybrid management model, with tendencies towards de-professionalisation in teaching and entrepreneurialisation in research. Despite these pressures, academics report high levels of job satisfaction, an aspect that requires further research.

Café pédagogique. (2024, novembre 22). **Reconversion : « intermittente de l'Éducation nationale »**. Consulté 22 novembre 2024, à l'adresse Le Café pédagogique website:

https://cafepedagogique.net/2024/11/22/reconversion-intermittente-de-leducation-nationale/

Si beaucoup de professeur.es quittent ou aimeraient quitter la profession, exprimant une fatigue, d'autres embrassent le métier de professeur.e dans une seconde carrière. Et avec plaisir. Le Café pédagogique s'entretient

Cheng, Q., Zhao, L., & Li, W. (2025). **The Internal Structure and Influence Mechanism of Double Qualified-Teachers' Quality and Competence**. *Education and Urban Society*, *57*(1), 13-39. https://doi.org/10.1177/00131245241261085

The construction of a "double qualified-teacher" teacher team in higher education institutions is the key to improving the quality of talent cultivation, and the research on the structure and mechanism of double qualified-teacher quality and ability is of great value to the deepening of theory and practical application. This study empirically explores the connotation structure and influence mechanism of double qualified-teacher quality and competence by adopting the Modified Formal Delphi Method and Structural Equation Modeling. Through expert interviews and SPSS data analysis, a diamond model of the connotative structure of "double qualified-teacher" teacher quality and competence is proposed, including four dimensions of professional knowledge, professional ethics, teaching and practice ability, and educational philosophy, with 32 subdivided items. The structural equation modeling method was used to study the key factors affecting double qualified-teacher quality and competence formation. The principle of interaction between the factors and the results showed that the teacher's "motivation to participate" as an intrinsic factor is important for the effectiveness of training methods and the improvement of double-qualified teacher quality and competence. The results show that teachers' motivation to participate, as an intrinsic factor, has a significant positive effect on both "effectiveness of training methods" and "enhancement of double qualified-teacher competence," while "effectiveness of training methods," as an extrinsic factor, has a significant positive effect on "enhancement of double qualified-teacher competence." From the perspective of explicit variables, improving the teachers' teaching ability and the students' progress have the greatest influence on the motivation to participate, and theory and practice training and professional competition have a more pronounced influence on the training effect.

Ding, L. (2024). **Exploring the causes, consequences, and solutions of Chinese EFL teachers' psychological ill-being: A qualitative investigation**. *European Journal of Education*, *59*(4), e12739. https://doi.org/10.1111/ejed.12739

Teachers' psycho-affective states are considerably reported to play a vital role in English as a foreign language (EFL) education. However, the overall mechanism, realization, and representation of teachers' psychological ill-being (PIB) have been widely kept under the shadow of well-being. To fill this gap, this qualitative investigation examined 46 Chinese EFL teachers' perceptions about the causes, outcomes and solutions of PIB. The results of thematic analysis revealed that PIB was caused by different personal, interpersonal, professional, task, student and contextual factors among Chinese EFL teachers. More specifically, ill-being emerged out of "heavy workload pressure", "mental and physical exhaustion", "unrelated tasks to teaching", "students' classroom behavior and performance", "unfriendly school climate", "poor interpersonal relationships with colleagues" and "social and cultural environment". The findings also indicated that teachers' ill-being led to different outcomes such as "reducing teaching quality",

"creating negative emotions", "causing physical and mental health problems", "leading to burnout" and "hurting students' feeling and learning rate". To solve this aversive state, the participants suggested different techniques such as "reducing workload", "learning emotion regulation strategies", "establishing a positive classroom/school climate", "offering teacher training courses", "providing support and facilities for teachers", "increasing salary" and "reading books". A discussion of the findings and implications for EFL teachers, teacher educators and policy-makers is provided to enhance their emotional literacy and competency regarding negative teacher-related emotions in L2 teaching.

Drakos, A., Theureau, J., Filippi, G., Flandin, S., & Poizat, G. (2024). **L'activité réflexive des agents de terrain lors d'un dispositif de formation hybride qui intègre de la réalité virtuelle**. *Activités*, 21(2), 1. https://doi.org/10.4000/12huk
Cet article traite de l'activité réflexive de formés dans un dispositif de formation conçu pour les agents de terrain de l'industrie nucléaire. Ce dispositif, nommé scénario-enquête, est le produit d'une démarche de recherche orientée par la conception, qui vise à aider les stagiaires à s'approprier les caractéristiques spatiales et fonctionnelles d'un bâtiment industriel complexe, dont la connaissance est cruciale pour leur futur métier d'agent de terrain. Ce dispositif peut être qualifié d'hybride au sens où il combine différents espaces et modalités pédagogiques (un environnement virtuel dans lequel naviguent les stagiaires, un chantier-école, une salle de formation) et objets techniques (un modèle numérique 3D complet du bâtiment, des maquettes de matériel à échelle 1, des vannes, de la documentation technique opérationnelle utilisés en situation réelle). L'analyse de l'activité réflexive des formés s'appuie sur l'analyse sémiologique développée dans le cadre du programme cours d'action, et dans ses rapports dialogiques avec la sémiotique de Peirce. Ainsi, l'activité réflexive qui se manifeste lors de l'utilisation du dispositif scénario-enquête est modélisée à l'aide de trois catégories d'inférences : abduction, déduction et induction. Les résultats suggèrent (i) un rôle important des raisonnements à dominante abductive dans la construction, renforcement, invalidation et mise en relation des connaissances, et (ii) un rôle déterminant des analogies dans la mise en relation des connaissances acquises et de nouvelles connaissances par abduction. Cet article offre l'occasion de questionner les situations de formation qui privilégient principalement les inductions et les déductions. Il serait préférable de proposer des outils pédagogiques qui encouragent les raisonnements d'abduction, comme des «laboratoires de curiosités», espaces qui incitent à la découverte et permettent d'aller au-delà des connaissances attendues, favorisant ainsi l'alternance entre différents registres sémiotiques.

Erduran, S., & Levrini, O. (2024). **The impact of artificial intelligence on scientific practices: an emergent area of research for science education**. *International Journal of Science Education*, 46(18), 1982-1989. https://doi.org/10.1080/09500693.2024.2306604
Artificial intelligence (AI) is now a major driver of societal acceleration making a significant impact on science and science education. AI is used by scientists to generate hypotheses, design experiments, collect and interpret data in ways that were not previously possible with traditional methods alone. Science education research is increasingly paying attention to the role of AI in teaching and learning. However, a significant gap in the emerging science education literature on AI concerns the impact of AI on scientific practices themselves, and implications such impact for science education. The article uses the NRC (2012. A framework for K-12 science education:

practices, crosscutting concepts, and core ideas. National Academies Press.) framework of 'scientific practices' to trace example uses of AI in scientific practices and raises questions for science education. The questions relate to the relevance of AI-informed scientific practices for science curriculum, teaching and teacher education at the secondary level. The ultimate purpose of the article is to highlight that the sooner the role of AI on scientific practices are researched and applied in science education policy and practice, the less likely that education will become outdated in helping students thrive in the fast changing landscape of scientific research.

Finnegan, C., & Murphy, R. (2024). **Refracting lecturers' digital identity through the lens of policy reform of technological universities in Ireland**. *European Journal of Education*, *59*(4), e12733. https://doi.org/10.1111/ejed.12733
The Irish higher education sector is undergoing transformation as many Institutes of Technology (IoTs) become Technology Universities (TUs). This paper aims to explore lecturer identity in higher education in the context of recent contract structure recommendations by the Organisation for Economic Co-operation and Development (OECD) for lecturers in the emerging TU sector. This study is of significant relevance as the OECD recommendations are being used to inform future lecturer contracts. First, theoretical perspectives on identity development are explored, focussing on teacher identity, professionality, professionalism and ideal online teacher identity. Using this theoretical framework, lecturer identity as presented by TU lecturers of education in their public, online biographies is deconstructed. Qualitative, desk-based analysis of these biographies explores (i) lecturers' imagined audience for their online identity; (ii) projected, ideal lecturer identity, including representations of professionality; and (iii) teaching and research values. By aligning lecturer identity portraits to proposed OECD contract structures, the discussion considers how well-positioned TU lecturers are to changes across the IoT/TU sector nationally and implications for the sector.

Gorard, S., Ledger, M., See, B. H., & Morris, R. (s. d.). **What are the key predictors of international teacher shortages?** *Research Papers in Education*, *0*(0), 1-28. https://doi.org/10.1080/02671522.2024.2414427
Recurrent teacher shortages have been a long-standing problem for many countries. Popular strategies to attract and retain teachers, used over several decades across the world, include bursaries, scholarships, performance-related pay, professional development and reducing workload. Governments in England have invested heavily in such policy responses, but none have been shown to be particularly effective. Such policies have tended to be based on weak research evidence. Much previous research has not considered the many different factors that can explain teacher shortages, and so yields misleading results by focussing on a few factors only. In this paper, we present our ongoing research to advance understanding of teacher shortages by comparing 18 countries that reportedly have and have not experienced teacher supply issues, using a complex Qualitative Comparative Approach, and based on numerous international datasets with (initially) hundreds of possible determinants. The results suggest that wider economic issues, such as the employment rate of graduates in subjects like humanities, are key predictors of shortages, along with teacher reports of poor behaviour of students, lack of resources, and pay. This should be of interest to a wide range of stakeholders, including policy-makers, wanting to develop more effective and targeted interventions to improve teacher supply.

Guo, Y. (2024). **Improving teacher performance: Evolution and enlightenment of primary and middle school teacher certification institution in China (1978–2023)**. *European Journal of Education*, 59(4), e12701. https://doi.org/10.1111/ejed.12701
From the perspective of historical institutionalism, based on several critical junctures of the past half-century in China, this paper divides over 40-year history of China's teacher certification institution into four stages and elaborates on mechanisms and processes of critical junctures that impact even determine teacher certification institution reforms. The features of China's teacher certification institution are as follows: Its examination system is increasingly perfect; its direct accreditation depends more on graduates' quality rather than major categories; its history is a seesaw effect history between pedagogic and academic orientation of teacher education; teacher certification institution and normal specialty students' quality is the bottom line of teacher workforce performance under the open teacher education system; and the intersection between pedagogic and academic orientation of teacher education leads to the standardization and professionalization of teacher education in all respects.

Herreros, G., & Mily, B. (2024). **« Une intervention n'a rien d'un long fleuve tranquille »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Diversité : Pouvez-vous définir l'intervention sociologique telle que vous l'entendez ? Gilles Herreros et Bruno Mily : Pour synthétiser, et sans pouvoir faire référence aux nombreux débats qui ont structuré la réflexion sur l'intervention (et plus largement la recherche-action) en sciences sociales et en sociologie, nous pouvons résumer notre posture d'intervention sociologique en trois grandes perspectives : répondre à une commande/faire l'intervention avec les acteurs/vouloir agir. Répondr...

Jarillo, J., Redondo, C., & Ravestein, J. (2024). **L'identité professionnelle du directeur d'école primaire au prisme de l'ancienneté dans l'exercice de la fonction**. *Spiral-E*, (73), 71-84. Consulté à l'adresse https://spirale-edu-revue.fr/Julie-JARILLO-Cecile-REDONDO-Jean-RAVESTEIN-L-identite-professionnelle-du
Cet article concerne l'exercice de la direction d'école du premier degré en France. Après avoir rappelé le contexte historique de la naissance de la fonction ainsi que l'actualité de la question en lien avec les nouveaux référentiels professionnels de l'Éducation nationale, nous présentons les résultats d'une enquête par questionnaire diffusée à l'échelle nationale à l'été 2019 à laquelle ont répondu plus de 2 500 directeur·rices d'école. Notre problématique interroge le rôle de la variable « ancienneté » des directeur·rices dans l'exercice de la fonction. Nos résultats interprétés dans une perspec-tive sociologique en considérant la dimension inductive de l'approche, mettent en lumière une manière d'exercer la fonction qui varie en termes de posture et de contexte de travail selon l'ancienneté des directeur·rices dans l'Éducation nationale.

Juan, M. (2024). **Un ordre négocié en milieu associatif : ethnographie par le bas des « arrangements conflictuels » entre chercheur et praticiens de l'accompagnement**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
À partir d'une ethnographie « par le bas » réalisée au sein d'une association d'éducation populaire hébergeant une recherche-action, nous éclairons les tensions caractérisant la posture « ancrée » du chercheur dans le quotidien du travail associatif. Pour qualifier la

relation particulière se nouant entre science et société sur le terrain associatif étudié, nous faisons l'hypothèse que des « arrangements conflictuels » s'avèrent nécessaires pour construire un « ordre négocié » qui conditionne la conduite de la recherche-action. Nous attirons l'attention sur la manière dont les compromis, les concessions et les ajustements réciproques entre des acteurs issus de mondes sociaux divers se négocient au fil de blocages, malentendus et épreuves jalonnant la collaboration. D'une part, nous montrons comment ces arrangements conflictuels renvoient à des socialisations professionnelles en tension, qui mettent en jeu des impératifs de segmentation du travail scientifique par tâches et de rentabilisation sociale de la recherche, tout autant que des processus d'assignation entre acteurs scientifiques et associatifs. D'autre part, nous éclairons la façon dont ces négociations se logent dans les liens complexes entre recherche, formation et commande institutionnelle, tout autant que dans l'écart entre participants rêvés et participants enrôlés dans la coproduction des savoirs.

Koçak, O., Yavuz, K., & Yıldırım, M. (2024). **Mediating roles of burnout and work–life balance in the relationships between COVID-19 anxiety and life satisfaction among Filipino teachers working remotely**. *European Journal of Education*, *59*(4), e12708. https://doi.org/10.1111/ejed.12708
Amid global constraints imposed by COVID-19, the education sector witnessed sudden transformations, including school closures and the adoption of distance learning, leading to heightened anxiety among Filipino teachers and impacting their overall well-being. This study explores the mediating roles of burnout and work–life balance in the associations between COVID-19 anxiety and life satisfaction among teachers. Data were collected from 532 teachers (73.3% women; meanage = 27.93 ± 1.27 years) engaged in remote work through an online survey using self-reported questionnaires. Results indicated a significant and adverse influence of COVID-19 anxiety on life satisfaction. Also, COVID-19 anxiety showed an effect on both burnout and work–life balance. A significant association between work–life balance and life satisfaction was found, with work–life balance playing a significant mediating role in the relationship between COVID-19 anxiety and life satisfaction. These results suggest that the anxiety induced by COVID-19 disrupts the equilibrium between work–life balance and increases burnout, leading to reduced life satisfaction. To mitigate these negative effects on life satisfaction, policymakers and school authorities should devise effective strategies aimed at alleviating teachers' anxiety related to COVID-19. This approach aims to ultimately diminish burnout, fostering an improvement in work–life balance and life satisfaction for educators.

Leite, C. (2024). **Quand des parents deviennent chercheurs**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Préoccupée, comme de nombreux parents, par les faibles résultats scolaires des enfants de leur quartier populaire, Chantal Leite a participé à une recherche collective sur les conditions de la réussite scolaire. L'enquête auprès de parents, d'enseignants, de travailleurs sociaux a mis en évidence de nombreux malentendus concernant notamment le désengagement supposé des parents ou ce qu'ils vivent comme des mises en cause de leur éducation. Elle a aussi ouvert des perspectives de collaboration qui apparaissent comme des clés de la réussite.

Li, M., Cheng, R., & Liu, F. (2024). **Teachers' emotional intelligence and job satisfaction: The mediating roles of expression of naturally felt emotion and perceived teacher-student closeness**. *Psychology in the Schools*, 61(12), 4792-4808. https://doi.org/10.1002/pits.23307
Global concerns about low levels of teacher job satisfaction (JS) have brought the significance of understanding factors and mechanisms that contribute to this issue. In educational research, the role of emotional intelligence (EI), a critical personal resource, in relation to teachers' JS has emerged as an important topic. Utilizing the Job Demands-Resources model, the present study proposed a chain mediation model to explore the relationship between teachers' EI and their JS. It specifically examined the roles of expression of naturally felt emotion (ENFE) and perceived teacher-student closeness as mediators. Data from 503 Chinese primary and secondary school teachers revealed significant correlations among teachers' EI, ENFE, perceived teacher-student closeness, and JS. Structural equation modeling indicated that EI can significantly predict JS through a sequential mediating effect involving ENFE and perceived teacher-student closeness. The findings provide insight into the underlying mechanism between teachers' EI and JS. Implications for teacher education practices and directions for future research are discussed.

Mangion, M., Camilleri, G., & Vella, M. (2024). **Self-perceptions in difficult times. A study highlighting how creative self-efficacy of teachers is influenced by perceived stress, hope and critical thinking disposition**. *European Journal of Education*, 59(4), e12700. https://doi.org/10.1111/ejed.12700
Educators are indispensable assets to society as they support students through the provision of good quality education (SDG4). While they establish working environments where students feel safe and able to contribute to their intellectual capital, an essential consideration arises when educators find themselves facing significant challenges. This study examines how critical thinking disposition, hope and stress perceived during the COVID-19 pandemic relate to participants' belief in their ability to address pandemic-related challenges through creative means. Responses from 173 educators revealed that critical thinking disposition is positively associated with educators' self-perception of creative self-efficacy. This study also finds that creative self-efficacy is negatively affected by perceived stress. The findings also indicate demographic and professional differences in creative self-efficacy among educators in Malta, with younger educators and those working in higher educational levels, particularly at tertiary institutions, exhibiting higher levels of this construct. However, the role within the institution influenced creative self-efficacy levels differently. The findings from this study underline the relevance of initiatives aimed at bolstering support for educators.

Massao, P. B., Sheshe, B. A., & Mkenda, T. B. (2024). **Gender and Active Citizenship in Tanzanian Teacher Education: Curriculum Analysis and Student Teachers' Reflections**. *European Journal of Education*, 59(4), e12762. https://doi.org/10.1111/ejed.12762
Active citizenship is core to social justice for both women and men. This paper explores how gender and active citizenship are addressed in teacher education training programmes in Tanzania. We applied qualitative methods in analysing two teacher education institutions' curricula documents and conducted thee focus group discussions with final year teacher student teachers. Our review of the curricula focused on (1) the course names, (2) course aims, (3) learning outcomes, (4) teaching/learning contents or (5) reading lists. This was supported by the findings from focus group discussions. The

findings show that, although both gender and active citizenship were incorporated in the existing teacher's education curricula in Tanzania, the weight given to these topics were marginal. We argue that more content in combination with contextualised and gender-responsive teaching and learning resources or materials could give student teachers better competence necessary for linking knowledge they get with everyday gender and citizenship challenges in Tanzanian schools and their communities.

Nachman, Maldonado, Hartman, & Deal. (2024). **How Career Coaches Employed by Community Colleges Shape Students' Postsecondary and Professional Pathways in North Carolina Public High Schools**. *Community College Journal of Research and Practice*, *48*(12), 773-788. https://doi.org/10.1080/10668926.2023.2238646
Community colleges have long responded to local workforce needs through assembling programming and alliances aimed at reducing workforce gaps while concurrently training the next generation of industry professionals. The emergence of the North Carolina Community College System's NC Career Coach Program, stemming from North Carolina General Statute 115D–21.5, is one such illustration. Through situating career coaches – community college staff – in local high schools to provide students with resources and opportunities for academic and professional growth, the NC Career Coach Program is meeting the needs of the state and its stakeholders. The purpose of this study is to explore how North Carolina career coaches use career capital to support high school students' career and college goals. This study proposes a conceptual framework grounded in social and career capital. Adopting a qualitative case study approach, we drew on surveys, interviews, focus groups, and documents to understand how coaches serve students in their professional and/or postsecondary pursuits. Findings indicate that career coaches serve as a connector among students, the college, and industry employers, forming relationships with each group, and importantly, developing trust with students and their families to support students' college and career goals. In so doing they bolster students' social and career capital, as well as honor the NC Career Coach Program's mission to serve under-resourced communities across the state. Finally, we offer implications for research and practice that highlight the capacity of community college career coaches to support high school students with career and college objectives.

Orland-Barak, L., Craig, C. J., & Hill-Jackson, V. (2025). **What Matters For Mentors As Knowledge Mobilizers: Are They Easy Riders?** *Journal of Teacher Education*, *76*(1), 5-11. https://doi.org/10.1177/00224871241286349
Pulido, L., Allaire, S., Abath, A. A., Baron, M.-P., Cody, N., Dumoulin, C., … Thériault, P. (2024). **Un écosystème pour soutenir l'implication des milieux scolaires dans les recherches**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
La collaboration étroite entre personnes chercheuses et personnes actrices des milieux scolaires accroît la pertinence et la portée des recherches en éducation. Elle permet le développement de pratiques professionnelles au bénéfice des élèves. Le présent article vise à présenter le cas d'un écosystème conçu pour faciliter une telle collaboration. Sis dans la région du Saguenay–Lac-Saint-Jean, au Québec, cet écosystème comprend une unité de recherche conçue pour soutenir la réalisation et la diffusion de projets de recherche participative et une équipe de recherche qui étudie les dynamiques partenariales au sein des projets. Il dispose également de ressources et d'espaces pour

assurer la formation de la relève scientifique, et pour soutenir les diffusions locales et, à grande échelle, des connaissances, outils, ressources produites collectivement.

Qu, J., & Wang, Y. (2024). **Modelling the interaction between EFL teachers' personality traits, emotion regulation strategies, and teachers' depression: A structural equation approach**. *European Journal of Education*, *59*(4), e12727. https://doi.org/10.1111/ejed.12727
Emotion regulation strategies can enhance teachers' well-being and performance by enabling them to cope with the challenges and stressors of teaching. Personality traits, however, may affect teachers' vulnerability to depression and their capacity to regulate their emotions. To investigate how emotion regulation strategies mediated the relationship between EFL teachers' personality traits and depression, we invited 546 Chinese EFL teachers to complete the relevant online questionnaires. The Structural Equation Modelling (SEM) results revealed that teachers' personality traits directly influenced their depression levels, and that their depression levels negatively impacted their emotion regulation strategies. Furthermore, the results demonstrated that positive emotions mediated the relationship between teachers' personality traits and depression, suggesting that teachers with higher levels of positive emotions had lower levels of depression and more effective emotion regulation strategies. The findings implied that fostering positive emotions and emotion regulation strategies can improve teachers' mental health and teaching quality. The study also added to the knowledge of the role of emotion regulation strategies in the interplay between personality traits and depression.

Querrien, D., & Rousseau, P. (2024). **Soutien à l'apprentissage du/en français : du rôle d'enseignante-ressource à celui d'informatrice clé**. *Recherches Qualitatives*, (Hors série « les actes »), 61-79. Consulté à l'adresse https://www.erudit.org/fr/livres/collection-hors-serie-les-actes-de-la-revue-recherches-qualitatives/linformateur-cle-en-recherche-qualitative/5214co/
Un chapitre du livre L'informateur clé en recherche qualitative : enjeux éthiques, enjeux méthodologiques et histoire d'une pratique

Quintero, D., Hansen, M., & Zerbino, N. (2024). **Uncovering the sources of gender earnings gaps among teachers: The role of compensation off the salary schedule**. *Economics of Education Review*, *103*, 102602. https://doi.org/10.1016/j.econedurev.2024.102602
This paper examines teacher earnings to provide empirical evidence on the sources and the extent of gender gaps in the teaching profession. Using data from two waves of the National Teacher and Principal Survey, we show that on average male teachers have a small advantage of over $700 in base pay (1.3 % of the sample average) compared to female teachers with similar characteristics and in similar contexts. Men also significantly outearn women, all else equal, on three of four different types of school-based supplemental compensation, raising the adjusted earnings gap to 7.2 % of total school earnings. Teachers' participation in extra duties and the likelihood of earning compensation for them differ by gender. Male teachers are both more likely to perform extra duties and receive compensation for those activities than female teachers, and the earnings gap increases when schools have a male principal. Our results provide insight into teacher compensation and have implications on practices that could promote more equitable pay.

Richter, E., Fütterer, T., Eisenkraft, A., & Fischer, C. (2025). **Profiling Teachers' Motivation for Professional Development: A Nationwide Study**. *Journal of Teacher Education*, *76*(1), 90-103. https://doi.org/10.1177/00224871241247777
Situated in the context of advanced placement (AP) reform in the United States, we investigated profiles of teachers' motivation for participating in professional development (PD) courses in a two-cohort sample of nt1 = 2,369 and nt2 = 2,170 chemistry teachers via multilevel latent class analysis. In addition, the study investigated to what extent profile membership was related to factors at the teacher, school, and PD levels. Participation in PD courses was associated with one of three profiles, labeled "reform-motivated," "convenience-motivated," and "interaction-motivated." Participation in PD courses was more likely to be reform-motivated if a teacher had a major in chemistry, more experience teaching AP, more positive attitudes toward PD, or higher enactment of AP redesign in the classroom, or if the PD course was formal and face-to-face. The results show that teachers have different motivations for participating in PD courses and provide insight into how to engage teachers in professional learning.

Rozhkova, K., Roshchin, S., & Yemelina, N. (2024). **The dynamics of the early career gender wage gap among university graduates: The case of Russia**. *European Journal of Education*, *59*(4), e12730. https://doi.org/10.1111/ejed.12730
This study provides new evidence of the gender wage gap among recent university graduates at different stages of their early career. Using a unique administrative dataset from Russia, we estimate the gender wage gap at means and across wage distribution for a cohort of 2018 university graduates during the first 4 years after graduation. We explore the contribution of educational and job factors to the explanation of the gap. Although a substantial gap of 14% is already present at labour market entry, it is two times smaller compared to the gap for the overall working population. Eighty five percent of the entry wage gap can be explained with differences in fields of study, work experience, and job characteristics. More than 4 years after graduation, the gender wage gap experiences a dramatic increase, reaching 26%. Only 28% of the resulting gap can be explained by the observed characteristics, including industrial and occupational segregation. The size of the gap varies drastically in different parts of the wage distribution, suggesting the existence of a strong glass ceiling effect from the very beginning of graduate careers. The rapidly expanding early career gender wage gap with a growing unexplained component suggests that education policies may have limited ability to promote gender equality in the labour market.

Rusch, E. (2024). **« On doit pouvoir traduire les savoirs académiques en savoirs mobilisables par les professionnels et les patients »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Diversité : Pour commencer, pourriez-vous définir le domaine de la santé publique : de quoi parle-t-on, du côté de l'hôpital ou de la recherche scientifique ? Emmanuel Rusch : La santé publique est un domaine qui s'intéresse ou qui vise à améliorer l'état de santé des populations au travers d'actions collectives, organisées et concertées. Cela revient à considérer la santé à deux niveaux : celui de l'amélioration de l'état de santé qui se réalise dans le colloque singulier entre un profession...

Tabka, M., & Soudani, M. (2024). **Rôle de la formation à la pratique réflexive selon les phases de carrière. Cas des enseignants tunisiens**. *Recherches en éducation*, (56). Consulté à l'adresse https://journals.openedition.org/ree/12922
Le présent travail s'inscrit dans la problématique de la formation continue des enseignants et son rôle dans la promotion de leur développement professionnel. Il est issu d'une recherche exploratoire à double visée compréhensive et transformative, dans le contexte tunisien. Le chercheur, jouant le rôle de formateur, conçoit une approche de formation continue qu'il implante en lieu et place du modèle traditionnel assuré par l'inspecteur, et en accord avec lui, inspiré des modèles expérientiel de David Kolb et ARPPEGE d'Yann Vacher. Notre modèle est adapté au contexte tunisien. Il vise une initiation à la réflexivité comme paramètre et indicateur du développement professionnel, s'appuie sur le récit d'expérience, et met en jeux des interactions inter et intragroupes de deux groupes d'enseignants de niveaux d'expertise bien contrastés, des débutants ne dépassant pas cinq ans d'ancienneté et d'autres pouvant dépasser vingt années et plus d'expérience dans le métier. À l'issue de la formation de plusieurs demi-journées, une approche qualitative par entrevue de groupes a permis la coconstruction d'affiches synthétiques sur ce qu'ils en ont appris. Nous en présenterons et discuterons les résultats préliminaires sur la manière dont une trentaine de participants ont perçu cette formation, selon les phases de leur carrière. Nous en dégagerons des implications praxéologiques et heuristiques.

Thien, L. M., & Liu, P. (2024). **Spurring teacher well-being from teacher leadership and basic psychological needs perspectives**. *Psychology in the Schools*, 61(12), 4767-4791. https://doi.org/10.1002/pits.23309
This study aims to investigate the linear and nonlinear (non-compensation) effects of teacher leadership on teacher well-being dimensions through the three basic psychological needs dimensions (autonomy, competence, and relatedness). This quantitative cross-sectional study used partial least squares structural equation modelling and artificial neural network (ANN) for data analysis. Data were collected using survey questionnaires from 728 Malaysian primary school teachers. All the direct (linear) and indirect effects of teacher leadership on teacher well-being dimensions through teachers' basic psychological needs were significant. The ANN analysis revealed that competence, a dimension of teacher basic psychological needs, was the strongest predictor of workload well-being and student interaction well-being. Autonomy was the strongest predictor of organisational well-being. Implications and future studies are presented.

Vallerand, V., & Hamel, C. (2024). **Le développement professionnel des enseignants à et avec l'intelligence artificielle : une revue de littérature**. *Médiations et médiatisations*, (18), 43-66. https://doi.org/10.52358/mm.vi18.407
Le développement professionnel (DP) des enseignants constitue un des moyens les plus efficaces pour améliorer la qualité de l'éducation et les préparer à de nouvelles réalités (Mukamurera, 2014). Face à l'arrivée de l'intelligence artificielle (IA) générative, plusieurs anticipent la nécessité de former les enseignants pour assurer un usage responsable de cette technologie émergente tout en constituant aussi une solution pour améliorer le parcours en DP des enseignants. Cette revue de littérature cherche donc à comprendre dans quelle mesure l'IA peut valoriser le DP des enseignants. Pour ce faire, 24 articles ont été analysés à partir des 7 caractéristiques de DP des enseignants de Darling-Hammond et al. (2017). L'IA peut valoriser dans une certaine mesure les caractéristiques de DP des

enseignants, mais ses effets sur la pratique des enseignants nécessitent plus d'approfondissement. Pour de futures recherches, il est recommandé d'analyser la valorisation des caractéristiques de Darling-Hammond et al. (2017) par l'IA à l'aide du modèle SAMR à savoir dans quelles mesures ces caractéristiques pourraient être (S) substituées, (A) accrues, (M) modifiées ou (R) redéfinies par l'IA et quels effets ces changements pourraient avoir sur l'agentivité des enseignants (Puentedura, 2013).   ,   Professional development (PD) for teachers is one of the most effective ways of improving the quality of education and preparing them for new realities (Mukamurera, 2014). Faced with the arrival of generative artificial intelligence (AI), many anticipate the need to train teachers to ensure responsible use of this emerging technology while also providing a solution for improving teachers' PD pathways. This literature review therefore seeks to understand the extent to which AI can enhance teachers' PD. To this end, 24 articles were analyzed based on the 7 teacher PD characteristics of Darling-Hammond et al. (2017). AI can value teachers' PD characteristics to some extent, but its effects on teachers' practice require further investigation. For future studies, it is recommended that Darling-Hammon et al.'s (2017) characteristics be analyzed for their value through AI trained with the SAMR model in view of uncovering the extent to which such characteristics could be (S) substituted, (A) enhanced, (M) modified or (R) redefined by AI use as well as the effects such changes could have on teacher's agency.   ,   El desarrollo profesional (DP) de los docentes constituye una de las formas más efectivas para mejorar la calidad de la educación y prepararlos para nuevas realidades (Mukamurera, 2014). Ante la llegada de la Inteligencia Artificial (IA) generativa, muchos anticipan la necesidad de formar a los docentes para garantizar un uso responsable de esta tecnología emergente al tiempo que también se presenta como una solución para mejorar el recorrido de DP de los docentes. Esta revisión bibliográfica busca, por tanto, comprender en qué medida la IA puede enriquecer el DP de los docentes. Para ello, se analizaron 24 artículos a partir de las 7 características del DP docente propuestas por Darling-Hammond et al. (2017). La IA puede en cierta medida fortalecer las características del DP de los docentes, pero sus efectos sobre la práctica docente requieren una investigación más profunda. Para futuras investigaciones, se recomienda analizar cómo la IA puede potenciar las características de Darling-Hammond et al. (2017) con ayuda del modelo SAMR, con el fin de descubrir en qué medida estas características podrían ser (S) sustituidas, (A) aumentadas, (M) modificadas o (R) redefinidas por la IA (Puentedura, 2013), así como los efectos que dichos cambios podrían tener en la agencia del docente.   ,   O desenvolvimento profissional dos professores (DP) é uma das formas mais eficazes de melhorar a qualidade da educação e de os preparar para novas realidades (Mukamurera, 2014). Perante a chegada da Inteligência Artificial (IA) generativa, muitos antecipam a necessidade de formar os professores para garantir uma utilização responsável desta tecnologia emergente, constituindo também uma solução para melhorar os percursos de DP dos professores. Por conseguinte, esta revisão da literatura procura compreender em que medida a IA pode melhorar o DP dos professores. Para este fim, foram analisados 24 artigos com base nas 7 características de DP dos professores de Darling-Hammond et al. (2017). A IA pode, em certa medida, valorizar as características do DP dos professores, mas os seus efeitos na prática dos professores exigem uma investigação mais aprofundada. Para investigação futura, recomenda-se que se analise a valorização das sete características de Darling-Hammond et al. (2017) pela IA, utilizando o modelo SAMR, para determinar em que medida estas características podem ser (S) substituídas, (A) aumentadas, (M)

modificadas ou (R) redefinidas pela IA e quais os efeitos que estas alterações podem ter na capacidade de ação dos professores (Puentedura, 2013).

Yang, S., & Yin, H. (2024). **'Good Rain Nurtures Things Silently': A Longitudinal Study of EFL Teacher Emotion and Identity Learning in Curriculum Reform**. *European Journal of Education*, *59*(4), e12763. https://doi.org/10.1111/ejed.12763
Identity serves as a valuable lens through which to investigate, understand and facilitate teacher learning during curriculum reform. Identity learning is the core process of educational change, with teacher emotion at the heart of professional learning processes. In this study, we traced the 1-year journeys of four Chinese EFL teachers during a tertiary EFL curriculum reform that focused on ideological and political education. The Dynamic Systems Model of Role Identity was utilised to understand identity learning. By drawing on interviews, documents and observations, we collected rich data and analysed four types of identity learning along a continuum from fake learning to transformation, mediated by teacher emotion. A multiplicity of emotions acted as indicators and potential catalysts for identity learning. However, an overly demanding context might lead to a retrogressive identity learning trajectory. The integration of ideological and political education in foreign language education was also discussed.

Zhou, J., & Guo, J. (2024). **A Voyage of Discovering the Role of Principal Transformational Leadership Behaviour on EFL Teacher Psychological Well-Being and Success**. *European Journal of Education*, *59*(4), e12758. https://doi.org/10.1111/ejed.12758
Aligning with the principles of positive psychology, a critical aspect that has gained prominence in academic territory over the past 2 decades is the concept of well-being. And the recent scholarly articles have underscored the centrality of teachers' psychological well-being (PWB). Given that the well-being and success of teachers are contingent upon their workplace environment, external factors such as the behaviours of the principals wield considerable influence over them. In alignment with this premise, the present investigation sought to scrutinise the structural interplay between principal transformational leadership behaviours (TLB), well-being and success within a cohort of 520 Chinese English as a Foreign Language, who were selected through convenience sampling. After the distribution of three self-report scales among the participants to assess their perceptions of principals' behaviour, PWB and success, structural equation modelling (SEM) was utilised for statistical analysis to evaluate the hypothesised model. The outcomes of the analysis revealed that principal TLB explained 62% of the variance in the participants' success and 57% of the variance in their PWB. The implications of these findings for the extant literature are deliberated upon, leading to recommendations for policymakers and practitioners based on the results.

Zhou, P., Zhou, Y., Li, T., Zhao, R., & Sun, W. (2024). **How do personal resources and homeroom teacher job demands influence teachers' professional identity? A perspective based on the job demands-resources model**. *Psychology in the Schools*, *61*(12), 4809-4830. https://doi.org/10.1002/pits.23308
Professional identity is essential for a qualified teacher; however, the imbalance between job resources and demands is a serious impediment to promoting teachers' professional identity. Given that personal job resources (i.e., teachers' socioemotional competence and psychological capital) and challenging job demands (homeroom/non-homeroom teachers) are distinctive—but understudied—job characteristics, this study examines their role in fostering teachers' professional identity, based on the Job Demands-Resources

(JD-R) model. Data from 432 secondary school teachers in Henan Province, China were collected using the Chinese versions of the Teacher Socioemotional Competence Scale, Psychological Capital Scale, and Teacher Professional Identity Scale. The results showed that teachers' socioemotional competence positively predicted their professional identity. The moderating mediator analysis showed that the mediating role of psychological capital and the moderating role of being a homeroom or non-homeroom teacher contributed immensely to teachers' professional identity. The identification of this moderated mediation model broadens our understanding of the JD-R model by demonstrating the interplay between personal job resources and challenging job demands. This study also emphasizes the imperative for optimizing the balance between "demands" and "resources" to enhance teachers' professional identity, and proposes effective interventions.

Numérique et éducation

Afanasyeva, Y., Bratkova, M., Galoyan, D., Rzanova, S., & Bombieri, L. (2024). **The impact of interactive touchscreen images on the well-being of schoolchildren in the context of inclusive education**. *Education and Information Technologies*, 29(15), 19401-19420. https://doi.org/10.1007/s10639-024-12608-z
The study aims to identify whether interactive touchscreen images affect children's well-being and motivation in the context of inclusive education. It involved 22 students of the inclusive school. The students were in their 1st grade. The average age of the schoolchildren was 7 years. The survey method was the tool that assessed the significance of interactive touchscreen images in inclusive education. The learning course included two phases. Consequently, during the initial stage of the course, students used physical photographs, while in the subsequent phase, they engaged with interactive visuals. This fact suggests that the first phase was a typical activity for students, and the second phase with interactive images was a new and unexplored phenomenon, which drove engagement and interest. In addition, in the first phase, the well-being of schoolchildren was limited by M – 4.25. However, in the second phase of the course, the indicator increased to M – 4.68. Hence, it can be deduced that the incorporation of interactive pictures elevated students' motivation to learn and fostered effective communication within the group. The practical significance of the article is that this study describes the impact of interactive technologies on the motivation and well-being of students in inclusive school education. Further studies should address this topic in the context of higher education. Additional studies may use a longer time and a larger sample number, as well as take into account the gender of the participants in the experiment.

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

Ahmed, H. M. M., & Sorour, S. E. (2024). **Classification-driven intelligent system for automated evaluation of higher education exam paper quality**. *Education and*

Information Technologies, *29*(15), 19835-19861. https://doi.org/10.1007/s10639-024-12555-9
Evaluating the quality of university exam papers is crucial for universities seeking institutional and program accreditation. Currently, exam papers are assessed manually, a process that can be tedious, lengthy, and in some cases, inconsistent. This is often due to the focus on assessing only the formal specifications of exam papers. This study develops an intelligent system for the automatic evaluation of university exam papers in terms of form and content, ensuring adherence to quality standards. The system is composed of two subsystems: the first evaluates compliance with formal specifications, and the second analyzes the content. The content analysis involves automatically categorizing exam questions based on Bloom's cognitive levels (BCLs) and determining the representation ratio of these levels in the exam paper. This subsystem comprises four main modules: 1) question collection, 2) text pre-processing using natural language processing (NLP) methods, 3) feature engineering using the CountVectorizer method to convert questions into feature vectors, and 4) a classification module based on the Logistic Regression (LR) algorithm to categorize exam questions into categories like knowledge, comprehension, application, analysis, synthesis, and evaluation. Experimental results indicate that the system achieves an average accuracy of 98.5%.

Akyar, B. C., Monteiro, A., & Fernandes, P. (2024). **Exploring Portuguese preschool educators' attitudes and practices on information and communication technology (ICT)**. *Education and Information Technologies*, *29*(15), 19299-19320. https://doi.org/10.1007/s10639-024-12613-2
This study aims to explore preschool educators' attitudes towards to information and communication technology (ICT), its factors and implementation of ICT tools in preschool education by the educators. To this end, a mixed-method research approach was applied, comprising qualitative and quantitative data, collected using survey and field observation. The data, gathered from 58 preschool educators from the north of Portugal, were analysed by SPSS and the qualitative data gathered by five classroom observations analysed by thematic analysis method. Findings indicated that preschool educators have positive attitudes towards ICT integration in education regardless of age, years of teaching experience and attending professional course predictors. Additionally, educators use ICT tools as materials to enhance classroom activities, engage children, and conduct research with them. The results of this study reveal that preschool educators hold positive attitudes toward ICT and actively implement activities using ICT. However, educators are still the main users of ICT in the classroom. It was also observed that as these five classrooms lack the technological infrastructure, the educators usually rely on their personal resources. The lack of ICT resources could affect the independent use of ICT by the children. According to the findings, the study recommends that there are some schools in Portugal that lack ICT infrastructure. In order to overcome this situation, school leaders and policymakers should invest in ICT infrastructure in preschool institutions in Portugal that face a lack of ICT tools.

Al-Hafdi, F. S., & AlNajdi, S. M. (2024). **The effectiveness of using chatbot-based environment on learning process, students' performances and perceptions: A mixed exploratory study**. *Education and Information Technologies*, *29*(15), 20633-20664. https://doi.org/10.1007/s10639-024-12671-6
During the last few years, the popularity of chatbots has risen and grown exponentially with the increase in demand for smartphones and messaging applications. Chatbots can

be utilized in education by providing information about educational content, communication, and assistance, enhancing classroom participation, and facilitating collaborative learning. Despite the high use of chatbots in learning, little research has attempted to understand students' perceptions of that environment and support them with quantitative data. This mixed exploratory study examines undergraduate students' perceptions of the chatbot-based learning environment by analyzing qualitative and quantitative data in the Internet Research and E-Commerce Unit in the Computer Skills course. Quantitative evidence was collected to support qualitative results. Data was identified and sorted into categories organized as sub-titles and the effect of this environment, which led to five main topics: flexible environment, enhanced learning, well-being, effective communication, and motivation. The results showed the acceptability of chatbots among students and a positive trend toward their use in the learning process and gives the learner the ability to control the selection of the appropriate place and time to learn, the repetition of exercises, and access to content quickly and in multiple ways that suit his/ her preferences.

Alshammari, A. (2024). **Using analytics to predict students' interactions with learning management systems in online courses**. *Education and Information Technologies*, *29*(15), 20587-20612. https://doi.org/10.1007/s10639-024-12709-9
In online education, it is widely recognized that interaction and engagement have an impact on students' academic performance. While previous research has extensively explored interactions between students, instructors, and content, there has been limited exploration of course design elements that promote the fourth type of interaction: interaction between students and the Learning Management System (LMS). Considering the connection between these interactions and students' academic achievements, this study aims to bridge this gap in the existing literature by investigating the factors that can predict learner-LMS interactions. By analyzing LMS analytics and log data collected from 5,114 participants in an online computer science course, this quantitative study utilized a combination of Multiple Linear Regression (MLR) and Decision Tree (DT) to predict learner-LMS interactions. The chosen model, trained on 80% of the dataset and tested on the remaining 20%, demonstrated effectiveness. The findings highlight the power of the selected model in predicting learner-LMS interactions. Key predictors include students' average submissions, average minutes, average content accesses, and average assessment accesses. Based on these key factors, the discussion provides insights for optimizing course design in online learning experiences.

Amjad, A. I., Aslam, S., Tabassum, U., Sial, Z. A., & Shafqat, F. (2024). **Digital Equity and Accessibility in Higher Education: Reaching the Unreached**. *European Journal of Education*, *59*(4), e12795. https://doi.org/10.1111/ejed.12795
Digital equity and accessibility for higher education (HE) students have become crucial since the early 21st century, especially for underserved, deprived, marginalised and oppressed students. The present study aimed mainly to reveal the barriers to digital access (BDA) faced by marginalised groups and to find effective strategies for promoting digital inclusion (DI). Another objective of the paper was to provide actionable policy insights (API) to improve DI in Pakistani universities. Participants (students from marginalised groups who face unique barriers to accessing digital education) were selected using a simple random sampling technique from the four provinces of Pakistan (Punjab, Sindh, KPK and Baluchistan). We used a cross-sectional research design to collect quantitative data from 590 students selected from 12 universities in Pakistan using

a self-developed questionnaire via online platforms. The study's findings revealed a significant difference in digital access for marginalised groups, which contributes to educational inequalities for students in low-income areas and remote areas facing enormous challenges. We also identified practices to improve digital accessibility, including technology-based interventions and policy reforms to improve digital infrastructure. Based on preliminary findings, a combined effort toward digital equity can significantly improve educational outcomes for marginalised students, providing a roadmap for universities to bridge the digital divide. The present paper not only highlights the current state of digital equity and accessibility but also focuses on practical insights for policy and teachers and ensures that universities are inclusive and accessible to everyone.

An, Q. (2024). **The effectiveness of using IT in art education to develop learning motivation and psychological well-being**. *Education and Information Technologies*, 29(15), 19537-19552. https://doi.org/10.1007/s10639-024-12601-6
This study aims to explore the impact of a digital learning program on the motivation and well-being of students in the art industry in China. The use of competitive digital tools as a means of self-expression contributes to effective academic performance and employment. The study covered 82 first-year students from the [The Guangzhou Academy of Fine Arts] Academy. The sample was equally divided into two groups: control and training. The research tools were the Motivated Strategies for Learning Questionnaire (MSLQ) and the Psychological Wellbeing Scale (PWB). The training group received a 16-hour digital painting course. After completing the course, this group showed improvement on the final tests, in particular, on the "Self-Acceptance" and "Mutual Learning" subscales. Their motivation level also increased (285 points on the post-test compared to 250 on the baseline). The control group did not demonstrate any changes in the level of well-being. This fact confirms that lecture training, even in an online format, does not significantly affect motivation. Based on the findings, it is possible to identify effective strategies for developing an interesting and effective curriculum for students not only in China but also in other countries.

Atay, S., Müftüoğlu, C. T., Şahin, M., & Ceylan, S. (2024). **Design of a web based career counselling information system: Türkiye case**. *Education and Information Technologies*, 29(15), 20431-20458. https://doi.org/10.1007/s10639-024-12659-2
This research presents the design of Career Counselling Information System (CCIS), a web-based career counselling information system. The research aims to reveal a design framework for a web-based career information system integrated with universities' labour market performance to support career guidance processes. This research is structured as a design-based research approach. This research presents the results of the first cycle of design-based research. The research follows a five-step process: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The analysis phase identifies indicators, universities/departments, and labour market profiles. The design phase configures the system architecture. The development phase creates the platform. A pilot study involved 30 career counsellors after CCIS development. The system was examined with 14884 career counsellors during implementation. Feedback from 40 career counsellors guided improvements. CCIS digitally transforms Türkiye's universities and departments labour market performance profiles. Career counsellors highlight CCIS indicators as essential for career decisions. The research's performance indicators and

systems are expected to enrich career guidance, labour market information, and career information system literature.

Audran, J. (2024). **Cinq enjeux d'évaluation face à l'émergence des IA génératives en éducation**. *Mesure et évaluation en éducation*, *47*(1), 6-26. https://doi.org/10.7202/1114564ar
Depuis novembre 2022, les acteurs de l'éducation s'émeuvent de l'apparition de services informatiques qui permettent de générer des textes, des images ou des sons en une simple requête. Ces programmes désignés sous le nom d'intelligences artificielles génératives font l'objet d'une forte médiatisation. En évaluation, de nouveaux enjeux apparaissent : 1) Sait-on déterminer les compétences à évaluer chez les élèves, utilisateurs potentiels de ces technologies ? 2) Sait-on faire la différence entre production humaine et machinique ? 3) Peut-on évaluer, sur le fond, des productions qui pratiquent l'illusion de la forme ? 4) Comment évaluer la dimension authentique d'une production d'élève ? 5) Sait-on évaluer les potentialités éducatives de ces technologies ? Relever ces cinq enjeux suppose une sensibilisation des enseignants et des formateurs à la pratique d'une évaluation éthique et formative apte à tirer parti de ces technologies pour préparer les élèves à des technologies qui seront bientôt banales à l'école.

Avşar, G., Çelik, Ş., Doğan, S., & Çiftçi, B. (2024). **Virtual Reality Technology in Nursing Education: A Qualitative Study**. *European Journal of Education*, 59(4), e12780. https://doi.org/10.1111/ejed.12780
Virtual reality (VR) technology plays a significant role in nursing education by enhancing the quality of training by applying knowledge, decision-making, intervention completion and feedback. This study aims to examine nursing students' experiences and perceptions regarding the ventrogluteal injection training provided through VR technology. Conducted between May and June 2022, this qualitative descriptive phenomenology study took place at a state university in Turkey, involving 70 students who participated in Ventrogluteal Drug Administration training using VR glasses. The sample included 12 students selected via the Criterion Sampling Method. Data collection tools comprised the 'Descriptive Information Form' and a 'Semi-Structured Questionnaire'. Qualitative data were analysed using the Content Analysis Method, while quantitative data were assessed through descriptive statistical methods (frequency, percentage, mean). The study identified 13 codes, four sub-themes and two main themes from the students' evaluations. The first main theme, 'Weaknesses of Virtual Simulation', included two sub-themes: 'Due to its Nature' and 'Due to its Technique', resulting in five codes. The second main theme, 'Strengths of Virtual Simulation', was divided into two sub-themes: 'Permanence, Integrity, and Applicability' and 'Emotions towards Virtual Simulation', with eight codes identified. The findings indicate that students view VR technology positively in their education. However, they also highlighted specific issues related to the simulation's technique and inherent nature.

Barwick, P., Chen, S., Fu, C., & Li, T. (2024). *Digital Distractions with Peer Influence: The Impact of Mobile App Usage on Academic and Labor Market Outcomes* (NBER Working Paper N° 33054). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/33054.htm
Concerns over the excessive use of mobile phones, especially among youths and young adults, are growing. We present, to our knowledge, the first estimates of both behavioral spillover and contextual peer effects, as well as the first comprehensive evidence of how

own and peers' mobile app usage affects academic performance, physical health, and labor market outcomes. Our analysis leverages administrative data from a Chinese university of three cohorts of students over up to four years merged with mobile phone records, random roommate assignments, and a policy shock that affects peers' peers. App usage is contagious: a one s.d. increase in roommates' in-college app usage raises own app usage by 5.8% on average, with substantial heterogeneity across students. High app usage is detrimental to all outcomes we measure. A one s.d. increase in app usage reduces GPAs by 36.2% of a within-cohort-major s.d. and lowers wages by 2.3%. Roommates' app usage exerts both direct effects (e.g., noise and disruptions) and indirect effects (via behavioral spillovers) on GPAs and wages, resulting in a total negative impact of over half the size of the own usage effect. Extending China's minors' game restriction of three hours per week to college students would boost their initial wages by 0.9%. Using high-frequency GPS data, we identify one underlying mechanism: high app usage crowds out time in study halls and increases late arrivals at and absences from lectures.

Bi, J., Izadpanah, S., Mohammadi, Z., & Rezaei, Y. M. (2024). **Investigating the impact of technology-based education on academic motivation, academic perseverance, and academic self-efficacy in english language learning skills**. *Education and Information Technologies*, *29*(15), 20523-20545. https://doi.org/10.1007/s10639-024-12712-0
This study aims to investigate the impact of technology-based education (TBE) on the academic motivation (AM), academic perseverance (AP), and academic self-efficacy (ASE) of high school sophomore males. Technology has an important place in education in the modern digital age since it opens up new avenues for instruction and learning. Research is still being conducted to determine the precise impacts of TBE on different facets of students' academic performance and attitudes. The study employed a quasi-experimental research design and utilized the cluster sampling method to select participants. Data collection for the study was conducted in the year 2023 and involved the administration of three distinct questionnaires: Harter's AM questionnaire, Benishek et al.'s AP questionnaire, and Lent et al.'s ASE questionnaire. A thorough grasp of how TBE affects male students' AM, AP, and ASE is one of the research's predicted objectives. Examining how technology affects these factors might provide insightful information for educational practices and interventions targeted at improving student performance and engagement. The study's findings revealed that TBE significantly influences both AE and AP while having a distinct impact on ASE. The outcomes of this study may have implications for curriculum designers, instructors, and educational officials by offering evidence-based suggestions for successfully integrating technology into the classroom. Furthermore, the findings might fill a gap unique to male students in the second year of high school by adding to the body of knowledge already available on TBE and its effects on student outcomes.

Bilici, S., & Yilmaz, R. M. (2024). **The effects of using collaborative digital storytelling on academic achievement and skill development in biology education**. *Education and Information Technologies*, *29*(15), 20243-20266. https://doi.org/10.1007/s10639-024-12638-7
The purpose of the study is to investigate the effect of the use of digital storytelling on academic achievement, critical thinking dispositions, co-regulation, and narrative skills of 10th grade students. To this end, the study was conducted using a semi-experimental design with a convenience sample. The participants consisted of 64 students (33 in

experimental and 31 in control group) who were studying in a high school. After the groups were trained, a two-week pilot study was conducted by forming collaborative groups among the students. This was followed by eight weeks of main implementation, during which students presented their projects to the class every two weeks. Following the digital story presentations in the experimental group, feedback was provided by the course instructor and peers. In addition, rubric scores were generated by the researchers for each digital story. Academic achievement test, critical thinking disposition scale, co-regulatory skills scale, and digital story evaluation rubric were used as data collection tools at the end of the process. Independent samples t-test, repeated ANOVA, and regression analysis were performed on the collected data. According to the results, digital story activities had moderate positive effects on students' academic achievement and critical thinking, and high positive effects on co-regulation. In addition, the narrative skills of the students in the experimental group increased significantly over the weeks with a difference of 27.44 points. There was also evidence that storytelling ability was a significant predictor of academic achievement and that this ability increased significantly over the weeks. The results showed that the collaborative creation of a digital story by the students had a positive effect on their academic achievement and the development of their skills.

Boyraz, S., & Rüzgar, M. E. (2024). **What Digital Competency Tells Us About E-Learning Satisfaction of Pre-Service Teachers**. *European Journal of Education*, 59(4), e12766. https://doi.org/10.1111/ejed.12766
It is imperative that pre-service teachers gain digital competency (DC) as a result of their education where e-learning is a central component. In this study, we aimed to describe pre-service teachers' perceived DC and e-learning satisfaction (ELS) levels, to examine how their perceived DC and ELS change in terms of related variables and to investigate how perceived DC predicts ELS. To inform their policy decisions, teacher training institutions and more generally HEIs must have a clear understanding of this relationship as it will allow them to decide whether to invest in e-learning platforms or in enhancing pre-service teachers' perceptions of DC. Utilising a quantitative research understanding, we collected data from 402 students in various teaching programs at a Faculty of Education. Findings indicated that pre-service teachers report a high level of perceived DC and moderate level of ELS while we ascertained a low level of predictive relationship between the two variables. We suggest that policymakers prioritise investing resources in improving DC of pre-service teachers in order to have them higher levels of ELS to increase the quality of their education.

Bruyen, C., & Fialaire, B. (2024). *L'IA et l'avenir du service public : rapport thématique # 3 IA et éducation*. Consulté à l'adresse https://www.senat.fr/rap/r24-101/r24-101-syn.pdf
Selon ce rapport, malgré les efforts réalisés pour intégrer l'IA dans l'éducation, l'appropriation des outils par les acteurs du système éducatif français – enseignants, élèves, établissements –, loin d'être systématique, apparaît encore très inégale. Pour l'avenir, trois axes principaux se dégagent : mieux accompagner les acteurs de l'enseignement par la définition d'un cadre d'usage et un accès facilité aux outils disponibles ; former plus massivement et favoriser l'émergence d'une culture citoyenne de l'IA, à l'école et en dehors de celle-ci ; évaluer les outils, approfondir la recherche et expérimenter.

Burguete, E., & Forgione, R. (2024, novembre 28). **Sur smartphone, la vogue du microlearning : que penser de ces formations ultra-courtes ?** Consulté 29 novembre 2024, à l'adresse The Conversation website: http://theconversation.com/sur-smartphone-la-vogue-du-microlearning-que-penser-de-ces-formations-ultra-courtes-238392
En découpant les savoirs en petites unités de formation, ils deviendraient plus faciles à apprendre, notamment sur un smartphone. Cependant, est-ce vraiment efficace pour bien se former ?

Café pédagogique. (2024, novembre 29). **ICILS 2023 : la France dans la moyenne et après ?** Consulté 29 novembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/11/29/la-technique-nous-transforme-et-lecole/
« La technique (informatique) est partie intégrante de la culture du jeune de l'élève et du citoyen » écrit Bruno Devauchelle. Dans cette chronique, il questionne la place de l'école,

Céci, J.-F., Heiser, L., & Raynault, A. (2024). **Vers une typologie des prudences numériques en éducation : une réponse aux pratiques sociales de références actuelles?** *RITPU-IJTHE*, *21*(2). https://doi.org/10.18162/ritpu-2024-v21n2-10
Current standard social practices notably encompass the idea of an imperative change in our lifestyles, including how we use of digital technology, and, more broadly, citizen education in sustainability through notions of moderation and digital transition. So, to support the school sector in the process of integrating digital technology more sustainably, we have drawn up a typology of digital prudence. This typology is a proposal to contribute to an in-depth and nuanced understanding of digital technology for education. It aims to support teaching practices in a practical way by integrating prudential, systemic and socio-critical approaches to digital technology for education into teacher training at the basic and university levels.

Chen, C.-H., & Chu, Y.-R. (2024). **VR-assisted inquiry-based learning to promote students' science learning achievements, sense of presence, and global perspectives**. *Education and Information Technologies*, 29(15), 19421-19441. https://doi.org/10.1007/s10639-024-12620-3
Due to globalization, emerging technologies, and the knowledge economy, there has been a growing emphasis on students having global competencies and perspectives to succeed in an increasingly interconnected world. On the other hand, a variety of technologies have been adopted for inquiry-based learning (IBL) activities. An interactive e-book environment can provide an interface with multimedia for promoting meaningful learning. Virtual reality (VR) can support situated learning by placing learners in an interactive realistic-like environment for promoting student learning. The sense of presence in the environment enhances motivational variables, thereby impacting learning achievements. However, rare exploratory research methods have been used to investigate the sense of presence and academic performance, representing a significant research gap. Thus, we designed a VR-assisted inquiry-based learning (VR-IBL) approach to enhance students' learning. Furthermore, a quasi-experimental design setting was carried out to investigate the influences of the implemented approach on students' learning effectiveness, compared to an e-book-assisted inquiry-based learning (eB-IBL) approach. The experimental results evidenced that the VR-IBL approach significantly improved the students' science learning achievements and enhanced their sense of presence; moreover, the VR-IBL approach benefited the global perspectives of

the students with initial moderate and low global perspectives. This could be a good reference for utilizing VR technology in education.

Chen, J., Lin, C.-H., & Chen, G. (2024). **Extramural ICT factors impact adolescents' academic performance and well-being differently: Types of self-regulated learners also matter**. *Education and Information Technologies*, 29(15), 20459-20491. https://doi.org/10.1007/s10639-024-12642-x
Most studies have explored how information and communication technology (ICT) factors impact adolescents' schooling, but often ignore the potential influences on their well-being; no research has further scrutinized the moderating role of self-regulated learning (SRL) as a multi-dimensional combination, that is, different types of SRL learners. This cross-cultural study simultaneously scrutinized how distinct outside-of-school ICT factors influenced adolescents' digital reading and multi-dimensional well-being. It also took a person-centered approach to identify different types of SRL learners and examined whether the influences varied across the learner types. Data were based on 10,527 students in 308 schools from one East Asian region and one Western country participating in Programme for International Student Assessment (PISA) 2018. Multivariate multiple regression analysis revealed that overall, outside-of-school ICT factors impacted adolescents' digital reading and well-being differently, which also varied across cultures. Latent profile analysis detected culturally-mixed four profiles of SRL learners: High Profile (high in all indicators), Metacognitive Profile (in-between, optimal metacognition), Cognitive Profile (in-between, optimal cognition), and Low Profile (all low). It was the relatively weaker SRL learners in the East but the stronger SRL learners in the West that were particularly susceptible to the influences, either in a beneficial or detrimental way. Moreover, the cognitive, eudemonic, emotional and social dimensions of adolescents' well-being were all affected by ICT factors, without recurring trends in patterns. The findings provide implications to strictly monitor and guide adolescents' Internet use to enhance their academic and subjective well-being.

Chen, Y., & Zou, Y. (2024). **Enhancing education quality: Exploring teachers' attitudes and intentions towards intelligent MR devices**. *European Journal of Education*, 59(4), e12692. https://doi.org/10.1111/ejed.12692
This research paper focuses on the adoption of multi-perspective theory to study teachers' attitudes and intentions towards using intelligent mixed reality (MR) devices for classroom behaviour analysis. The research model integrates TRI (Technology Readiness Index), IDT (Innovation Diffusion Theory), ECM (Expectation Confirmation Theory) and TAM (Technology Acceptance Model) model. The variable of insecurity is considered to address the concerns regarding information security in the use of artificial intelligence in education. The study identifies that innovation and relative advantage significantly and positively influence teachers' attitudes towards using intelligent MR devices. PeoU (perceived ease of use), however, does not have a significant impact on attitudes, suggesting that teachers prioritize the benefits of enhancing teaching quality over the complexity of the devices. PU (perceived usefulness) emerges as a key variable for teachers' adoption of intelligent MR devices, prompting the need for attention from designers and manufacturers. Regression analysis reveals that gender does not influence the use of new technology, while teachers with more teaching experience and those working in remote areas express greater receptiveness towards utilizing new technology. The paper recognizes the potential of intelligent teaching devices to address educational challenges and promote equity in remote areas by providing auxiliary tools

for teachers to improve teaching efficiency and quality. Teacher training and technical support are emphasized as crucial factors for effective use of artificial intelligence teaching devices.

Cheng, N., Zhao, W., Xu, X., Liu, H., & Tao, J. (2024). **The influence of learning analytics dashboard information design on cognitive load and performance**. *Education and Information Technologies*, 29(15), 19729-19752. https://doi.org/10.1007/s10639-024-12606-1

Learning analytics dashboards are becoming increasingly common tools for providing feedback to learners. However, there is limited empirical evidence regarding the effects of learning analytics dashboard design features on learners' cognitive load, particularly in digital learning environments. To address this gap, we developed goal-based, explanatory, and instructional learning analytics dashboards in authentic online courses based on cognitive load theory, and evaluated the effects of the three information designs on cognitive load and performance. The study adopted a quasi-experimental approach over a semester-long course, involving 93 learners divided into four groups, each provided with differently designed information on their learning analytics dashboard. The results show that the incorporation of goals, explanations, and instructional information as support elements in the learning analytics dashboard did not have a significant impact on learners' cognitive load and performance. Both cognitive load and learning performance results were consistent and mutually validating. Additionally, the study found that compared to a control group without additional information, the group using the explanatory dashboard experienced an increase in germane cognitive load, and evidenced the effectiveness of explanatory information design. Overall, this study provides important insights for the enhancement and practical design of learning analytics dashboards and feedback methods.

Cho, S. Y., & Im, T. (2024). **The structural relationships among online class related factors, zoom fatigue, learning engagement, perceived achievement, and class satisfaction in university online classes**. *Education and Information Technologies*, 29(15), 19987-20003. https://doi.org/10.1007/s10639-024-12658-3

The purpose of this study is to identify the structural relationships among online class related factors, zoom fatigue, learning engagement, perceived achievement, and class satisfaction in a university distance learning context. The study analyzed 265 responses from K University in Korea. The key findings of the study are first, situational factors of online class usage, personal factors of online class attitudes, agreeableness and conscientiousness, technical issue of environmental factors, and non-verbal overload (cognitive) factors of interaction factors had significant effects on zoom fatigue. Second, personal characteristics directly affect the study's outcome variables, perceived achievement and class satisfaction in online classes. Third, online class attitude, agreeableness, conscientiousness, technical issue, and non-verbal overload (cognitive) had significant indirect effects on perceived achievement and class satisfaction through the dual mediation of zoom fatigue and learning engagement. Fourth, zoom fatigue did not have a direct effect on perceived achievement and class satisfaction, but had a negative and significant effect on learning engagement, and learning engagement had a positive and significant direct effect on perceived achievement and class satisfaction. Fifth, learning engagement fully mediated the relationship between zoom fatigue, perceived achievement, and class satisfaction. Zoom fatigue has a negative and significant effect on learning engagement, and learning engagement has a positive and

significant effect on perceived achievement and class satisfaction. Based on these findings, the study discusses implications for university instructors on effective design and implementation of real-time video lectures and proposes avenues for future research, considering the study's significance and limitations.

Cingillioglu, I., Gal, U., & Prokhorov, A. (2024). **AI-experiments in education: An AI-driven randomized controlled trial for higher education research**. *Education and Information Technologies*, *29*(15), 19649-19677. https://doi.org/10.1007/s10639-024-12633-y
This study presents a novel approach contributing to our understanding of the design, development, and implementation AI-based systems for conducting double-blind online randomized controlled trials (RCTs) for higher education research. The process of the entire interaction with the participants (n = 1193) and their allocation to test and control groups was executed seamlessly by our AI system, without human intervention. In this fully automated experiment, we systematically examined eight hypotheses. The AI-experiment strengthened five of these hypotheses, while not accepting three of the factors previously acknowledged in the literature as influential in students' choices of universities. We showcased how AI can efficiently interview participants and collect their input, offering robust evidence through an RCT (Gold standard) to establish causal relationships between interventions and their outcomes. This approach may enable researchers and industry practitioners to collect data from large samples on which such experiments can be conducted with and by AI to produce statistically reproducible, reliable, and generalizable results in an efficient, rigorous and ethical way.

Collin, S., & Hennetier, C. (2024). **Gouverner l'école à l'heure de l'IA : synthèse des connaissances sur la gouvernance scolaire basée sur les données**. *Médiations et médiatisations*, (18), 43-66. https://doi.org/10.52358/mm.vi18.412
Sous l'effet des développements récents de l'intelligence artificielle (IA), la gouvernance scolaire basée sur les données connaît des mutations profondes sur le plan de sa mise en œuvre, dont les conséquences sont difficiles à anticiper en détail. C'est notamment le cas pour les systèmes scolaires, comme celui du Québec, qui ont embarqué récemment dans la gouvernance scolaire basée sur les données, et dont les tenants et aboutissants sont en grande partie à venir. D'autres systèmes scolaires, notamment ceux des pays anglo-saxons et de certains pays d'Europe de l'Ouest, sont davantage avancés dans cette voie. Les études qui s'y penchent offrent des prises intéressantes pour, d'une part, mieux comprendre les mutations actuelles de la gouvernance scolaire ainsi que ses enjeux et ses conséquences sur les systèmes scolaires et, d'autre part, orienter les gestionnaires dans leur mise en œuvre de la gouvernance scolaire basée sur les données, ce qui est opportun dans le cas du système scolaire québécois, puisqu'il en est à ses débuts. Aussi, ce texte a pour objectif de réaliser une synthèse des connaissances sur la gouvernance scolaire basée sur les données à l'heure de l'IA.   ,   As a result of recent developments in AI, data-based school governance is undergoing profound changes in its implementation, the consequences of which are difficult to anticipate in detail. This is particularly the case for school systems such as Quebec's which have been late to embark on data-based school governance and whose ins and outs are largely still to come. Other school systems, notably the Anglo-Saxon countries and some Western European countries, are more advanced along this path. These studies offer interesting insights to better understand current changes in school governance, as well as the issues at stake and their consequences for school systems, and to guide managers in their implementation of data-based school governance, which is

particularly timely in the case of the Quebec school system since it is in its infancy. The aim of this paper is to provide a synthesis of what we know about data-based school governance in the age of AI.   ,   Como resultado de los recientes avances en IA, la gobernanza escolar basada en datos está experimentando profundos cambios en cuanto a su aplicación, cuyas consecuencias son difíciles de anticipar en detalle. Esto es especialmente cierto en el caso de los sistemas escolares, como el de Quebec, que se han embarcado recientemente en la gobernanza escolar basada en datos, y cuyos pros y contras están en gran medida por descubrirse. Otros sistemas escolares, en particular los países anglosajones y algunos países de Europa Occidental, están más avanzados en esta vía. Los estudios que examinan esta cuestión ofrecen perspectivas interesantes para comprender mejor los cambios actuales en la gobernanza escolar, así como las cuestiones en juego y sus consecuencias para los sistemas escolares; y para orientar a los gestores en su aplicación de la gobernanza escolar basada en datos, lo que resulta especialmente oportuno en el caso del sistema escolar de Quebec, que se encuentra en sus inicios. El objetivo de este documento es resumir lo que se sabe sobre la gobernanza escolar basada en datos en la era de la IA.   ,   A gestão educacional baseada em dados tem sofrido, devido aos recentes desenvolvimentos da IA, alterações profundas na sua aplicação, cujas consequências são difíceis de antecipar em pormenor. É o caso, em particular, dos sistemas escolares, como o do Quebec, que se lançaram tardiamente na gestão educacional baseada em dados e cujos prós e contras ainda estão, em grande parte, por vir. Outros sistemas escolares, nomeadamente os países anglo-saxónicos e alguns países da Europa Ocidental, estão mais avançados neste caminho. Os estudos que analisam esta questão oferecem pistas interessantes para compreender melhor as mudanças em curso na gestão educacional, bem como as questões em jogo e as suas consequências para os sistemas escolares; e para orientar os gestores na implementação de uma gestão educacional baseada em dados, o que é particularmente oportuno no caso do sistema escolar do Quebec, que tem dado os primeiros passos. O objetivo deste documento é fazer uma síntese do que se sabe sobre a gestão educacional baseada em dados na era da IA.

Commission européenne. Direction générale éducation, jeunesse, & Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2024). ***Erasmus projects : digital transformation for Asia, the Pacific and the Middle East prepared for the 2024 Erasmus week for Asia, the Pacific and the Middle East, 12 – 14 November 2024 : Bangkok, Thailand***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/05b75247-9fe2-11ef-85f0-01aa75ed71a1/language-en
Cette publication présente une série d'exemples inspirants de la manière dont les établissements d'enseignement utilisent Erasmus+ en Asie, dans le Pacifique et au Moyen-Orient, pour se préparer à la transition numérique et exploiter le potentiel des technologies numériques dans l'éducation. Elle propose également un aperçu des opportunités offertes par le programme Erasmus+ à l'échelle mondiale, en particulier les partenariats financés entre l'Europe et ces trois régions.

Cornali, F. (2024). **In platform we trust(?) Concepts, problems and a case study about platform education**. *European Journal of Education*, 59(4), e12702. https://doi.org/10.1111/ejed.12702
Digitation in education, where online platforms play a central role, has changed teaching and learning scenarios. In addition, it has brought an unprecedented array of

public and private actors into the educational arena who provide schools with technological solutions for redesigning learning environments and practices. Though the arena is dominated by EdTech companies, non-profit initiatives are not entirely absent. After a brief introduction to the main issues relating to the spread of educational platforms, this article will present a rare case of a non-commercial educational platform developed, implemented and managed in complete autonomy by a community of university students.

Cueto, S., Beuermann, D., Cristia, J. P., Malamud, O., & Pardo, F. (2024). *Laptops in the Long-Run: Evidence from the One Laptop per Child Program in Rural Peru* (IDB Publications (Working Papers) N° 13786). Consulté à l'adresse Inter-American Development Bank website: https://econpapers.repec.org/paper/idbbrikps/13786.htm
This paper examines a large-scale randomized evaluation of the One Laptop Per Child (OLPC) program in 531 rural primary schools, as implemented by the Peruvian government starting in 2009. We use administrative and survey data on academic achievement and grade progression through 2019 to estimate the long-run effects of educational technology on i) academic performance and grade progression in schools over time and ii) student trajectories as they progress from primary school to university. We find negative and significant effects on completing primary and secondary education on time but no effects on achievement. We find positive and significant impacts on students' computer skills but no effects on broader cognitive skills. Information on teacher training and computer utilization suggests limited benefits of providing educational technology without sufficient pedagogical support.

David, L., & Weinstein, N. (2024). **The how and how much of technology use in the classroom: A motivational approach to teachers' technology use**. *European Journal of Education*, *59*(4), e12674. https://doi.org/10.1111/ejed.12674
Technology in the classroom can facilitate learning, but little is known about how the motivational climate set by teachers shapes its impacts on students. Informed by self-determination theory, the current study explored technology use in English language classrooms to understand how autonomy-supportive and structured teaching styles influenced positive outcomes of classroom technology use. Teachers (N = 101) reported on technology use and motivational styles, and students (N = 550) aged 9–16 years reported on basic psychological needs satisfaction (autonomy, relatedness and competence) and academic well-being (interest and effort). Findings of nested models showed no direct benefits for the amount of technology use; more autonomous teaching style and low structure linked to students' need satisfaction and interest. Beyond these main effects, when teachers were more autonomous, using technology enhanced student need satisfaction and interest; the combination of both was most beneficial for these student outcomes. Counter to expectations, when teachers had low structure technology use enhanced their impact on students. Findings suggest that to optimize student well-being and interest in learning, teachers benefit from combining autonomy-supportive education styles and technology use.

Dehghani, H., & Mashhadi, A. (2024). **Exploring Iranian english as a foreign language teachers' acceptance of ChatGPT in english language teaching: Extending the technology acceptance model**. *Education and Information Technologies*, *29*(15), 19813-19834. https://doi.org/10.1007/s10639-024-12660-9

This study explores the factors influencing the acceptance of ChatGPT, an artificial intelligence chatbot, for English Language Teaching (ELT) among Iranian EFL (English as a Foreign Language) teachers. The research framework is grounded in the Technology Acceptance Model (TAM), augmented with external factors pertaining to system characteristics and individual factors. A survey questionnaire was administered to 234 Iranian EFL teachers to collect data for analysis. Quantitative methods were employed to analyze the gathered data. The findings substantiated 13 of the 14 hypothesized relationships, unveiling significant associations among multiple variables. These relationships encompassed perceived ease of use (PEOU) and perceived usefulness (PU), PEOU and behavioral intention to use (BI), PU and BI, perceived system quality (PSQ) and PU, PSQ and PEOU, online course design (OCD) and PU, PSQ and PEOU, perceived enjoyment (PE) and PEOU, PE and PU, PE and BI, perceived self-efficacy (PSE) and PU, PSE and PEOU, and subjective norm (SN) and PU, SN and PEOU. However, no statistically significant correlation emerged between OCD and PEOU. The implications of these findings are discussed, and suggestions for future research are presented.

Diaz, P., Hrastinski, S., & Norström, P. (2024). **How using a response system in blended synchronous seminars encourages online and onsite student participation**. *Education and Information Technologies*, 29(15), 19889-19911. https://doi.org/10.1007/s10639-024-12665-4
The interest in blended synchronous learning environments has increased dramatically since the COVID-19 pandemic. However, a key challenge is how to simultaneously encourage online and onsite student participation. Response systems have been found to stimulate student participation in classroom and online education settings. This study investigates how online and onsite students participate in blended synchronous seminars where a response system is being used. The data comprises observations of blended synchronous seminars, students' written reflections, and student interviews, all of which were thematically analyzed. It was found that using a response system encouraged online and onsite students to participate in various ways. Although online students mostly remained quiet, they perceived to engage through listening and thinking, participating in the seminars by absorbing information, and interacting with the content displayed via the response system. The onsite students participated vocally and more spontaneously. All students participated in written, anonymous, and game-based modes, suggesting that there were different and complementary ways for students to participate when using a response system, which extended beyond merely talking or chatting. Notably, most students perceived the response system crucial to their participation in the blended synchronous seminars. The findings underscore the importance of encouraging student participation in blended synchronous learning environments, highlighting response systems as effective tools to encourage onsite and, particularly, online student participation.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne). (2024a). ***Erasmus+ projects: digital transformation for Asia, the Pacific and the Middle East prepared for the 2024 Erasmus+ week for Asia, the Pacific and the Middle East, 12 – 14 November 2024 : Bangkok, Thailand*** (p. 51). Consulté à l'adresse Office des publications de l'Union européenne website: https://data.europa.eu/doi/10.2766/427989
This publication provides you with a range of inspiring examples of how educational institutions are using Erasmus+ in Asia, the Pacific and the Middle East to prepare for the

digital transition, and to harness the full potential of digital technology and techniques to boost education, what it can do, and who it can reach.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne). (2024b). **International Computer and Information Literacy Study (ICILS) in Europe, 2023**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4016* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/59721dc6-a0aa-11ef-85f0-01aa75ed71a1

The 2023 International Computer and Information Literacy Study (ICILS) assessed the digital competencies of eighth-grade students across 22 education systems in the EU. The study revealed substantial variations in Computer and Information Literacy (CIL) performance across countries, gender, socioeconomic and migrant backgrounds. The results demonstrate that significant efforts are needed in order to move closer to the ambitious EU-level target of reducing the share of low-achieving students in computer and information literacy to less than 15% by 2030. On average across the EU countries participating in the study, 43% of students do not reach the basic level of digital skills, with only a few countries, like Czechia and Denmark, performing better yet still far from the target, while others, particularly Romania and Greece, lag considerably behind.

Drakos, A., Theureau, J., Filippi, G., Flandin, S., & Poizat, G. (2024). **L'activité réflexive des agents de terrain lors d'un dispositif de formation hybride qui intègre de la réalité virtuelle**. *Activités*, *21*(2), 1. https://doi.org/10.4000/12huk

Cet article traite de l'activité réflexive de formés dans un dispositif de formation conçu pour les agents de terrain de l'industrie nucléaire. Ce dispositif, nommé scénario-enquête, est le produit d'une démarche de recherche orientée par la conception, qui vise à aider les stagiaires à s'approprier les caractéristiques spatiales et fonctionnelles d'un bâtiment industriel complexe, dont la connaissance est cruciale pour leur futur métier d'agent de terrain. Ce dispositif peut être qualifié d'hybride au sens où il combine différents espaces et modalités pédagogiques (un environnement virtuel dans lequel naviguent les stagiaires, un chantier-école, une salle de formation) et objets techniques (un modèle numérique 3D complet du bâtiment, des maquettes de matériel à échelle 1, des vannes, de la documentation technique opérationnelle utilisés en situation réelle). L'analyse de l'activité réflexive des formés s'appuie sur l'analyse sémiologique développée dans le cadre du programme cours d'action, et dans ses rapports dialogiques avec la sémiotique de Peirce. Ainsi, l'activité réflexive qui se manifeste lors de l'utilisation du dispositif scénario-enquête est modélisée à l'aide de trois catégories d'inférences : abduction, déduction et induction. Les résultats suggèrent (i) un rôle important des raisonnements à dominante abductive dans la construction, renforcement, invalidation et mise en relation des connaissances, et (ii) un rôle déterminant des analogies dans la mise en relation des connaissances acquises et de nouvelles connaissances par abduction. Cet article offre l'occasion de questionner les situations de formation qui privilégient principalement les inductions et les déductions. Il serait préférable de proposer des outils pédagogiques qui encouragent les raisonnements d'abduction, comme des « laboratoires de curiosités », espaces qui incitent à la découverte et permettent d'aller au-delà des connaissances attendues, favorisant ainsi l'alternance entre différents registres sémiotiques.

Cet article présente l'élaboration d'un référentiel éthique destiné à encadrer l'utilisation de l'intelligence artificielle (IA) en éducation, en mettant particulièrement l'accent sur le contexte marocain. La méthodologie adoptée englobe une revue exhaustive de la littérature portant sur l'éthique dans le domaine de l'IA, de l'éducation, ainsi que dans le contexte spécifique du Maroc. Cette littérature a été traitée et analysée au moyen des logiciels NVivo et Tropes. Par la suite, une enquête a été menée auprès d'acteurs clés tels que les enseignants-chercheurs, les ingénieurs en IA et les responsables de l'enseignement supérieur dans l'objectif de la validation du référentiel éthique élaboré. Les résultats de cette enquête ont été analysés à l'aide de l'outil statistique SPSS pour définir des indicateurs éthiques prioritaires. Le référentiel éthique élaboré vise à orienter les praticiens et les décideurs vers des pratiques éducatives éthiques, en tenant compte des spécificités culturelles et sociales du Maroc. This article presents the development of an ethical framework designed to guide the use of artificial intelligence (AI) in education, with a particular emphasis on the Moroccan context. The adopted methodology includes a comprehensive review of the literature on ethics in the fields of AI, education, and specifically within the Moroccan context. This literature was processed and analyzed using Nvivo and Tropes software. Afterwards, a survey was carried out with key stakeholders such as teacher-researchers, AI engineers, and higher education officials, with the aim to validate the developed ethical framework. Survey results were analyzed using the SPSS statistical tool to define priority ethical indicators. The resulting ethical framework aims to guide practitioners and decision-makers toward ethical educational practices, taking into account the cultural and social specificities of Morocco.   ,   Este artículo presenta el desarrollo de un marco ético diseñado para guiar el uso de la inteligencia artificial (IA) en la educación, con un énfasis particular en el contexto marroquí. La metodología adoptada incluye una revisión exhaustiva de la literatura sobre ética en loscampo de la IA y la educación y específicamente dentro del contexto marroquí. Esta literatura fue procesada y analizada utilizando los softwares Nvivo y Tropes. Posteriormente, se realizó una encuesta a actores clave, como docentes-investigadores, ingenieros en IA y responsables de la educación superior, con el objetivo de validar el marco ético elaborado. Los resultados de la encuesta se analizaron utilizando la herramienta estadística SPSS para definir los indicadores éticos prioritarios. El marco ético resultante tiene como objetivo guiar a los docentes y a los responsables de la toma de decisiones hacia prácticas educativas éticas, teniendo en cuenta las especificidades culturales y sociales de Marruecos.   ,   Este artigo apresenta o desenvolvimento de um quadro ético projetado para orientar o uso da inteligência artificial (IA) na educação, com ênfase particular no contexto marroquino. A metodologia adotada inclui uma revisão abrangente da literatura sobre ética nos campos da IA, educação e especificamente no contexto marroquino. Essa literatura foi processada e analisada usando os programas Nvivo e Tropes. Posteriormente, foi realizada uma pesquisa com partes interessadas-chave, como professores-pesquisadores, engenheiros de IA e autoridades de ensino superior, com o objetivo de validar o quadro ético desenvolvido. Os resultados da pesquisa foram analisados usando a ferramenta estatística SPSS para definir os indicadores éticos prioritários. O quadro ético resultante visa orientar os profissionais e tomadores de decisão em direção a práticas educacionais éticas, levando em consideração as especificidades culturais e sociais de Marrocos.

Erduran, S., & Levrini, O. (2024). **The impact of artificial intelligence on scientific practices: an emergent area of research for science education**. *International Journal of Science Education*, 46(18), 1982-1989. https://doi.org/10.1080/09500693.2024.2306604
Artificial intelligence (AI) is now a major driver of societal acceleration making a significant impact on science and science education. AI is used by scientists to generate hypotheses, design experiments, collect and interpret data in ways that were not previously possible with traditional methods alone. Science education research is increasingly paying attention to the role of AI in teaching and learning. However, a significant gap in the emerging science education literature on AI concerns the impact of AI on scientific practices themselves, and implications such impact for science education. The article uses the NRC (2012. A framework for K-12 science education: practices, crosscutting concepts, and core ideas. National Academies Press.) framework of 'scientific practices' to trace example uses of AI in scientific practices and raises questions for science education. The questions relate to the relevance of AI-informed scientific practices for science curriculum, teaching and teacher education at the secondary level. The ultimate purpose of the article is to highlight that the sooner the role of AI on scientific practices are researched and applied in science education policy and practice, the less likely that education will become outdated in helping students thrive in the fast changing landscape of scientific research.

Ezeamuzie, N. O. (2024). **Influence of school characteristics on computational thinking: A supervised machine learning approach**. *Education and Information Technologies*, 29(15), 20077-20101. https://doi.org/10.1007/s10639-024-12644-9
This study explores the influence of schools' general characteristics, and their information and communication technology (ICT) capabilities on students' computational thinking. The computational thinking achievements of 31,823 students who participated in a large-scale comparative study in 1412 schools and across nine countries/regions were analyzed using supervised machine learning. Five classification rules were triangulated to determine how 22 schools' general characteristics and their ICT capabilities predicted students' computational thinking achievements. Data analysis showed no predictive relationship between schools' ICT capabilities and computational thinking. However, some classification rules predicted higher computational thinking achievement for students from affluent schools. The discussion amplifies the need for proper incorporation of ICT in schools with recommendations for more research on the nuanced relationship between schools' characteristics and computational thinking development.

Finnegan, C., & Murphy, R. (2024). **Refracting lecturers' digital identity through the lens of policy reform of technological universities in Ireland**. *European Journal of Education*, 59(4), e12733. https://doi.org/10.1111/ejed.12733
The Irish higher education sector is undergoing transformation as many Institutes of Technology (IoTs) become Technology Universities (TUs). This paper aims to explore lecturer identity in higher education in the context of recent contract structure recommendations by the Organisation for Economic Co-operation and Development (OECD) for lecturers in the emerging TU sector. This study is of significant relevance as the OECD recommendations are being used to inform future lecturer contracts. First, theoretical perspectives on identity development are explored, focussing on teacher identity, professionality, professionalism and ideal online teacher identity. Using this theoretical framework, lecturer identity as presented by TU lecturers of education in their

public, online biographies is deconstructed. Qualitative, desk-based analysis of these biographies explores (i) lecturers' imagined audience for their online identity; (ii) projected, ideal lecturer identity, including representations of professionality; and (iii) teaching and research values. By aligning lecturer identity portraits to proposed OECD contract structures, the discussion considers how well-positioned TU lecturers are to changes across the IoT/TU sector nationally and implications for the sector.

Fraillon, J. (Éd.). (2024). ***An international perspective on digital literacy: results from ICILS 2023***. Consulté à l'adresse https://www.iea.nl/sites/default/files/2024-11/ICILS_2023_International_Report_0.pdf
Le rapport présente les résultats de 35 systèmes éducatifs participants à l'enquête Internationale ICILS 2023 axée sur la littératie numérique et la pensée informatique des élèves de huitième grade. En moyenne, près de 50 % des élèves ont atteint au moins le niveau 2 de compétence en littératie numérique, un niveau modeste. Aucun pays ayant participé à la fois à l'ICILS 2013 et à l'ICILS 2023 n'a connu d'amélioration des résultats dans ce domaine, d'un cycle à l'autre. La fracture numérique reste un facteur majeur d'échec. Les niveaux de réussite sont systématiquement plus élevés, en moyenne, pour les élèves issus de milieux socio-économiques favorisés et pour les élèves qui parlent la langue du test à la maison. Les élèves déclarent apprendre des sujets liés à Internet plus fréquemment en dehors de l'école qu'à l'école. En moyenne, les filles démontrent une maîtrise de l'informatique et de l'information plus élevée que les garçons.

Gao, C., Wang, F., Chen, J., Tong, Y., & Chen, Y. (2024). **Effects of Playing an Interactive Educational App on Children's Learning and Executive Function**. *Mind, Brain, and Education*, *18*(4), 399-407. https://doi.org/10.1111/mbe.12431
Children are increasingly using educational apps, but little research has been conducted to determine their effectiveness. The current study compared the effect of an interactive touchscreen app to the effect of a noninteractive video about the app on young children's Chinese characters learning and executive functions (EFs). In a mixed between-within design, 50 children aged 5 to 6 years old were randomly assigned to play the app on touchscreen or to watch a noninteractive video about the app. Results showed that children in the app condition made more progress from the pretest to the posttest in Chinese characters learning, and more improvement in working memory scores and inhibitory capacity scores compared to the video condition. Results suggest that interactive literacy apps on touchscreens benefit children's learning and EFs. Future research should continue to focus on the impact of different forms of touchscreen use on children's executive functioning.

Gao, F., & Yin, H. (2024). **Immersive technologies for providing a high-quality learning experience in the study of ethnic culture**. *Education and Information Technologies*, *29*(15), 20223-20241. https://doi.org/10.1007/s10639-024-12652-9
This study aimed to comparatively evaluate the quality of experience and satisfaction of tourists using virtual reality (VR) and less immersive technologies. Visitors to the Hainan Provincial Museum in Haikou City were introduced to intéractive cultural exhibitions of ethnic heritage. They were then invited to participate in a VR experience of building a boat-shaped house, a traditional construction of the Li ethnic group. Those who agreed to participate formed the intervention group (n = 177), while the rest were the control group (n = 235). All participants were surveyed and measured for the quality of experience, satisfaction, and loyalty. The results of the survey showed that intervention

group participants reported significantly higher levels of experiential satisfaction and loyalty intention. At the same time, differences in the quality of experience were not statistically significant overall.

García-Machado, J. J., Martínez Ávila, M., Dospinescu, N., & Dospinescu, O. (2024). **How the support that students receive during online learning influences their academic performance**. *Education and Information Technologies*, *29*(15), 20005-20029. https://doi.org/10.1007/s10639-024-12639-6
In recent years educational institutions are increasingly using online learning and because of this trend it is necessary to investigate its impact on student academic performance. Although this topic has been addressed in different educational fields before, there is an objective justification for our approach. Thus, the reasoning behind this particular research is the fact that recent findings have shown that the academic performance of students using online education is affected by a series of motivating factors which can have an impact on their performance. The main goal of this paper is to highlight and analyze the mediating effect of intrinsic student motivation and student academic engagement and how they affect the relationship between the range of support, which students receive during their online learning and thus their academic performance. This study was conducted in two higher educational institutions in Mexico and Romania, with a sample of 822 students. The data was analyzed using a second generational PLS-SEM technique. The results confirm that the support students enjoy during online learning has no direct impact on their academic performance, unless it is fully mediated by their own intrinsic motivation and academic engagement. The influence of Gender was also analyzed, but it was not found to be a determining factor of academic performance in both higher educational institutions. These findings not only have theoretical and practical implications for students, teachers and education authorities, they also help us to broaden the field of knowledge in the e-learning environment.

Gestion, gouvernance et politiques d'intelligence artificielle en éducation et en enseignement supérieur (Numéro spécial). (2024). *Médiations*, (18), 3-169. Consulté à l'adresse https://revue-mediations.teluq.ca/index.php/Distances/issue/view/25/38
Ce numéro explore les divers aspects de l'intégration de l'intelligence artificielle (IA) en éducation et en enseignement supérieur dans sept contributions. Il met en avant l'importance d'une réflexion collective pour une intégration réussie de l'IA dans les systèmes éducatifs, en soulignant la nécessité d'un cadre éthique, d'une formation adaptée pour les enseignants et d'une attention particulière à l'impact sur les étudiants. Les articles proposent une réflexion sur les impacts de l'IA, notamment dans le développement professionnel des enseignants, la gouvernance scolaire basée sur les données ainsi que les perceptions et usages de technologies comme ChatGPT et les chatbots dans les milieux éducatifs. Ils offrent une vue globale sur les défis et opportunités de l'IA dans l'éducation, tout en insistant sur une approche qui favorise l'inclusion et la justice sociale, pour un avenir éducatif innovant et équitable.

Gouvernement du Québec. (2024). ***L'utilisation pédagogique, éthique et légale de l'intelligence artificielle générative – Guide destiné au personnel enseignant*** (p. 26). Consulté à l'adresse Gouvernement du Québec, Ministère de l'Éducation website: https://cdn-contenu.quebec.ca/cdn-contenu/education/Numerique/Guide-utilisation-pedagogique-ethique-legale-IA-personnel-enseignant.pdf

Haj-Hosseini, N., Jonasson, H., Stridsman, M., & Carlsson, L. (2024). **Interactive remote electrical safety laboratory module in biomedical engineering education**. *Education and Information Technologies*, *29*(15), 20505-20521. https://doi.org/10.1007/s10639-024-12636-9

To enable interactive remote education on electrical safety in biomedical engineering, a real-life problem-based laboratory module is proposed, implemented and evaluated. The laboratory module was implemented in a freestanding distance course in hospital safety for three consecutive years and was based on electrical safety for medical devices, where standard equipment existing in most hospitals could be used. The course participants were from a total of 42 geographical locations in or near Sweden. To allow a high level of interaction, especially among peer students, a graphical digital platform (Gather Town) was used. The digital platform was additionally used in two group work sessions. The experience of the participants in terms of usefulness and satisfaction was rated on a range of [-2, 2] using a van der Laan 5-point Likert-based acceptance scale questionnaire. The laboratory module overall was scored 4.1/5 by the participants (n = 29) in the final course assessments. The evaluation of the digital platform alone showed that in the first usage instance, the participants (n = 21) found the platform to be useful (0.54 ± 0.67) and satisfactory (0.37 ± 0.60). The participants' experience of the digital platform improved when comparing two identical group work assignments so that ratings of usefulness and satisfaction were 1.11 ± 0.59 and 1 ± 0.71, respectively, after they had used it in the second group work session (n = 38). This study provides an instance of an interactive remote electrical safety laboratory module that is envisioned to contribute to further implementations of sustainable education in biomedical engineering.

Hou, M., & Shen, Y. (2024). **Explaining preservice teachers' intention and behavior to use technology-enabled learning in China: A multi-group analysis across experiences**. *Psychology in the Schools*, *61*(12), 4538-4557. https://doi.org/10.1002/pits.23295

This study examines the development of preservice teachers' intention and behavior to use of Technology-Enabled Learning (Tel) within the Theory of Planned Behavior (TPB) framework. Despite growing interest, the effective integration of Tel among preservice teachers remains a challenge. Engaging 1023 participants - senior undergraduates with practical Tel experience in real classroom settings - the study employed structural equation modeling (SEM) to analyze the relationships between key factors - experience, subjective norms, attitudes, and perceived behavioral control - and their influence on the intention and behavior to use of Tel. The findings revealed that behavioral intention did not significantly influence the actual use of Tel, whereas perceived behavioral control acted both as a determinant of Tel use and as a mediator in the relationship between subjective norms and Tel usage. Additionally, while subjective norms showed minimal impact on behavioral intention, attitudes and perceived behavioral control emerged as crucial antecedent variables and mediators. The multi-group analysis using SEM revealed that preservice teachers' experience with Tel moderated the first half of the mediating pathway between subjective norms, perceived behavioral control and the actual use of Tel. Notably, multi-group analysis indicated that as preservice teachers gained more experience with Tel, the influence of subjective norms on perceived behavioral control weakened. This study contributes to a deeper understanding of the TPB framework and its extended models in the context of Tel in teacher education, offering valuable insights for developing more effective Tel training and guidance strategies, ultimately aiming to enhance preservice teachers' proficiency and engagement with Tel.

Høydal, Ø. S., Finne, J., & Malmberg-Heimonen, I. (2024). **The framing of educational digitalization: A scoping review of empirical studies**. *European Journal of Education*, *59*(4), e12695. https://doi.org/10.1111/ejed.12695
The aim of this scoping review is to systematically investigate the framing of European empirical research on digitalization for teaching and learning in the classroom within primary and secondary school (K-12/K-13). We believe it is crucial to gain insight in the framing of the knowledge production taking place in the fast-evolving field of educational digitalization. The framing will influence the research results and conclusions published as well as potentially impact on how policy and practices of educational digitalization evolve. Our findings reveal that the studies of educational digitalization are spread relatively thin over a wide variety of academic journals and fields, where journals within the edtech field dominate in numbers. The dominant technological framing could indicate research driven by technological perspectives rather than pedagogical interests. The research is unevenly geographically distributed. There is a lack of European comparative studies as well as studies framing digitalization as something else than a tool for making learning more effective.

Huang, F., Wang, Y., & Zhang, H. (2024). **Modelling Generative AI Acceptance, Perceived Teachers' Enthusiasm and Self-Efficacy to English as a Foreign Language Learners' Well-Being in the Digital Era**. *European Journal of Education*, *59*(4), e12770. https://doi.org/10.1111/ejed.12770
As artificial intelligence (AI) has been integrated into foreign language (FL) education, learners' well-being is influenced by various factors, including technological, personal and contextual elements. However, few studies explored how external and internal factors jointly shape FL learners' well-being in the era of generative AI. To fill this gap, this study explores the effects of generative AI acceptance, perceived teachers' enthusiasm and self-efficacy on FL learners' well-being by investigating 613 university learners of English as a foreign language (EFL). The structural equation modelling results reveal that (1) generative AI acceptance positively predicts EFL learners' well-being and self-efficacy; (2) perceived teachers' enthusiasm does not predict learners' well-being and positively predicts EFL learners' self-efficacy; and (3) the self-efficacy for receptive skills mediates the relationship between generative AI acceptance/perceived teachers' enthusiasm and EFL learners' well-being, whereas self-efficacy for productive skills does not play the mediation role. This research broadens the understanding of the antecedents of EFL learners' well-being and extends the application of self-efficacy theory in the AI-driven educational environment, providing significant pedagogical implications.

Jiang, Y., Xie, L., Lin, G., & Mo, F. (2024). **Widen the debate: What is the academic community's perception on ChatGPT?** *Education and Information Technologies*, *29*(15), 20181-20200. https://doi.org/10.1007/s10639-024-12677-0
ChatGPT has surprised academia with its remarkable abilities but also raised substantial concerns regarding academic integrity and misconduct. Despite the debate, empirical research exploring the issue is limited. The purpose of this study is to bridge this gap by analyzing Twitter data to understand how academia is perceiving ChatGPT. A total of 9733 tweets were collected through Python via Twitter API in three consecutive weeks in May and June 2023; and 3000 most relevant ones were analyzed in Atlas ti. 23. Our findings reveal a generally supportive attitude towards using ChatGPT in academia, but the absence of clear policies and regulations requires attention. Discussions primarily

focus on academic integrity, learning effectiveness, and teaching efficiency. Tweets from influencers with over one million followers were analyzed separately. The significance of these findings and the limitations of the study are included.

Karataş, F., Abedi, F. Y., Ozek Gunyel, F., Karadeniz, D., & Kuzgun, Y. (2024). **Incorporating AI in foreign language education: An investigation into ChatGPT's effect on foreign language learners**. *Education and Information Technologies*, *29*(15), 19343-19366. https://doi.org/10.1007/s10639-024-12574-6
ChatGPT, an artificial intelligence application, has emerged as a promising educational tool with a wide range of applications, attracting the attention of researchers and educators. This qualitative case study, chosen for its ability to provide an in-depth exploration of the nuanced effects of AI on the foreign language learning process within its real-world educational context, aimed to utilize ChatGPT in foreign language education, addressing a gap in existing research by offering insights into the potential, benefits, and drawbacks of this innovative approach. The study involved 13 preparatory class students studying at the School of Foreign Languages at a university in Turkey. The students were introduced to ChatGPT through learning experiences over a span of four weeks by the researcher as a language teacher. The qualitative data collected from the interviews were analysed using thematic analysis. The findings suggest that ChatGPT positively affects students' learning experiences, especially in writing, grammar, and vocabulary acquisition, and enhances motivation and engagement through its versatile and accessible nature in various learning activities. These insights contribute to understanding the utility and constraints of employing ChatGPT technology in foreign language instruction and can inform educators and researchers in developing effective teaching strategies and in designing curricula.

Khattib, H., & Alt, D. (2024). **A quasi-experimental study on the advantages of digital gamification using CoSpaces Edu application in science education**. *Education and Information Technologies*, *29*(15), 19963-19986. https://doi.org/10.1007/s10639-024-12635-w
Digital technology has broadened educational opportunities in science, positioning gamification as a pivotal tool. However, its full potential in enhancing science education has not been thoroughly explored. Addressing this research gap, this study delves into the less examined aspects of gamification within science education. Employing a quasi-experimental design, it assesses the benefits of digital gamification activities, specifically using the CoSpaces Edu application (experimental group), against traditional face-to-face methods (control group). The experimental group engaged in a 3D educational digital game using Cospaces Edu, which was tailored to each grade level and covered topics from the science and technology curriculum. In contrast, the control group participated in a tabletop game addressing the same topics as those presented to the experimental group. The study involved 176 students from grades 4 to 6, focusing on how these methods impact their gameful experiences, motivation to play, and level of immersion. The results of multivariate analyses of covariance revealed statistically significant differences between the groups on all measured variables, highlighting the superiority of the CoSpaces Edu application over face-to-face activities. The study underscores the positive effects of gamification on various unexplored aspects of science and technology education, advocating for the integration of technology and diverse teaching methods. The primary conclusion is that integrating digital games into science lessons significantly enhances students' perceptions of accomplishment,

challenge, playfulness, immersion, and motivation to engage in an educational game, compared to traditional face-to-face games. This study reinforces the value of technological integration in science teaching and supports the need for diversified teaching methodologies. Further research is necessary to validate this conclusion, as the study's concentration on particular age groups in a single elementary school limits the generalizability of its results.

Kumar, N., Cook, E. J., Fayda-Kinik, F. S., & Maisuradze, L. (2024). **ICTs Influence on Knowledge Sharing in Higher Education: A Pre-AI Systematic Literature Review**. *European Journal of Education*, *59*(4), e12803. https://doi.org/10.1111/ejed.12803
Digital transformation, through innovation in information and communication technologies (ICTs), impacts higher education (HE) and fosters knowledge sharing (KS). While research explores the implications of digital transformation in HE, its specific influence on KS remains understudied. This systematic literature review investigates the nexus between ICTs and KS in HE by examining peer-reviewed literature prior to the AI boom. Three databases were searched, yielding 473 journal articles, which were screened, eligibility checked and assessed for quality and relevance to predetermined research questions. Eighteen eligible empirical studies were analysed, revealing ICTs influence on KS across university functions: teaching-learning, governance/operations and research. Retrospectively, this study also demonstrates that the rapid pivot to fully online functions during the pandemic was possible because of prior ICT advancements despite known barriers (e.g., digital literacy, Internet connectivity). Essentially, ICTs enable vital KS for universities to ensure they remain resilient and sustainable now and into the future.

Li, Xiaojing. (2024). **Eye-tracking research in interactive language learning environments: A systematic review**. *Education and Information Technologies*, *29*(15), 20383-20408. https://doi.org/10.1007/s10639-024-12648-5
This comprehensive systematic review synthesizes thirty-four peer-reviewed articles published between 2010 and 2022, utilizing eye-tracking research within interactive language learning environments. Following the PRISMA scheme for article selection, this review illuminates both the affordances and challenges of eye-tracking technology in enhancing language learning outcomes. Through a methodical examination, including sensitivity and specificity analysis of relevant databases such as JSTOR, EBSCOHost, and ProQuest, this study not only underscores the potential of eye-tracking technology in identifying effective instructional strategies and personalizing instruction but also addresses significant challenges like equipment cost and complexity. Theoretically, this review advances our understanding of the cognitive processes involved in language learning by detailing how eye-tracking data can reveal patterns of attention allocation and information processing that are essential for effective CALL design. Pedagogically, it suggests that educators can leverage these insights to develop more engaging and effective language learning interventions that cater to the diverse needs of learners. By highlighting specific instances where eye-tracking technology has facilitated improved learning outcomes, this review sets a foundation for future research to explore innovative ways to integrate visual attention analysis in language education. Future research directions are proposed for continuing to harness eye-tracking technology's utility in both theoretical exploration and practical application in language learning research and CALL design.

Li, Xu, Tan, W. H., Li, Z., Dou, D., & Zhou, Q. (2024). **Adaptive fitness enhancement model: Improving exercise feedback and outcomes through tailored independent physical education plan**. *Education and Information Technologies*, *29*(15), 19233-19265. https://doi.org/10.1007/s10639-024-12616-z
Intelligent technologies have great potential for advancing physical education (PE), thus finding an appropriate independent PE plan (IPEP) is a key step in improving undergraduates' physical fitness (PF) level. In this study, an adaptive fitness enhancement model (AFEM) was designed based on senseless exercise behaviors monitoring (EBM) technology and an intelligent PE platform to explore the changes in PF levels of undergraduates with different fitness levels after receiving different IPEP. A total of 400 undergraduates participated in this study, and they were randomly assigned to four experimental groups and one control group. This study not only considered the historical performance of the undergraduates (fixed effect) but also delved into the individual differences of the undergraduates (random effect). The findings indicated that high-frequency aerobic exercise promoted endurance qualities more than low-frequency anaerobic exercise in an EBM environment, while low-frequency anaerobic exercise promoted strength qualities more than low-frequency anaerobic exercise. In this study, the initial decision-making mechanism of the AFEM model was developed based on the results of linear mixed model data analysis. The results showed that the AFEM model was able to maximize the effect of exercise, which in turn effectively improved the PF of undergraduates. At the same time, the AFEM model also adjusts the control variables according to the actual needs of the users, thus enriching the diversity of IPEP and further exploring the potential of the application of intelligent technology in personalized PE.

Lignée, P., & Pasquier, F. (2024). **Formation au numérique et aux pratiques pédagogiques inclusives : vers un enrichissement réciproque ?** *L'Année de la Recherche en Sciences de l'Éducation*, (2024). Consulté à l'adresse https://hal.science/hal-04775055
This article proposes a model of the inclusive paradigm, making it possible to consider training with and through digital technology in the service of a school system that wishes to see all students learn and progress. We propose to highlight the links between inclusive practices and digital pedagogy, pointing out the risks of both a digital solutionism (compensating for pupils' difficulties and disorders) and a deterioration in the teaching gesture, in order to better identify the digital tools and resources useful to the inclusive functioning of the school system.

Lin, P.-H., Huang, P.-S., Geng, Y., & Huang, Y.-M. (2024). **Enhancing problem-based learning with computational thinking concepts for nursing students in virtual simulation context: Bridging knowledge and practice**. *Education and Information Technologies*, *29*(15), 20409-20429. https://doi.org/10.1007/s10639-024-12661-8
Novice nurses often report a disconnect between textbook knowledge and realworld practice which damages their confidence in providing clinical care to patients. Nursing students indeed encounter numerous challenges in clinical environments such as inadequate resources and a gap between learning theory and clinical practice. To close the academic-practice gap and to ensure nursing students are equipped with sufficient clinical skills to perform tasks in their future career, virtual simulation can be used for students to experience clinical cases. In addition to the virtual simulation environment itself, appropriate pedagogies are also needed for them to explore simulated clinical tasks and apply what they have learned. Problem-based learning (PBL) is one pedagogy

well-suited to this purpose. To increase the effectiveness of PBL in fostering student nurses' self-efficacy and problem-solving skills, this study proposes integrating computational thinking (CT) into PBL in concert with the virtual dissection table, as CT is viewed as a problem-solving skill. Informed by CT, nursing students organize and synthesize the acquired knowledge, applying it to solve clinical problems and provide nursing care in clinical practice more effectively with the skills developed. The results reveal no significant differences in learning achievement, but both problem solving skills and confidence increase for students empowered by CT concepts.

Liu, Chenxi, Wang, Y., Evans, M., & Correia, A.-P. (2024). **Critical antecedents of mobile learning acceptance and moderation effects: A meta-analysis on technology acceptance model**. *Education and Information Technologies*, 29(15), 20351-20382. https://doi.org/10.1007/s10639-024-12645-8
Mobile learning has gained significant recognition for its beneficial effects on learning across various dimensions. Nonetheless, ensuring consistent learner acceptance of mobile learning remains a critical factor to address. This meta-analysis study is the first comprehensive examination of critical antecedents impacting learners' perceived usefulness and perceived ease of use of mobile learning within the Technology Acceptance Model. This study undertook a comprehensive analysis of prior research conducted in both English and Chinese languages during the last 22 years. The aim was to build the Integrated Mobile Learning Acceptance Model utilizing a one-stage meta-analysis structural equation model. Five major antecedents of perceived usefulness and perceived ease of use were identified, and the moderating effects of education level, region, and culture were revealed. The resulting model provides a cohesive framework for understanding the factors that influence learners' intention to use mobile learning across various contexts. At the same time, the results of the study contribute to the advancement of theory in mobile learning acceptance and have practical implications for the design and evaluation of mobile learning.

Liu, Chunhua, & Yang, P. (2024). **A performance evaluation index for student satisfaction in online live classes of Chinese language and literature**. *European Journal of Education*, 59(4), e12742. https://doi.org/10.1111/ejed.12742
Student satisfaction in online live classes is considered an important criterion to evaluate the effectiveness of this instructional system. This study aims to develop a performance evaluation index to measure the satisfaction of students who have mastered Chinese language and literature through online live classes. Guided by survey techniques and related theories, a questionnaire on satisfaction in online live classes for students majoring in Chinese language and literature was developed. The reliability and validity of the measurement instrument were assessed through testing, and the results showed good reliability and validity. Exploratory factor analysis and confirmatory factor analysis were used to establish a performance evaluation model. The findings of this study contribute to the field of online education by providing a structured method to assess student satisfaction with the Chinese language and literature through online live classes. The performance evaluation index developed in this study can be used by educational institutions to improve the quality of their online instructional programs and improve the overall learning experience for students. Thus, the novelty of the study is to develop an evaluation model that helps educational institutions to evaluate the effectiveness of online live classes and guide the improvement of instructional practices.

Liu, W., & Wang, Y. (2024). **The Effects of Using AI Tools on Critical Thinking in English Literature Classes Among EFL Learners: An Intervention Study**. *European Journal of Education*, 59(4), e12804. https://doi.org/10.1111/ejed.12804
Artificial intelligence (AI)-driven learning has become an irreversible trend in foreign language education. Scholars are increasingly focusing on this field, yet few have examined its impact within English literature classes. To fill this gap, we designed an 8-week intervention study with mixed methods and recruited 90 students, with 42 in the experimental group and 48 in the control group, matched for average age, English proficiency and gender ratio. Critical thinking levels were measured before and after the intervention using a standardised assessment tool. In the experimental group, students used AI tools (ChatGPT-3.5, Bodoudou, SummarizBot, etc.) to generate and answer text-related questions, and participate in interactive quizzes and AI-assisted debates during classes, while the control group followed traditional methods without AI tools. The findings revealed a statistically significant improvement in the critical thinking skills of the experimental group compared to the control group, as measured by pre and postintervention assessments ($p < 0.05$). This suggests that AI tools can effectively enhance critical thinking abilities in English literature classes. This study not only contributes to the emerging discourse on AI in education but also offers practical implications for integrating AI technologies to support and enrich the learning experiences of EFL students in literature classes. The findings have the potential to guide educators and policymakers in designing AI-driven educational strategies that are culturally responsive and pedagogically effective.

Lobet, M., Honet, A., Romainville, M., & Wathelet, V. (2024). **ChatGPT : quel en a été l'usage spontané d'étudiants de première année universitaire à son arrivée?** *Médiations et médiatisations*, (18), 67-90. https://doi.org/10.52358/mm.vi18.379
L'usage des plateformes d'intelligence artificielle et en particulier ChatGPT-3 interroge le monde universitaire depuis décembre 2022. Certains enseignants prennent peur tandis que d'autres y décèlent de nombreuses opportunités pour eux-mêmes et pour les étudiants. Mais quel est le réel usage des étudiants face à cette IA? Cette recherche s'intéresse à l'usage de ChatGPT-3 par des étudiants de première année de l'Université de Namur (Belgique). L'enquête a été réalisée pendant les mois de février et mars 2023, soit quelques mois après la sortie de ChatGPT-3. Des étudiants de six facultés (informatique, droit, médecine, sciences, sciences économiques, sociales et de gestion ainsi que de philosophie et lettres) ont été sondés afin de mieux connaître leur utilisation de ChatGPT, mais aussi de cerner les cours dans lesquels ils y ont recours. De plus, cette enquête a permis de mettre en lumière les avantages perçus par les étudiants quant à l'usage de ChatGPT-3 et de manière générale quant à l'usage d'intelligences artificielles. Ces données sont interprétées selon le modèle des stratégies d'apprentissage par développé par Boulet et al. (1996). Pour terminer, nous montrerons comment les données recueillies ouvrent de nouvelles pistes de recherche quant à l'esprit critique des étudiants face à ChatGPT.   ,   The use of artificial intelligence platforms, and ChatGPT-3 in particular, has been raising questions in the academic world since December 2022. Some teachers are afraid while others see numerous opportunities for themselves and their students. But what use do students really make of this AI? This study focuses on the use of ChatGPT-3 by first-year students at the University of Namur (Belgium). A survey was carried out in February and March 2023, a few months after the release of ChatGPT-3. Students from six faculties (computer science, law, medicine, science, economics, social sciences and management, as well as philosophy and

literature) were surveyed to find out more about their use of ChatGPT, as well as the courses in which they use it. In addition, the survey highlighted the benefits perceived by students in using ChatGPT-3 and in using artificial intelligence in general. These data are interpreted according to the model of learning strategies developed by Boulet et al. (1996). Finally, we show how the data collected opens up new avenues of research into students' critical thinking in ChatGPT.   ,   El uso de plataformas de inteligencia artificial, y de ChatGPT-3 en particular, ha sido cuestionado en el mundo académico desde diciembre de 2022. Algunos profesores sienten temor, mientras que otros ven en ellas muchas oportunidades para ellos y sus alumnos. Pero, ¿cuál es el uso real que los alumnos hacen de esta IA? Esta investigación se centra en el uso de ChatGPT-3 por parte de los estudiantes de primer año de la Universidad de Namur (Bélgica). La encuesta se realizó durante los meses de febrero y marzo de 2023, unos meses después del lanzamiento de ChatGPT-3. Se encuestó a estudiantes de seis facultades (informática, derecho, medicina, ciencias, economía, ciencias sociales y gestión, así como filosofía y letras) para conocer mejor su uso de ChatGPT, así como para identificar los cursos en los que lo utilizan. La encuesta también puso de relieve las ventajas que perciben los estudiantes al utilizar ChatGPT-3 en particular y la inteligencia artificial en general. Estos datos se interpretan según el modelo de estrategias de aprendizaje desarrollado por Boulet et al. (1996). Por último, mostramos cómo los datos recogidos abren nuevas vías de investigación sobre el pensamiento crítico de los estudiantes frente a ChatGPT.   ,   A utilização de plataformas de inteligência artificial, e do ChatGPT-3 em particular, tem vindo a levantar questões no mundo académico desde dezembro de 2022. Alguns professores estão assustados, enquanto outros vêem muitas oportunidades para si e para os seus alunos. Mas que uso é que os alunos fazem realmente desta IA? Esta investigação centra-se na utilização do ChatGPT-3 pelos alunos do primeiro ano da Universidade de Namur (Bélgica). O inquérito foi realizado em fevereiro e março de 2023, alguns meses após o lançamento do ChatGPT-3. Estudantes de seis faculdades (informática, direito, medicina, ciências, economia, ciências sociais e gestão, bem como filosofia e literatura) foram inquiridos para saber mais sobre a sua utilização do ChatGPT, bem como para identificar os cursos em que o utilizam. O inquérito também destacou os benefícios percebidos pelos estudantes na utilização do ChatGPT-3 e na utilização da inteligência artificial em geral. Estes dados são interpretados de acordo com o modelo de estratégias de aprendizagem desenvolvido por Boulet et al. (1996). Por fim, mostramos como os dados recolhidos abrem novas vias de investigação sobre o pensamento crítico dos alunos quando utilizam o ChatGPT.

Marchal, P., Kumps, A., Floquet, C., Deruwé, O., & De Lièvre, B. (2024). **Perceptions et usages d'un chatbot comme tuteur de cours en sciences de l'éducation**. *Médiations et médiatisations*, (18), 125-147. https://doi.org/10.52358/mm.vi18.410
Cet article examine l'utilisation et la perception d'un chatbot par des étudiants de première année dans l'enseignement supérieur en Belgique. Avec la massification de l'éducation, des adaptations pédagogiques deviennent nécessaires dans l'université moderne. Les chatbots, en tant qu'outils numériques, offrent une opportunité pour diversifier l'accès aux contenus éducatifs, face au défi de fournir un enseignement de qualité à tous. L'étude aborde deux questions de recherche : Quelle est la perception des étudiants (N = 89) quant à l'usage du chatbot en tant que tuteur de cours?; Quel est son rôle selon la typologie de Bernatchez (2003)? Les résultats, en concordance avec d'autres études, indiquent une évaluation positive en termes d'efficacité, d'utilisabilité,

d'acceptabilité et d'expérience utilisateur, bien que des scores inférieurs soient observés en motivation et en comportement. L'analyse démontre une préférence des étudiants pour un soutien pédagogico-cognitif par le chatbot, plutôt que technique. Ces résultats sont en accord avec d'autres recherches, soulignant l'utilisation efficace des chatbots dans l'éducation, avec peu d'interactions non pertinentes. En conclusion, l'étude souligne l'efficacité et l'acceptabilité des chatbots en tant que tuteurs et propose des perspectives pour leur intégration comme parcours d'apprentissage personnalisé.   ,   This article examines first-year students' use and perception of a chatbot in higher education in Belgium. With education now being accessible to most people, pedagogical adaptations are becoming necessary in modern universities. As digital tools, chatbots offer an opportunity to diversify access to educational content, offering a possible solution to the challenge of providing quality education for all. The study addresses two research questions. How do students (N=89) perceive the use of chatbots as course tutors? What is its role according to Bernatchez's typology (2003)? The results, in line with other studies, reveal a positive evaluation in terms of effectiveness, usability, acceptability and user experience, although lower scores were observed for motivation and behaviour. The analysis shows the students' preference for pedagogical-cognitive support from the chatbot rather than technical support. These results are in line with other studies, highlighting the effective use of chatbots in education, with few irrelevant interactions. In conclusion, the study highlights the effectiveness and acceptability of chatbots as tutors and suggests ways in which they can be integrated into personalised learning paths.   ,   Este artículo examina el uso y la percepción de un chatbot por parte de estudiantes de primer año de enseñanza superior en Bélgica. Con la masificación de la educación, las adaptaciones pedagógicas se hacen necesarias en la universidad moderna. Como herramientas digitales, los chatbots ofrecen una oportunidad para diversificar el acceso a los contenidos educativos, ante el desafío de proporcionar una educación de calidad para todos. El estudio aborda dos preguntas de investigación. ¿Cómo perciben los estudiantes (N=89) el uso de chatbots como tutores del curso? ¿Cuál es su papel según la tipología de Bernatchez (2003)? Los resultados, en línea con otros estudios, indican una valoración positiva en términos de eficacia, usabilidad, aceptabilidad y experiencia de usuario, aunque se observan puntuaciones más bajas en motivación y comportamiento. El análisis muestra una preferencia de los estudiantes por el apoyo pedagógico-cognitivo del chatbot, más que por el apoyo técnico. Estos resultados están en línea con otras investigaciones, destacando el uso eficaz de los chatbots en la educación, con pocas interacciones irrelevantes. En conclusión, el estudio destaca la eficacia y aceptabilidad de los chatbots como tutores y sugiere perspectivas para su integración en itinerarios de aprendizaje personalizados.   ,   Este artigo examina o uso e a percepção de um chatbot de estudantes do primeiro ano no ensino superior na Bélgica. Com a massificação da educação, as adaptações pedagógicas estão se tornando necessárias na universidade moderna. Como ferramentas digitais, os chatbots oferecem uma oportunidade para diversificar o acesso ao conteúdo educacional, diante do desafio de fornecer educação de qualidade para todos. O estudo aborda duas questões de pesquisa. Como os alunos (n = 89) percebem o uso de chatbots como tutores do curso? Qual é o seu papel de acordo com a tipologia de Bernatchez (2003)? Os resultados, de acordo com outros estudos, indicam uma avaliação positiva em termos de eficácia, usabilidade, aceitabilidade e experiência do usuário, embora escores mais baixos tenham sido observados para motivação e comportamento. A análise mostra uma preferência por parte dos alunos para o apoio pedagógico-

cognitivo do chatbot, em vez de suporte técnico. Esses resultados estão alinhados com outras pesquisas, destacando o uso efetivo de chatbots na educação, com poucas interações irrelevantes. Em conclusão, o estudo destaca a eficácia e a aceitabilidade dos chatbots como tutores e sugere maneiras pelas quais eles podem ser integrados a caminhos de aprendizagem personalizados.

Masoumi, D., & Bourbour, M. (2024). **Framing adequate digital competence in early childhood education**. *Education and Information Technologies*, 29(15), 20613-20631. https://doi.org/10.1007/s10639-024-12646-7
Developing children's abilities to act safely, respectfully, and responsibly in digital environments has been an essential component of educational systems for all ages. This study aims to explore what adequate digital competence is in early childhood education and how preschool teachers characterise young children's adequate digital competence. The research seeks to address these questions by conducting in-depth interviews with 13 preschool teachers at three preschools in Sweden. The collected data were analysed using thematic analysis in accordance with the Grounded Theory perspective.

Messaoudi, A. (2024). **Les défis de l'IA dans l'éducation : de la protection des données aux biais algorithmiques**. *Médiations et médiatisations*, (18), 148-160. https://doi.org/10.52358/mm.vi18.409
Cet article examine l'impact de l'intelligence artificielle (IA) sur le domaine de l'éducation, et en explore les avantages et les défis. Le recours à l'IA dans le secteur éducatif offre de nombreux avantages tels que l'automatisation des tâches administratives répétitives et la personnalisation des parcours d'apprentissage. Cependant, cela soulève des préoccupations éthiques quant à la protection des données individuelles et au risque de biais algorithmiques. En outre, nous abordons d'autres défis : ceux liés à l'opposition entre l'évaluation automatisée et l'évaluation humaine ainsi que les implications complexes de la reconnaissance faciale dans un contexte éducatif. Il est essentiel qu'une approche réfléchie et éthique dans le déploiement de l'IA en éducation soit pensée en soulignant la nécessité de principes éthiques précis et transparents, et d'une réflexion pédagogique approfondie. Nous préconisons l'utilisation d'outils IA open source pour favoriser la transparence et la conformité aux réglementations en vigueur.   ,   This article examines the impact of artificial intelligence (AI) on the field of education and explores its benefits and challenges. The use of AI in the education sector offers many advantages such as the automation of repetitive administrative tasks and the personalisation of learning paths. However, this raises ethical concerns about the protection of personal data and the risk of creating algorithmic biases. In addition, we address other challenges: those related to the opposition between automated and human assessment as well as the complex implications of facial recognition in an educational context. It is essential that a considered and ethical approach to the deployment of AI in education is thought through, emphasising the need for clear and transparent ethical principles and careful pedagogical reflection. We recommend the use of open-source AI tools to promote transparency and compliance with current regulations.   ,   Este artículo examina el impacto de la inteligencia artificial (IA) en el ámbito de la educación y explora sus ventajas y retos. El uso de la IA en el sector educativo ofrece muchas ventajas, como la automatización de tareas administrativas repetitivas y la personalización de las vías de aprendizaje. Sin embargo, esto plantea problemas éticos

sobre la protección de datos personales y el riesgo de sesgo algorítmico. Además, abordamos otros retos: los relacionados con la oposición entre la evaluación automatizada y la humana, así como las complejas implicaciones del reconocimiento facial en un contexto educativo. Es esencial que se diseñe un enfoque reflexivo y ético para el despliegue de la IA en la educación, haciendo hincapié en la necesidad de unos principios éticos claros y transparentes y de una cuidadosa reflexión pedagógica. Recomendamos el uso de herramientas de IA de código abierto para fomentar la transparencia y el cumplimiento de la normativa vigente.   ,   Este artigo analisa o impacto da inteligência artificial (IA) no domínio da educação e explora os seus benefícios e desafios. A utilização da IA no setor da educação oferece muitas vantagens, como a automatização de tarefas administrativas repetitivas e a personalização dos percursos de aprendizagem. No entanto, suscita preocupações éticas sobre a proteção dos dados pessoais e o risco de enviesamento algorítmico. Além disso, abordamos outros desafios: os relacionados com a oposição entre avaliação automatizada e humana, bem como as implicações complexas do reconhecimento facial num contexto educativo. É essencial refletir sobre uma abordagem ponderada e ética da utilização da IA na educação, sublinhando a necessidade de princípios éticos claros e transparentes e de uma reflexão pedagógica cuidadosa. Recomendamos a utilização de ferramentas de IA de fonte aberta para promover a transparência e o cumprimento da regulamentação atual.

Mikhailov, A., Tikhonov, A., & Fedulov, V. (2024). **Digital inequality in education: Features of manifestation and types of discrimination during COVID-19 pandemic**. *Education and Information Technologies*, 29(15), 20493-20504. https://doi.org/10.1007/s10639-024-12640-z
The article is devoted to the analysis of the features of the manifestation of digital inequality in education during COVID-19 pandemic. It analyzes the definitions, levels and criteria for assessing the digital divide. We consider current examples of digital divide in education at the following levels: divide in access to information technology (IT), divide in the degree of IT possession, divide in the ability to refuse the use of IT. According to these levels, possible types of discrimination against students and teachers are presented. These types include established features and new features resulting from the pandemic, in particular, discrimination based on the possession of a certificate of vaccination against a new coronavirus infection. In addition, the identified signs of discrimination are widely manifested even after the normalization of the epidemiological situation in the world. It is noted that the lack of proper anti-discrimination impact in education can lead to global negative consequences, including a decrease in the competitiveness of national economies, as well as a decline in the overall level of culture and morality.

Mocquet, B. (2024). **Pensons notre transformation : réflexions et actions possibles sur la pédagogie universitaire numérique**. *Présentation à la Mission Christine Ammirati*. Présenté à Par visioconférence, France. Consulté à l'adresse https://hal.science/hal-04767114
Ce document présenté à la Mission Christine Ammirati, Mission interministérielle sur l'universitarisation des formations paramédicales, explore la transformation numérique de la pédagogie universitaire et propose des réflexions et des actions possibles pour la mettre en œuvre. Il aborde le sujet en s'appuyant sur l'analogie de la métamorphose de Gregor Samsa dans « La Métamorphose » de Kafka, symbolisant le changement profond que traverse l'enseignement supérieur avec l'intégration du numérique. L'auteur,

Bertrand Mocquet, expert numérique et chercheur associé, analyse les défis et les opportunités de la transformation numérique en confrontant deux perspectives: celle des institutions et celle des étudiants. Il met en lumière les difficultés rencontrées lors de la crise Covid-19, notamment l'incertitude pour le personnel et la détresse pour certains étudiants. Il évoque ensuite les aspirations post-Covid, soulignant le besoin d'un dialogue constructif entre les acteurs. Enfin, il propose une réflexion sur les interactions et les interactivités entre les acteurs dans le contexte du numérique, et il conclut en présentant une grille d'évaluation des formations en e-learning. L'ensemble du document vise à encourager une transformation numérique de la pédagogie universitaire qui soit à la fois efficace et inclusive.

Msambwa, M. M., & Daniel, K. (2024). **A systematic literature review on the ICT integration in teaching and learning: Lessons for an effective integration in Tanzania**. *European Journal of Education*, *59*(4), e12696. https://doi.org/10.1111/ejed.12696
This study is a systematic literature review on the use of Information and communication technology (ICT) in secondary schools and how it can improve student learning outcomes, motivation, engagement, skills development, and teachers' attitudes, practices, and beliefs about teaching and learning. After the inclusion and exclusion criteria, the sample included 40 eligible studies from Scopus and Eric databases. The research questions were thematically answered, and the findings were summarised into an ICT integration framework. The analysis indicates that effective ICT integration depends on students' and teachers' motivation and attitude change. Further, it proposes that ICT integration in secondary schools should not only be aligned with the curriculum and learning objectives but should also be sustained through the maintenance of ICT tools and appropriate ICT skills development for both learners and teachers. Therefore, effective ICT integration depends largely on capacity development, which should be focused on harnessing technological knowledge with pedagogical understanding in a conducive learning environment supported by all stakeholders. It is recommended that learning institutions aim at capacity building to enable students, teachers, and other experts to identify and address challenges efficiently.

Mujallid, A. T. (2024). **Digital Active Learning Strategies in Blended Environments to Develop Students' Social and Emotional Learning Skills and Engagement in Higher Education**. *European Journal of Education*, *59*(4), e12748. https://doi.org/10.1111/ejed.12748
The COVID-19 pandemic has led to a shift towards online and blended learning; however, most students and faculty members still report more challenges in online courses regarding social interaction and engagement. This paper aimed to design an interactive blended course following Merrills' first principles of instruction model to develop students' social and emotional learning skills and engagement in higher education. A mixed-method design, including questionnaires and interviews, was used with a sample population which consisted of 90 graduate students and divided into two groups, an experimental and a control group. The results showed that there were statistically significant differences between the experimental and control groups in-terms of social–emotional learning skills and students' engagement due to the high perception of the experimental group. The findings also revealed that the most dominant social–emotional learning skills that appeared to be supported by applying these strategies from the students' point of view were self-awareness and social awareness. The study also

found that instructor presence, effective course design and appropriate use of technology significantly influenced students' engagement.

Mutabazi, É. (2024). **Les pratiques informationnelles et les usages des dispositifs numériques : un moyen d'apprendre autrement à l'université ?** *Quaderni. Communication, technologies, pouvoir*, (111), 47-62. https://doi.org/10.4000/11p64
Le numérique est devenu indispensable dans différents domaines de la vie humaine. Son utilisation dans l'enseignement en général et plus particulièrement dans les apprentissages universitaires s'est développée au fur et à mesure des années jusqu'à bouleverser des pratiques d'enseignants et d'étudiants. Cette contribution s'intéresse principalement aux pratiques numériques des étudiants et à leur conception du rôle de l'enseignant et de son enseignement dans les apprentissages universitaires. Elle montre que l'usage du numérique reste complexe et que son utilité demeure paradoxale, ou du moins ne fait pas l'unanimité chez les étudiants.

Nguyen, N. D., Le, H. T. T., Truong, B. T., Ha, D. V., Nguyen, N. V. T., & Tran, T. (2024). **A Bibliometric Analysis and Visualisation of Digital Teaching and Learning Publications From Southeast Asia Countries**. *European Journal of Education*, *59*(4), e12781. https://doi.org/10.1111/ejed.12781
This study provides a bibliometric analysis of 702 documents related to digital teaching and learning conducted by scholars from Southeast Asia (SEA) countries. The number of publications was limited before 2018, but rocketed during the 2019–2023 period. Based on scientific production of six most productive SEA countries, it is possible to classify them into three groups, with Indonesia and Malaysia in the first, Singapore and Thailand in the second, and Philippines and Vietnam in the third group. International collaborations among SEA scholars working in this research direction were limited, with only 19% of the publications resulting from collaborations with the most productive partner countries. Singaporean scholars were found to have a significant impact on the community, with their articles accounting for nearly 49% of the total citations. SEA scholars tended to focus on a few research topics such as applications of e-learning, online learning, and blended learning, digital education and digital transformation during the COVID-19 pandemic, and systematic review of different types of digital education applied in health professions education.

Nguyen, T. Q., Ngoc, P. T. A., Phuong, H. A., Duy, D. P. T., Hiep, P. C., McClelland, R., & Noroozi, O. (2024). **Digital competence of Vietnamese citizens: An application of digcomp framework and the role of individual factors**. *Education and Information Technologies*, *29*(15), 19267-19298. https://doi.org/10.1007/s10639-024-12585-3
Assessment of digital competence for citizens could support the Education Action plan at a national level, a regional level, or even at a global level to enhance the digital skills and competence gap for work and life for digital transformation. This study applies the DigComp framework through a self-administered online survey to 723 citizens in Vietnam, using a sequential exploratory mixed methods research design. Data were analysed using factor analysis, standard descriptive statistics, and simple regression methods, followed by qualitative content analysis from interviews with ten respondents and a focus group discussion with eight stakeholders on digital competence. The results confirmed the validity of the DigComp framework for measuring the digital competence of Vietnamese citizens. Overall, the proficiency level of the 723 surveyed Vietnamese citizens falls between basic and intermediate levels, being more advanced in areas in

information and data literacy and communication and collaboration, compared to digital content creation, safety, and problem solving. The results further showed that male citizens with a higher education level, working in the public sector, or living in province with high provincial digital transformation index rankings perceived themselves to be more digital competent than females with a lower educational level, working in the private sector, or living in the province with low provincial digital transformation index rankings. To improve citizens' digital competence, training should be designed that considers not only citizens' digital competence profiles but also their individual characteristics.

OCDE : Organisation de coopération et de développement économiques. (2024). *Perspectives de l'OCDE sur l'éducation numérique 2023 : vers un écosystème numérique efficace*. Consulté à l'adresse https://www.oecd.org/content/dam/oecd/fr/publications/reports/2023/12/oecd-digital-education-outlook-2023_c827b81a/78afb124-fr.pdf
Ce rapport analyse de manière comparative et thématique comment les pays développent ou pourraient développer leur écosystème numérique éducatif. Systèmes d'information sur les élèves, systèmes de gestion de l'apprentissage, plateformes numériques d'évaluation, orientation scolaire et professionnelle : Quelles sont les différentes composantes de l'écosystème numérique des pays ? Dans quelle mesure tirent-ils parti des compétences numériques des enseignants et des dernières possibilités offertes par l'intelligence artificielle (IA) Comment les pays peuvent-ils et doivent-ils permettre à l'éducation numérique de continuer à évoluer et à innover ? S'appuyant sur de nombreux exemples nationaux, ce rapport propose un état des lieux de la transformation numérique. Il met également en évidence les opportunités, les lignes directrices et les garde-fous concernant l'utilisation efficace et équitable de l'IA dans l'éducation.

O'Dowd, R., & Werner, S. (2024). **The First Steps of Blended Mobility in European Higher Education: A Survey of Blended Intensive Programmes**. *Journal of Studies in International Education*, 28(5), 798-817. https://doi.org/10.1177/10283153241235704
Blended Mobility refers to the strategic combination of phases of online learning with periods of short physical mobility. This approach to international learning has gained considerable interest in European university education in recent years due to the introduction of Blended Intensive Programmes (BIPs) in the new Erasmus + programme. BIPs are defined as a form of Blended Mobility which involve short, intensive programmes that use innovative ways of learning and teaching, including online cooperation. This article reports on the results of a survey of BIP academic coordinators which was carried out to establish an overview of current practices in the area. The study provides an overview of the perceived benefits of Blended Mobility and also identifies the main challenges which practitioners encounter when running such programmes. A series of good practices which are recommended by organisers are presented and this is followed by a discussion of the survey's major conclusions.

Ogegbo, A. A., Penn, M., Ramnarain, U., Pila, O., Van Der Westhuizen, C., Mdlalose, N., … Bergamin, P. (2024). **Exploring pre-service teachers' intentions of adopting and using virtual reality classrooms in science education**. *Education and Information Technologies*, 29(15), 20299-20316. https://doi.org/10.1007/s10639-024-12664-5

This study investigated how pre-service teachers perceive and plan to use a virtual reality classroom for science teaching during microteaching practices. The UTAUT 2 model was adopted as the conceptual framework for this study. Data were collected through an online survey from eighty-three pre-service science teachers from a large metropolitan university in Gauteng Province, South Africa. The collected data were analysed using descriptive and regression analysis. The results revealed that pre-service teachers demonstrated a high level of acceptance and intention to use Virtual reality classrooms in their microteaching practice and future classroom teaching. Thus, implying that they were receptive to the idea of using virtual reality classrooms in their microteaching practice and future classroom practice. Results further indicate that the preservice teachers are fascinated by the utilization of virtual reality classrooms for their microteaching practice based on two significant factors: social influence and technology self-assurance. However, results show that age and gender do not moderate the influence of performance expectancy, effort expectancy, social influence, facilitating condition, hedonic motivation, self-efficacy, anxiety and attitude on preservice teachers' behavioural intention to accept and the virtual reality classroom for their microteaching practice and future classroom teaching. The implications of these findings for science teaching and learning are discussed as it delves into the motivations and considerations of pre-service teachers when incorporating virtual reality classrooms into their teaching practices for science education.

Papi, C. (2024). **Les transformations éducatives à l'ère de l'intelligence artificielle : entretien avec le professeur Adıgüzel**. *Médiations et médiatisations*, (18), 161-169. https://doi.org/10.52358/mm.vi18.417

Oktay Cem Adıgüzel est professeur titulaire à l'Université Anadolu et professeur invité à l'Université du Québec à Montréal (UQAM). Dans cet entretien, il nous parle de ses recherches sur l'intelligence artificielle et de ce que cette dernière peut apporter au champ de l'éducation. S'inspirant des neurosciences, il met notamment en évidence le rôle que l'intelligence artificielle peut jouer dans les rétroactions apportées aux étudiants pour soutenir leurs processus d'apprentissage. Il partage également sa vision de la situation actuelle et des évolutions potentielles des établissements et pratiques éducatives ainsi que des risques liés au développement de l'intelligence artificielle qui s'accompagne, selon lui, d'un changement de paradigme.   ,   Oktay Cem Adıgüzel is full professor at Anadolu University and a guest professor at Université du Québec à Montréal (UQAM). In this interview, he talks about his research in the area of artificial intelligence and what it can bring to the field of education. Drawing on neuroscience, he highlights the role that artificial intelligence can play in providing feedback to students to support their learning processes. He also shares his vision of the current situation and potential evolutions in educational institutions and practices, as well as the risks associated with the development of artificial intelligence, which, in his view, is accompanied by a paradigm shift.   ,   Oktay Cem Adıgüzel es profesor titular en la Universidad Anadolu y profesor invitado en la Universidad de Quebec en Montreal (UQAM). En esta entrevista habla de sus investigaciones sobre la inteligencia artificial y de lo que esta puede ofrecer al campo de la educación. Basándose en la neurociencia, destaca el papel que puede desempeñar la inteligencia artificial a la hora de retroalimentar a los estudiantes para apoyar su proceso de aprendizaje. También comparte su visión de la situación actual y de los posibles cambios en las instituciones y prácticas educativas, así como de los riesgos asociados al desarrollo de la inteligencia artificial, que, en su opinión, lleva aparejado un cambio de

paradigma.   ,   Oktay Cem Adıgüzel é professor titular da Anadolu University e professor visitante da Université du Québec à Montréal (UQAM). Nesta entrevista, ele fala sobre sua pesquisa em inteligência artificial e o que ela pode trazer para o campo da educação. Com base na neurociência, ele destaca o papel que a inteligência artificial pode desempenhar no fornecimento de feedback aos alunos para apoiar seus processos de aprendizagem. Ele também compartilha sua visão sobre a situação atual e as possíveis mudanças nas instituições e práticas educacionais, bem como os riscos associados ao desenvolvimento da inteligência artificial, que, em sua opinião, é acompanhada por uma mudança de paradigma.

Partenariat mondial pour l'éducation. (2024). *La technologie au service de l'éducation : une approche partenariale pour atteindre les objectifs de transformation des systèmes éducatifs* (p. 55). Consulté à l'adresse Partenariat mondial pour l'éducation website: https://www.globalpartnership.org/fr/content/la-technologie-au-service-de-leducation-une-approche-partenariale-pour-atteindre-les

Peng, X., Jin, Y., Sun, J., Zhao, L., Liu, S., & Li, R. (2024). **Exploring the effect of stress arousal on the positive emotional design of multimedia learning**. *Education and Information Technologies*, *29*(15), 20267-20298. https://doi.org/10.1007/s10639-024-12676-1
Positive emotional design has been shown to have an important impact on multimedia learning. However, before learning multimedia materials, students may inevitably be stressed by external factors such as learning uncertainties brought about by COVID-19, that can affect their final performance. Moreover, whether the principles of emotional design are still valid with the consideration of stress arousal is still unexplored and deserves further investigation. Therefore, this study explored the mixed influence of stress arousal and positive emotional design on learning outcomes (e.g., physiological signals, subjective perception, learning performance measured by test scores). 103 college students were divided into four experimental groups in this study: the SAPE group—stress arousal tasks and positive design (25 students), the SANE group—stress arousal tasks and neutral emotional design (25 students), the NSPE group—not stress arousal and positive emotional design (26 students), and the NSNE group—not stress arousal tasks and neutral emotional design (27 students). Employing an electrocardiogram (ECG) apparatus, questionnaires for data collection, and rigorous statistical techniques for analysis, this research investigates the impact of positive emotional design on students' learning outcomes when subjected to stress arousal. The findings indicated that under conditions of stress arousal, the effect of the positive emotion design on learning outcomes was enhanced. Specifically, analysis of variance was performed on students' physiological signals, regarding the high-frequency (HF) value, and spectral power (SP)value within the [2.2, 2.3] and [3.7, 3.8] ranges, which showed significant interactions between stress and emotional design factors. The spectral power was negatively related to positive emotions. Besides, the analysis suggests that there is a significant interplay between stress and emotional design factors in shaping subjective perception (e.g., learning motivation, experienced satisfaction, and perceived learning). Additionally, compared with the other three groups, the SAPE group performed better on recall and transfer tests. The research results could provide valuable references for the follow-up study of multimedia emotional design.

Psyché, V., Maltais, M., & Bruneault, F. (2024). **Gestion, gouvernance et politiques d'intelligence artificielle en éducation et en enseignement supérieur**. *Médiations et médiatisations*, (18). https://doi.org/10.52358/mm.vi18.440

L'intelligence artificielle (IA) transforme en profondeur les secteurs de l'éducation et de l'enseignement supérieur. Cet éditorial explore comment les systèmes éducatifs intègrent l'IA dans leur gouvernance, leur gestion et leur politique. Il aborde les enjeux éthiques, les défis de la personnalisation de l'apprentissage ainsi que les risques liés aux biais algorithmiques. Les articles présentés dans ce numéro proposent une réflexion sur les impacts de l'IA, notamment dans le développement professionnel des enseignants, la gouvernance scolaire basée sur les données ainsi que les perceptions et usages de technologies comme ChatGPT et les chatbots dans les milieux éducatifs.   ,   Artificial intelligence (AI) is profoundly transforming the education and higher education sectors. This editorial explores how education systems are integrating AI into their governance, management and policies. It addresses ethical issues, the challenges of personalizing learning, and the risks associated with algorithmic biases. The articles in this issue offer reflections on the impacts of AI, notably in teacher professional development, data-driven school governance, and the perceptions and uses of technologies such as ChatGPT and chatbots in educational settings.   ,   A inteligência artificial (IA) está transformando profundamente os setores de educação e ensino superior. Este editorial explora como os sistemas educacionais estão integrando a IA em sua governança, gestão e política. Ele analisa as questões éticas envolvidas, os desafios da personalização do aprendizado e os riscos associados ao viés algorítmico. Os artigos desta edição refletem sobre o impacto da IA no desenvolvimento profissional dos professores, na governança escolar orientada por dados e nas percepções e usos de tecnologias como o ChatGPT e os chatbots na educação.   ,   A inteligência artificial (IA) está transformando profundamente os setores de educação e ensino superior. Este editorial explora como os sistemas educacionais estão integrando a IA em sua governança, gestão e política. Ele analisa as questões éticas envolvidas, os desafios da personalização do aprendizado e os riscos associados ao viés algorítmico. Os artigos desta edição refletem sobre o impacto da IA no desenvolvimento profissional dos professores, na governança escolar orientada por dados e nas percepções e usos de tecnologias como o ChatGPT e os chatbots na educação.

Qingyi, Y., Liangmin, W., Senshan, P., Yifan, Z., & Jiayi, L. (2024). **AssessChain: A hybrid blockchain-based system for transparent and reliable online assessment**. *Education and Information Technologies*, 29(15), 20665-20689. https://doi.org/10.1007/s10639-024-12713-z

Information technology advancements have facilitated the widespread adoption of online education, providing learners with more flexible and convenient means of accessing educational resources and completing learning tasks. To improve the quality of online education and promote collaborative learning, online assessment is crucial in this transition. However, there are concerns about the transparency of the existing online assessment system. Centralized control by educational authorities restricts user access to the assessment process, resulting in a lack of user trust in assessment outcomes. Moreover, the abundance of online users also raises concerns about the reliability of assessors. In this paper, we present AssessChain, a decentralized system that integrates hybrid blockchains to make all assessment procedures, including set criteria, feedback, calculation, and moderation, visible and verifiable to users. Besides, AssessChain introduces an assessor selection scheme (ASEL) employing an enhanced density clustering algorithm to ensure the reliability of assessors, avoiding low-quality feedback. We have implemented the system and proved that the performance is reasonable in

terms of throughput and latency, and the proposed ASEL can generally identify malicious assessors with more than 95% accuracy. By integrating information technology, the system encourages all educational participants to trust the assessment process and results, which helps promote equity in educational assessment.

Qu, K., & Wu, X. (2024). **ChatGPT as a CALL tool in language education: A study of hedonic motivation adoption models in English learning environments**. *Education and Information Technologies*, *29*(15), 19471-19503. https://doi.org/10.1007/s10639-024-12598-y
The advancement of information technologies has led to increased attention to AI chatbots as valuable tools for computer-assisted language learning (CALL), drawing the attention of both academic scholars and industry practitioners. However, there remains limited understanding regarding the adoption of AI chatbots, specifically within the context of the English language. To address this existing research gap and examine the perception and motivation of usage of ChatGPT, this research employed the hedonic motivation system adoption model (HMSAM) to examine the adoption of ChatGPT. Employing structural equation modelling (SEM), a comprehensive investigation was conducted using data sourced from 189 valid responses obtained through an online survey administered to Chinese international students who are currently enrolled in British universities. The findings reveal that the research model effectively elucidates the elements influencing the adoption of ChatGPT in English learning. Notably, boredom, joy, focused immersion, and control emerged as significant mediating factors pertaining to the link between perceived ease of use and behavioural intention. These findings offer meaningful perspectives for upcoming researchers and practitioners in English language teaching and learning, contributing to promoting innovation in this domain.

Rahman, H., Wahid, S. A., Ahmad, F., & Ali, N. (2024). **Game-based learning in metaverse: Virtual chemistry classroom for chemical bonding for remote education**. *Education and Information Technologies*, *29*(15), 19595-19619. https://doi.org/10.1007/s10639-024-12575-5
Virtual classrooms based on the metaverse or virtual reality are useful and effective for imparting basic chemistry concepts. Interactive and immersive environments can effectively teach fundamental chemistry concepts, such as chemical bonding and formulas, thereby making these otherwise abstract and intangible ideas more accessible and understandable. With the outbreak of Covid-19, e-learning platforms have also been developed for chemistry education. However, these platforms are unable to make learning chemistry interactive and enjoyable. Therefore, there is a need to motivate students to learn basic chemistry concepts in an immersive and interactive environment. In this paper, we propose an immersive virtual reality-based Virtual Chemistry Classroom for Chemical Bonding (VC3B) to facilitate the learning of chemical bonding and formulas through a game-based learning approach. It includes two different games for learning chemical bonding and formulas. In the first game, molecule construction, students reconstruct the structure of molecules by rearranging the atoms in order to learn about chemical bonding. In the second game, chemical formula, students compose the chemical formula of a given compound to help them memorize chemical formulas. The study, conducted on 90 middle school students, employed a randomized controlled study design, dividing participants into three groups. Each group learned about chemical bonding and formulas through three different mediums. After conducting the experiment, the students were given a questionnaire to evaluate the usability of VC3B. The results of the study were positive, with participants finding the VC3B to be more

interactive than traditional book and online lecture methods. Participants were also motivated to learn and enhance their knowledge of chemistry.

Rajasekaran, S., Taskeen, A., & Klaus, T. (2024). *Digital Pathways for Education: Enabling Greater Impact for All* (N° 194229; p. 123). Consulté à l'adresse The World Bank website: https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099102124103012716/P173530151854505218eb417834e0f954cd

Rezai, A., Soyoof, A., & Reynolds, B. L. (2024). **Disclosing the Correlation Between Using ChatGPT and Well-Being in EFL Learners: Considering the Mediating Role of Emotion Regulation**. *European Journal of Education*, *59*(4), e12752. https://doi.org/10.1111/ejed.12752

Artificial Intelligence (AI)-driven chatbots, such as ChatGPT, have significantly impacted education, especially for English as a Foreign Language (EFL) learners. However, there is paucity of empirical evidence concerning the role of chatbots in psycho-emotional constructs like well-being and emotion regulation. It is important to address this issue because it can further our understanding of the ways through which using ChatGPT affects psycho-emotional constructs in EFL learners. This study aimed to unpack the intersection between using ChatGPT and well-being, with a focus on the mediating role of emotion regulation in the EFL context of Iran. Using convenience sampling, 492 EFL learners (205 males and 287 females) were invited to complete validated scales measuring ChatGPT use, well-being, and emotion regulation. The outcomes of structural equation modelling revealed a strong mediation effect of emotion regulation in the relationship between using ChatGPT and well-being. Additionally, significant positive correlations were found between using ChatGPT and both well-being and emotion regulation. Besides, a significant positive relationship was established between emotion regulation and well-being among the EFL learners. The results imply that the integration of ChatGPT into the Iranian EFL learning environment can be beneficial, considering its positive correlations with both well-being and emotion regulation among the Iranian EFL learners.

Romano, R. (2023). *Pratiques d'évaluation en FLE à travers l'implication de l'intelligence artificielle : les enjeux de l'enseignement à distance* (Phdthesis, Aix Marseille Université (AMU)). Consulté à l'adresse https://theses.hal.science/tel-04786915

L'évaluation est au cœur de nos sociétés. Tout est noté, soupesé et jaugé. Cela s'illustre souvent dans des dispositifs institutionnels et sociétaux, où l'explicabilité des mécanismes d'élaboration et de fabrication de la note, face à l'activité humaine, sujet, voire objet d'évaluation, reste, pour la plus grande partie de ses éléments constituants, floue. Notre travail a essayé de vérifier quel a été l'impact de la pandémie sur les pratiques évaluatives des enseignants italiens de Français Langue Étrangère. Plus de 700 enseignants interrogés ont évoqué la problématique de l'évaluation lors la première et de la seconde vague de pandémie, ses retombées sur les gestes professionnels et les pratiques pédago-didactiques aménagées durant et après cette expérience. La recherche se proposait aussi d'évaluer quel a été l'importance des TICE, intégrant une partie grandissante de systèmes d'intelligence artificielle (IA), dans la réalisation d'un espace-classe adapté aux besoins des élèves durant le confinement. Ces articulations, entre les pratiques d'évaluation descendantes de modèles savants, et celles plus profanes (Vial), mises en place par les enseignants pour dépasser la distance et la difficulté intrinsèque à la situation, font l'objet de notre recherche. Nous avons aussi considéré, en cherchant à évaluer leur impact sur les pratiques didactiques, la place des

émotions ressenties durant cette période, qui a bouleversé la plus grande partie des sociétés du monde entier, en modifiant profondément leurs approches à la gestion du travail en classe et des dynamiques éducatives. Finalement, l'étude montre le rôle capital de médium joué par les TICE, l'appropriation responsable et réfléchie de l'outil technique par les enseignants, leur volonté de ne pas cantonner ces instruments à des rôles ancillaires, mais de leur donner l'importance qu'ils méritent pour l'animation de la classe de langue et de la pratique pédagogique et didactique en général.

Romano, R. (2024). **Éducation civique et citoyenneté en classe de FLE. Et si on essaye avec l'IA générative ?** *Le Français dans Le Monde*, (456). Consulté à l'adresse https://amu.hal.science/hal-04787184
<div><p>Éducation civique et citoyenneté en classe de FLE. Et si on essaye avec l'IA générative ?</p><p>L'éducation civique en Italie a connu des évolutions remarquables ces dernières années, notamment avec l'introduction d'une matière spécifique en 2019, devenue obligatoire en 2020. Pour connaitre ces changements, voici les grandes lignes de la réforme.</p><p>Depuis 2019, l'éducation civique est devenue une matière à part entière dans le cursus scolaire italien, de l'école primaire jusqu'au lycée. Elle est dispensée selon des calendriers spécifiques, le nombre d'heures dépend des disciplines et des filières, et elle est notée, tout comme les autres matières. L'objectif principal de la norme de 2019 est de former des citoyens actifs et responsables, capables de comprendre les enjeux de la société contemporaine, de participer à la vie démocratique et de respecter les droits et les devoirs de chacun. :</p></div>

Sakr, A., & Abdullah, T. (2024). **Virtual, augmented reality and learning analytics impact on learners, and educators: A systematic review**. *Education and Information Technologies*, 29(15), 19913-19962. https://doi.org/10.1007/s10639-024-12602-5
Virtual and Augmented Reality technologies have emerged as promising tools in the education sector, offering new possibilities for immersive learning experiences. Many researchers have focused their research on examining the potential of these technologies in education from different perspectives. However, it was discovered that there are research gaps in current systematic reviews regarding the examination of the impact of Virtual, Augmented Reality and Learning Analytics utilization on various types of learners and educators across different educational systems, including K-12 Education, Higher Education, Vocational, and Industrial Training, in addition to the educational systems' research tendencies and their adoption of these technologies. Therefore, our study aims to address these gaps by searching various studies in Google Scholar, Scopus, and the IEEE Xplore databases. By following the PRISMA protocol, 150 research papers were selected for analysis, and our findings show that improving motivation and attention, improving learners' understanding & performance, and increasing knowledge retention are the most significant impacts on all types of learners. For educators, we found that these technologies have a prominent effect on assisting educators in teaching and training and reducing the burden. Furthermore, we discovered that Higher Education and Augmented Reality were the dominant educational system and the technology type in the selected studies. We also found that most Virtual and Augmented reality researchers preferred to use questionnaires and online surveys for data collection. We further identified that analyzing learners' traces when interacting with Virtual and Augmented Reality applications can improve learners' performance and learning experience. Our review offers valuable insights into how integrating these technologies with Learning Analytics can benefit learners and educators and how educational

institutions and industrial organizations can take advantage of adopting these technologies.

Schulten, C., & Chounta, I.-A. (2024). **How do we learn in and from Hackathons? A systematic literature review**. *Education and Information Technologies*, *29*(15), 20103-20134. https://doi.org/10.1007/s10639-024-12668-1
This paper presents an analysis of the current research landscape around hackathons and hackathon-like events as opportunities and means for learning. In particular, we aimed to explore how hackathon-like events are utilized to promote learning, what systematic approaches are used to orchestrate learning in such events, and to what extent knowledge is systematized and standardized in this context. To that end, we conducted a Systematic Literature Review following established guidelines. In this review we studied 39 research papers published over a 10-year span. Our findings indicate that no standardized setup for hackathons to promote learning and to assess learning outcomes has been investigated exhaustively. We did not find a systematic approach to reliably produce or measure learning effects in hackathons. Most of the reviewed papers relied on perceived learning for the assessment of learning. Based on the consulted literature, this does not provide comprehensive proof of positive learning outcomes from hackathons. We, therefore, conclude that additional research is needed to gather insights and consequently work toward solidifying the role of hackathons as learning tools. This work contributes to exploring the landscape and proposing research directions for capitalizing on the potential of hackathons and similar events for learning.

Scuotto, C., Triberti, S., Iavarone, M. L., & Limone, P. (2024). **Digital interventions to support morality: A scoping review**. *British Journal of Educational Psychology*, *94*(4), 1072-1090. https://doi.org/10.1111/bjep.12706
Background Morality and moral reasoning develop over the course of life, but such development may encounter obstacles. Psycho-educational interventions could be designed to improve moral reasoning and attitude towards prosociality. In the last decades, many interventions employed digital technologies ranging from multicomponent online platforms to serious games and virtual reality, making use of interactivity and immersive properties that could make moral stimuli more engaging. Aims This study aimed at reviewing the literature on digital interventions to support morality and moral reasoning, carried out with subjects of all age groups. Methods and results Two electronic databases were searched with a systematic approach, and retrieved publications were scanned by authors against inclusion criteria. Twenty-three articles were reviewed. In general, the literature describes encouraging results of digital interventions to support morality. Moreover, a huge variety of morality conceptualizations emerged across various contexts (e.g., professional, school and sports) as well as various outcome measurements (e.g., change in attitudes and change in behaviour). Conclusions Effectiveness of digital interventions may relate to immersive and interactive simulations in particular, in that they allow participants not only to learn about moral rules and principles but also to actively exercise their own morality to make decisions. Future research may build on the present scoping review to analyse specific types of interventions' effectiveness with a meta-analytical approach.

Shin, N., Choi, E., & Chang, S. (2024). **Students' attitudes towards an AI-based interview for university admissions: Scale development and intervention effects**. *Education and*

Information Technologies, *29*(15), 20055-20076. https://doi.org/10.1007/s10639-024-12649-4

This research endeavors to introduce a comprehensive scale tailored to gauge high school students' attitudes toward AI-based interviews for university admissions. Moreover, the study delves into the impact of information provisioning on students' attitudes toward AI-based interviews. The participant cohort comprised 604 high school students, who were on average 17.93 years old (S.D. = 0.80). The structured questionnaire, containing the newly formulated items, was distributed via Google Forms. In Study 1, two distinct scales were devised: the Positive Aspects of AI-based Interview Scale (PAAIS), encompassing 14 items to gauge affirmative perceptions, and the Negative Aspects of AI-based Interview Scale (NAAIS), comprising 11 items targeting adverse perceptions linked to AI-based interviews. The outcomes of exploratory factor analysis unveiled three sub-constructs composing PAAIS labeled as 'comfortable,' 'convenient,' and 'fair,' while NAAIS exhibited dimensions of 'distrustful' and 'unpleasant.' Subsequently, in Study 2, it was discerned that students' attitudes towards AI-based interviews could be influenced through exposure to pertinent information concerning advanced AI technology or the underlying rationale behind such interviews. Notably, the absence of attitude alteration with respect to the 'societal trend' element underscores the perception that the principles governing recruitment and selection within corporate domains may not be seamlessly applicable to the university entrance examination domain due to differing contextual considerations. The paper includes a discourse encompassing reflections, implications, and constraints linked to the adoption of AI-based interviews in higher education institutions.

Shwe, L. L., Matayong, S., & Witosurapot, S. (2024). **The unified difficulty ranking mechanism for automatic multiple choice question generation in digital storytelling domain**. *Education and Information Technologies*, *29*(15), 20317-20350. https://doi.org/10.1007/s10639-024-12666-3

Multiple Choice Questions (MCQs) are an important evaluation technique for both examinations and learning activities. However, the manual creation of questions is time-consuming and challenging for teachers. Hence, there is a notable demand for an Automatic Question Generation (AQG) system. Several systems have been created for this aim, but the generated questions failed to meet the requirements for student assessment effectively. Consequently, research in education technology, natural language processing, and KG development technology to support the AQG systems is still in its infancy. In this paper, the innovative integrated AQG framework for creating MCQs with difficulty levels is presented. The improved KG is first built as a source for question generation through corresponding queries. The distractors or wrong choices are generated by proposing a unified difficulty ranking mechanism, which includes the hybrid technique of WordNet-based and Linked Data (LD)-based semantic similarity together with property filtering score. Furthermore, the syntactic feature i.e. part-of-speech is utilized for the best distractors generation. The experimental results of the proposed unified difficulty ranking mechanism demonstrate an accuracy of 94% on the KG test dataset and 75% on public datasets. The accuracy of distractors' correctness is 60% on the test dataset while it is 72% on the public dataset. The results highlight the efficiency of the proposed unified difficulty ranking mechanism for automatic MCQs generation in the digital storytelling domain.

Singh, M. (2024). **Exploring the possibilities to implement metaverse in higher education institutions of India**. *Education and Information Technologies*, 29(15), 20715-20728. https://doi.org/10.1007/s10639-024-12691-2

In the context of Indian education, the emphasis transcends mere knowledge acquisition, extending to the cultivation of a profound respect for duties, values, and overall well-being. The overarching objective is to mold students into responsible global citizens, equipping them with the necessary skills and values for meaningful contributions to societies. While technological interventions offer avenues for progress in this holistic approach, exercising caution and promoting inclusivity are paramount. It is crucial to vigilantly monitor and proactively prevent any unethical practices that might deviate from the fundamental objectives of education. The emerging metaverse, notably through the eduverse application, offers immersive learning experiences. However, maintaining a clear distinction between the virtual and real worlds is essential for a balanced educational experience. The National Education Policy 2020 recognizes the integration of technology and education, underscoring its thoughtful incorporation. Educators play a pivotal role in this integration, considering contextual factors, ethical considerations, empathetic engagement, and the psychological well-being of learners. Collaborative efforts are essential to responsibly implement technology in education, ensuring meaningful outcomes for learners. A qualitative pilot study involving Generation Z learners from an Indian university underscores concerns and advocates for a mindful approach to incorporating the eduverse. While accounting perspectives across the nation are limited, this paper investigates the necessity of formulating policies for the thoughtful incorporation of technology in Higher Education within the Indian educational system. The exploration takes into account the goal of addressing disparities and meeting the diverse needs of learners in the digital age.

Singh, R., Singh, S. K., & Mishra, N. (2024). **Influence of e-learning on the students' of higher education in the digital era: A systematic literature review**. *Education and Information Technologies*, 29(15), 20201-20221. https://doi.org/10.1007/s10639-024-12604-3

The integration of digital technologies into educational practices has reshaped traditional learning models, creating a dynamic and accessible global landscape for higher education. This paradigm shift transcends geographical boundaries, fostering a more interconnected and inclusive educational environment. This comprehensive literature analysis explores the impact of e-learning on higher education students in the digital era. A meticulous review of 53 studies, sourced from reputable databases including Web of Science, Taylor & Francis, Springer Link, ProQuest, Elsevier, and Scopus, was conducted. Employing the content analysis method, the selected studies spanning from November 2012 to April 2023 were systematically examined. Predominantly utilizing quantitative methods, the studies, largely originating from the United States, China, Malaysia, and India, focused on university students. Key variables such as student engagement, perception, and academic performance were consistently employed across diverse educational settings. The synthesis of findings revealed that e-learning technologies positively impacted academic achievement, student satisfaction, and collaborative efforts. Moreover, challenges associated with technology usage and internet access were identified, which impact e-learning implementation. The study proposes further investigation through a mixed-methods approach to explore students' interactions with the educational environment while utilizing e-learning technology in institutions of higher education.

Sun, L., & Liu, J. (2024). **A gender differential analysis of educational robots' effects on primary teachers' computational thinking: Mediating effect of programming attitudes**. *Education and Information Technologies*, 29(15), 19753-19782. https://doi.org/10.1007/s10639-024-12655-6

There has been a global consensus to develop computational thinking (CT) in primary education, but the biggest obstacle to promoting CT is teachers' lack of sufficient CT. This study explored the effects of micro: bit educational robotics (MER) programming activities on primary teachers' CT and programming attitudes (PA) while considering the teachers' gender effects. We implemented a single-group pre-test and post-test experiment with 56 primary teachers in China. We also measured teachers' CT and PA levels before and after the MER activities intervention. The results showed that MER activities significantly enhanced teachers' CT and PA and had different effects on each dimension of their CT and PA. The analysis of variance by gender showed that male teachers had significantly higher overall CT and PA scores than female teachers. However, female teachers performed better on collaborative skills in CT, indicating that female teachers also have the potential to develop CT. In addition, we found the mediating effects of PA, which means that MER activities affect CT through PA. Furthermore, PA predicted CT positively, suggesting that PA could be a key factor in enhancing CT. This study clarified the mechanism of gender and PA influence on CT during the MER activities intervention, which provides references for future researchers to conduct teacher training.

Tarifa-Rodriguez, A., Virues-Ortega, J., Perez-Bustamante Pereira, A., Calero-Elvira, A., & Cowie, S. (2024). **Quantitative Indices of Student Social Media Engagement in Tertiary Education: A Systematic Review and a Taxonomy**. *Journal of Behavioral Education*, 33(4), 769-797. https://doi.org/10.1007/s10864-023-09516-6

Recent studies have evaluated the use of social media as learning aids in tertiary education. Emerging research in this area has focused primarily on non-quantitative approaches to student social media engagement. However, quantitative engagement outcomes may be extracted from student posts, comments, likes, and views. The goal of the present review was to provide a research-informed taxonomy of quantitative and behavior-based metrics of student social media engagement. We selected 75 empirical studies comprising a pooled sample of 11,605 tertiary education students. Included studies used social media for educational purposes and reported student social media engagement outcomes (source databases: PsycInfo and ERIC). We used independent raters and stringent interrater agreement and data extraction processes to mitigate bias during the screening of references. Over half of the studies (52%, n = 39) utilized ad hoc interviews and surveys to estimate student social media engagement, whereas thirty-three studies (44%) used some form of quantitative analysis of engagement. Based on this literature, we present a selection of count-based, time-based, and text-analysis metrics. The proposed taxonomy of engagement metrics resulting provides the methodological basis for the analysis of social media behavior in educational settings, particularly, for human operant and behavioral education studies. Implications for future research are discussed.

UNESCO. (2024). *Right to education: confronting inequalities by addressing privatisation, digitalisation and crisis situations: main outcomes of the fourth thematic dialogue* (p. 25). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391690

Vallerand, V., & Hamel, C. (2024). **Le développement professionnel des enseignants à et avec l'intelligence artificielle : une revue de littérature**. *Médiations et médiatisations*, (18), 43-66. https://doi.org/10.52358/mm.vi18.407

Le développement professionnel (DP) des enseignants constitue un des moyens les plus efficaces pour améliorer la qualité de l'éducation et les préparer à de nouvelles réalités (Mukamurera, 2014). Face à l'arrivée de l'intelligence artificielle (IA) générative, plusieurs anticipent la nécessité de former les enseignants pour assurer un usage responsable de cette technologie émergente tout en constituant aussi une solution pour améliorer le parcours en DP des enseignants. Cette revue de littérature cherche donc à comprendre dans quelle mesure l'IA peut valoriser le DP des enseignants. Pour ce faire, 24 articles ont été analysés à partir des 7 caractéristiques de DP des enseignants de Darling-Hammond et al. (2017). L'IA peut valoriser dans une certaine mesure les caractéristiques de DP des enseignants, mais ses effets sur la pratique des enseignants nécessitent plus d'approfondissement. Pour de futures recherches, il est recommandé d'analyser la valorisation des caractéristiques de Darling-Hammond et al. (2017) par l'IA à l'aide du modèle SAMR à savoir dans quelles mesures ces caractéristiques pourraient être (S) substituées, (A) accrues, (M) modifiées ou (R) redéfinies par l'IA et quels effets ces changements pourraient avoir sur l'agentivité des enseignants (Puentedura, 2013). , Professional development (PD) for teachers is one of the most effective ways of improving the quality of education and preparing them for new realities (Mukamurera, 2014). Faced with the arrival of generative artificial intelligence (AI), many anticipate the need to train teachers to ensure responsible use of this emerging technology while also providing a solution for improving teachers' PD pathways. This literature review therefore seeks to understand the extent to which AI can enhance teachers' PD. To this end, 24 articles were analyzed based on the 7 teacher PD characteristics of Darling-Hammond et al. (2017). AI can value teachers' PD characteristics to some extent, but its effects on teachers' practice require further investigation. For future studies, it is recommended that Darling-Hammon et al.'s (2017) characteristics be analyzed for their value through AI trained with the SAMR model in view of uncovering the extent to which such characteristics could be (S) substituted, (A) enhanced, (M) modified or (R) redefined by AI use as well as the effects such changes could have on teacher's agency. , El desarrollo profesional (DP) de los docentes constituye una de las formas más efectivas para mejorar la calidad de la educación y prepararlos para nuevas realidades (Mukamurera, 2014). Ante la llegada de la Inteligencia Artificial (IA) generativa, muchos anticipan la necesidad de formar a los docentes para garantizar un uso responsable de esta tecnología emergente al tiempo que también se presenta como una solución para mejorar el recorrido de DP de los docentes. Esta revisión bibliográfica busca, por tanto, comprender en qué medida la IA puede enriquecer el DP de los docentes. Para ello, se analizaron 24 artículos a partir de las 7 características del DP docente propuestas por Darling-Hammond et al. (2017). La IA puede en cierta medida fortalecer las características del DP de los docentes, pero sus efectos sobre la práctica docente requieren una investigación más profunda. Para futuras investigaciones, se recomienda analizar cómo la IA puede potenciar las características de Darling-Hammond et al. (2017) con ayuda del modelo SAMR, con el fin de descubrir en qué medida estas características podrían ser (S) sustituidas, (A) aumentadas, (M) modificadas o (R) redefinidas por la IA (Puentedura, 2013), así como los efectos que dichos cambios podrían tener en la agencia del docente. , O desenvolvimento profissional dos professores (DP) é uma das

formas mais eficazes de melhorar a qualidade da educação e de os preparar para novas realidades (Mukamurera, 2014). Perante a chegada da Inteligência Artificial (IA) generativa, muitos antecipam a necessidade de formar os professores para garantir uma utilização responsável desta tecnologia emergente, constituindo também uma solução para melhorar os percursos de DP dos professores. Por conseguinte, esta revisão da literatura procura compreender em que medida a IA pode melhorar o DP dos professores. Para este fim, foram analisados 24 artigos com base nas 7 características de DP dos professores de Darling-Hammond et al. (2017). A IA pode, em certa medida, valorizar as características do DP dos professores, mas os seus efeitos na prática dos professores exigem uma investigação mais aprofundada. Para investigação futura, recomenda-se que se analise a valorização das sete características de Darling-Hammond et al. (2017) pela IA, utilizando o modelo SAMR, para determinar em que medida estas características podem ser (S) substituídas, (A) aumentadas, (M) modificadas ou (R) redefinidas pela IA e quais os efeitos que estas alterações podem ter na capacidade de ação dos professores (Puentedura, 2013).

Vogel, J., & Bouhnik, D. (2024). **Prize-Based Learning in an Introductory Computer Course—A Case Study**. *European Journal of Education*, *59*(4), e12792. https://doi.org/10.1111/ejed.12792
Introduction to Computer Science is traditionally the first course that all computer science and software engineering majors take. The course introduces many problem-solving techniques which can be challenging for many freshman students. In order to mitigate some of the issues of this course, we, at the Higher Education Institute, introduced a new prerequisite course, Introduction to Programming Logic, which is a required course for all students who have not taken any previous computer science course. In the Summer Session of 2022, we included prize-based learning in one of the sections of the course. Prize-based learning is similar to both problem-based learning and project-based learning in many aspects, including the principle of student-centred learning. However, it differs with respect to the motivation for student success. This approach utilises the students' ambition to win, to encourage students to work harder and learn more both inside as well as outside the classroom.

Wang, D., Qiu, Q., Wang, L., Jiang, Y., & Ran, A. (2024). **Empowering the digital learner: Exploring the relationship between teacher support, autonomy in technology, and self-efficacy in Chinese vocational colleges**. *Psychology in the Schools*, *61*(12), 4483-4496. https://doi.org/10.1002/pits.23294
In Chinese vocational colleges, students often avoid classroom challenges and lack persistent academic engagement. This was perceived as a deficiency in self-efficacy and a need for greater teacher–student engagement. The rapid advancement of information technology in educational contexts indicates that the dynamics among teacher support, technological autonomy, and self-efficacy will become crucial for learning outcomes. Hence, this study explored the relationship between teacher support and student self-efficacy, focusing on the mediating role of student autonomy in technology. A questionnaire survey administered to 606 first-year students was analyzed using Pearson's correlation coefficient and Process V3.3. The results showed that teacher support and student self-efficacy were moderately positively correlated ($r = .464$, $p < .01$). However, technological autonomy appeared to be significantly positively correlated with teacher support ($r = .368$, $p < .01$) and self-efficacy ($r = .515$, $p < .01$). The results highlight the instrumental role of teacher support in enhancing student self-efficacy and

the important role of technological autonomy as a mediating factor. These findings confirm the need for continuing social support and interactive roles between teachers and students to enhance student self-efficacy in higher education. Furthermore, technology should be leveraged to foster a conducive learning environment.

Wang, X., & Li, P. (2024). **Assessment of the Relationship Between Music Students' Self-Efficacy, Academic Performance and Their Artificial Intelligence Readiness**. *European Journal of Education*, 59(4), e12761. https://doi.org/10.1111/ejed.12761
In recent years, the intersection of self-efficacy and technological readiness has become increasingly relevant in educational research, particularly within specialised fields like music education. Understanding how these factors interplay can offer valuable insights into enhancing educational practices and fostering academic achievement among music students. This study investigates the relationship between music students' self-efficacy, academic performance and artificial intelligence (AI) readiness within the context of Chinese Music education. Adopting a random sampling method, the researchers distributed questionnaires to 1082 Chinese music students to assess their self-efficacy, academic performance and AI readiness. Utilising SPSS (version 27) and AMOS (version 24) for data analysis, the researchers explored the statistical relationships among these variables. The findings indicate that a significant 63% of variations in students' academic performance can be explained by the combined influence of self-efficacy and AI readiness. This highlights a strong relationship between these factors and students' overall success in their professional pursuits. Specifically, students' self-efficacy uniquely predicts 52% of changes in academic performance, emphasising the importance of self-belief in academic achievement, whereas their AI readiness uniquely predicts 60% of changes in academic performance, showcasing the critical role of technological fluency in driving academic success. These results provide valuable insights into the interconnected dynamics of self-efficacy, academic performance and AI readiness among Chinese music students. The study underscores the significance of confidence, technological proficiency and their impact on students' educational trajectories, offering implications for enhancing educational practices and fostering student success in the context of music education.

Wang, X.-M., Yu, D.-D., Yu, X.-H., Hwang, G.-J., & Li, F. (2024). **Impacts of augmented reality-supported STEM education on students' achievement: A meta-analysis of selected SSCI publications from 2010 to 2023**. *Education and Information Technologies*, 29(15), 20547-20585. https://doi.org/10.1007/s10639-024-12641-y
Augmented reality (AR) technology has potential advantages for application in STEM education. However, existing relevant studies lack a comprehensive quantitative analysis of the impact of AR on student achievement in STEM education. In this study, a meta-analysis of 33 studies published in eight SSCI journals of educational technology between 2010 and 2023 found that AR had a moderate impact (ES = 0.586) on student achievement in STEM fields, and the overall impact tended to increase gradually over time across years. Analysis of the six moderator variables revealed that AR had a more positive effect on student achievement in science and math, and that its intervention effects were better in primary and lower secondary education. The positive effects of AR were better with the integration of tablet and smartphone-like mobile devices. AR was predominantly multimedia-based in presenting STEM-related content, but integration of other pedagogical approaches had the potential to achieve better results. AR had the strongest contribution to student STEM achievement when the duration of the experiment

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was 1 week-1 month. In informal environments, AR was more effective in terms of intervening in student achievement in STEM education. Finally, this study offers some suggestions for future research and application of AR in STEM education.

Xia, X., & Qi, W. (2024). **The construction of knowledge graphs based on associated STEM concepts in MOOCs and its guidance for sustainable learning behaviors**. *Education and Information Technologies*, 29(15), 20757-20794. https://doi.org/10.1007/s10639-024-12653-8

The full implementation of MOOCs in online education offers new opportunities for integrating multidisciplinary and comprehensive STEM education. It facilitates the alignment between online learning content and learning behaviors. However, it also presents new challenges, such as a high rate of STEM dropouts. Many learners struggle to establish effective learning behaviors and fail to complete the entire learning process. This study focuses on analyzing a vast amount of MOOCs learning behavior instances and proposes a knowledge graph-based analysis and prediction model that is centered around associated STEM concepts. The objective is to provide key insights for fostering sustainable and efficient learning behaviors. By constructing a heterogeneous information network, analyzing and learning from key concepts and their relationships by the improved graph convolution neural networks, and employing adaptive recommendations based on the course-concept matrix, it is possible to generate knowledge graphs from extensive learning behavior instances, both within single course and across multiple courses. This approach accurately captures learning behavior patterns and provides guidance for effective learning paths. The data analysis process and predictive results demonstrate that the knowledge graph can effectively guide learning behaviors and enhance learning outcomes. This research offers technical support and a decision-making foundation for optimizing interdisciplinary learning process within MOOCs for STEM education. It showcases strong innovation and practicality.

Xu, J., & Li, J. (2024). **Effects of AI Affordances on Student Engagement in EFL Classrooms: A Structural Equation Modelling and Latent Profile Analysis**. *European Journal of Education*, 59(4), e12808. https://doi.org/10.1111/ejed.12808

Various AI technologies have been extensively introduced in language learning, showing positive impacts on students' learning, especially on their classroom-based engagement. Yet, AI's comprehensive affordances as well as influences across different cohorts of student engagement remain underexplored. Given this, the current study, employing structural equation modelling (SEM), delineated the factor structures and predictive relationships of AI affordances and student engagement. Besides, to clarify the variations across different engagement subgroups, the study also explored latent profiles of student engagement and their moderating effects through latent profile analysis (LPA). SEM and LPA were conducted using AMOS 23 and Mplus 8, respectively. The participants comprised 408 undergraduate students from various universities in China, who have engaged in English as a Foreign Language (EFL) learning within AI-empowered classroom environments. Factor analysis indicated that both AI affordances and student engagement exhibited two second-order factor structures. AI affordances were categorised into four dimensions: convenience, interactivity, personalisation and social presence. Student engagement was also divided into four dimensions: cognitive, behavioural, emotional and social engagement. Additionally, AI affordances significantly affected student engagement, with this impact being moderated by

different student engagement profiles. Student engagement was segmented into three sub-groups: non/low engagement, high engagement and moderate engagement. Therein, AI affordances showed a notable effect on the non-/low engagement group. These findings provide a solid foundation for future research in the integration of AI technologies with language learning.

Xu, X., Li, Z., Hin Hong, W. C., Xu, X., & Zhang, Y. (2024). **Effects and side effects of personal learning environments and personalized learning in formal education**. *Education and Information Technologies*, 29(15), 20729-20756. https://doi.org/10.1007/s10639-024-12685-0
This review provides a critical assessment of Personal Learning Environments (PLEs) and personalized learning within formal education by juxtaposing their beneficial effects against the potential issues that could impede their effective use. Through meticulous screening and reviewing procedures, 53 articles were thematically analyzed and the main findings were visualized and discussed. The absence of a consistent definition for PLEs emerges as a significant barrier to effective implementation, creating varied expectations among education professionals. Other key challenges include the digital literacy required of educators, the shift towards self-regulated learning frameworks, and the resource constraints that impact equitable access to PLEs. Additionally, the review addresses ethical dilemmas related to data privacy and the limited role of PLEs in cultivating skills beyond academic achievement, such as creativity and communication. The findings are pivotal for educational stakeholders, providing an in-depth view of the complexities associated with PLEs and informing the creation of strategic approaches and policy measures that seek to enhance learning experiences while mitigating foreseeable challenges.

Xue, Y. (2024). **Towards automated writing evaluation: A comprehensive review with bibliometric, scientometric, and meta-analytic approaches**. *Education and Information Technologies*, 29(15), 19553-19594. https://doi.org/10.1007/s10639-024-12596-0
The new era of generative artificial intelligence has sparked the blossoming academic fireworks in the realm of education and information technologies. Driven by natural language processing (NLP), automated writing evaluation (AWE) tools become a ubiquitous practice in intelligent computer-assisted language learning (CALL) environments. Based on the self-set corpus of the plain text file encompassing 1524 documents from the Web of Science core collection, the current study adopts quantitative and qualitative methods and integrates bibliometric, scientometric, and meta-analytic approaches aiming to comprehensively review automated writing evaluation (AWE) over fifteen years from 2008 to 2023. Feedback literacy is the theoretical framework of automated written corrective feedback (AWCF). Through VOSviewer, this study bibliographically visualized AWE-relevant keywords, documents, authors, organizations, and regions at a macro level. Science mapping analysis (SMA), mapping knowledge domain (MKD), and author co-citation analysis (ACA) are the theoretical foundations of visualization on VOSviewer. Through Stata/SE 16 and SPSS 29, this study meta-analytically investigated moderator effects of various AWE tools, feedback types, intervention duration, target language learners, educational levels, genres of writing, regions, document types, and publication year at a micro level. It is concluded that AWE tools could facilitate writing proficiency at a statistical significance level (SMD = 0.422, p < 0.001) based on 29 experimental studies. The findings illuminate

future research directions and provide heuristic implications for practitioners, researchers, and AWE technology developers.

Yang, Y. (2024). **Understanding machine translation fit for language learning: The mediating effect of machine translation literacy**. *Education and Information Technologies*, *29*(15), 20163-20180. https://doi.org/10.1007/s10639-024-12650-x
The use of machine translation has become a topic of debate in language learning, which highlights the need to thoroughly examine the appropriateness and role of machine translation in educational settings. Under the theoretical framework of task-technology fit, this explanatory case study set out to investigate the predictive role of machine translation fit, based on questionnaire responses obtained from a sample of 500 Chinese university EFL learners. Structural Equation Modeling approach was used to address the relationship between machine translation fit and learning performance, as well as the impact of technology and task characteristics on machine translation fit. The mediating role of machine translation literacy was further investigated in these relationships. The results showed that machine translation fit had a significant positive effect on learning performance. Both technology and task characteristics positively impacted machine translation fit. Meanwhile, machine translation literacy mediated the relationship between task characteristics and machine translation fit, but not technology characteristics and machine translation fit. This study has highlighted the significance of machine translation fit for language learning, providing suggestions and implications for integrating machine translation into language instructional practices.

Yılmaz, S. S., Collins, A., & Ali, S. A. (2024). **Evaluating Higher Education Performance via Machine Learning During Disruptive Times: A Case of Applied Education in Türkiye**. *European Journal of Education*, *59*(4), e12805. https://doi.org/10.1111/ejed.12805
In response to the COVID-19 pandemic, an abrupt wave of digitisation and online migration swept the higher education institutions around the globe. In the aftermath of this digital transformation which endures as the legacy of the pandemic, what lacks in knowledge is how effective the anti-COVID measures were in maintaining quality education. Using machine learning to analyse student grades as a proxy for educational standards, this study investigates and demonstrates the evaluative potential of machine learning (vs. traditional statistics) with respect to not only crisis responses in education but also applied studies such as Information Systems and Tourism. Main implication of this study is the analytical utility of machine learning even when educational data are irregular and small. However, incorporating accurate and meaningful data points into the existing online educational systems is crucial to leverage this utility of machine learning.

Yue, M., Jong, M. S.-Y., & Ng, D. T. K. (2024). **Understanding K–12 teachers' technological pedagogical content knowledge readiness and attitudes toward artificial intelligence education**. *Education and Information Technologies*, *29*(15), 19505-19536. https://doi.org/10.1007/s10639-024-12621-2
Artificial intelligence (AI) education is increasingly being recognized as essential at the K–12 level. For better understanding teachers' preparedness for AI education and effectively developing relevant teacher training programs, teachers' technological pedagogical content knowledge (TPACK) readiness and attitudes toward AI teaching must be determined. However, limited research has been conducted on this topic. To address this research gap, we recruited 1,664 K–12 teachers to obtain a comprehensive

view of teachers' readiness for and attitudes toward teaching AI in K–12 classrooms. These teachers differed in terms of their gender, teaching subject, teaching grade, teaching experience, and experience in teaching AI. The findings of this study indicated that a substantial gap exists in the AI-related content and technological knowledge of the recruited teachers. Moreover, intriguing relationships were found between the teachers' pedagogical knowledge, content knowledge, and attitudes toward teaching AI. The effects of demographic factors on the teachers' TPACK and attitudes were also examined. On the basis of the findings of this study, recommendations were formulated for developing effective teacher professional development programs in the field of AI education.

Yuniarti, N., Rahmawati, Y., Anwar, M., Al Hakim, V. G., Hidayat, H., Hariyanto, D., … Wang, J.-H. (2024). **Augmented reality-based higher order thinking skills learning media: Enhancing learning performance through self-regulated learning, digital literacy, and critical thinking skills in vocational teacher education**. *European Journal of Education*, *59*(4), e12725. https://doi.org/10.1111/ejed.12725
Preparing high-quality graduates is a pressing challenge in teacher education, particularly among vocational high school graduates in Indonesia who face elevated unemployment rates. This experimental study explores the impact of integrating augmented reality (AR) and higher order thinking skills (HOTS) into vocational teacher education, empowering future educators with essential skills to meet evolving educational demands. The proposed learning media served to assist students in better comprehending abstract content through HOTS-based learning activities, improving subject mastery. We investigated the effects of AR-based HOTS learning media on learning performance based on self-regulated learning, digital literacy, and critical thinking, using a mixed-method research design with 241 participants. Our results demonstrate a positive impact on these factors, underscoring the significance of effective AR-based learning tools in enhancing the quality of vocational teacher education.

Zhao, G., He, H., Di, B., & Guo, Q. (2024). **BC-DERCP: Blockchain-based copyright protection mechanism for digital educational resources**. *Education and Information Technologies*, *29*(15), 19679-19709. https://doi.org/10.1007/s10639-024-12612-3
With the rapid development of information technology, various online education platforms support the sharing of digital educational resources. Because digital educational resources are simple to duplicate and disseminate quickly, there exists copyright infringement, which threatens the interests of copyright owners. In addition, the existing digital education resource copyright protection solutions have the problems of privacy disclosure of copyright owners, lack of multidimensional copyright evidence, lack of credible infringement tracking method, resulting in the lack of high-quality resources, lack of creative enthusiasm, and increasing infringement phenomenon. To solve the above problems, we propose a blockchain-based digital education resource copyright protection mechanism BC-DERCP. Firstly, we propose a digital educational resources secure storage method, which can store encrypted user privacy information and multi-dimensional resource copyright information in the blockchain, ensuring the originality of resources, and protecting the privacy and digital copyright of copyright holders. Secondly, we propose a digital educational resources collaborative verification method, which uses consortium Blockchain nodes to coordinate the supervision of copyright infringement and provide strong evidence for rights protection. Finally, a novel

blockchain-based digital education resource copyright protection platform is realized, and we conduct multi-dimensional experiments on the performance of the system and use both quantitative and qualitative methods to investigate learners' acceptance of the system. The experimental results show that the system is better than the existing digital education resource copyright protection system. The participants hold that the proposed system has good performance, which can ensure copyright security and improve the initiative of learners to create resources.

Zhou, C., & Hou, F. (2024). **Can AI Empower L2 Education? Exploring Its Influence on the Behavioural, Cognitive and Emotional Engagement of EFL Teachers and Language Learners**. *European Journal of Education*, *59*(4), e12750. https://doi.org/10.1111/ejed.12750
Artificial intelligence (AI) is transforming L2 education, yet its specific impacts on English as a foreign language (EFL) teachers and language learners' engagement remain understudied. To address this deficiency, this study, grounded in Fredricks, Blumenfeld, and Paris's (Review of Educational Research, 74, 109) three-dimensional engagement model, explored the impacts of AI on the behavioural, cognitive and emotional engagement of EFL teachers and language learners through semi-structured interviews with 24 EFL teachers and 38 college language learners, followed by a thematic analysis with MAXQDA to uncover the effectiveness of AI. The study found that behavioural engagement showcased the integration of AI tools, highlighting increased frequency of use and their practical applications in enhancing language acquisition tasks. Cognitive engagement was marked by the recognition of AI capacity to augment teaching strategies and learning processes, although it also surfaced concerns about the potential overreliance on technology. Emotional engagement reflected a complex interplay of attitudes, with most informants viewing AI positively but acknowledging concerns about job displacement, and its impacts on emotions of students and teachers as well as the relations between them. The study concluded that while AI held promise for L2 education, the integration must consider its limitations and ethical implications. The research provided valuable insights for educators, learners, technology developers and policymakers, encouraging innovative practices and informed decision-making in L2 education.

Zhou, R., Li, Y., He, X., Jiang, C., Fang, J., & Li, Y. (2024). **Understanding undergraduates' computational thinking processes: Evidence from an integrated analysis of discourse in pair programming**. *Education and Information Technologies*, *29*(15), 19367-19399. https://doi.org/10.1007/s10639-024-12597-z
Computational thinking (CT), as one of the key skills in the twenty-first century, has been integrated into educational programming as an important learning goal. This study aims to explore CT processes involved in pair programming with the support of visual flow design. Thirty freshmen participated, working in pairs to solve two programming problems. Their discourses were recorded, transcribed, and coded based on a CT framework encompassing cognitive, practical, and social perspectives. Both quantitative and qualitative methods were applied to analyze the data. In particular, Epistemic Network Analysis (ENA) was applied to explore the patterns of their CT processes. The findings revealed that social perspectives emerged the most frequently in all pairs' discourses. The high-level groups (HLGs) focused more on practical and social perspectives whereas the low-level groups (LLGs) emphasized more on cognitive perspectives. The ENA networks revealed that social perspectives mostly centered

around cognitive perspectives for all pairs with CT process patterns in HLGs crossing the three perspectives more frequently. In addition, HLGs exhibited a more complicated and developmental trend in solving the two problems, while LLGs displayed a relatively similar CT pattern. The current study provides insights into the design and implementation of collaborative learning activities in educational programming.

Orientation scolaire et professionnelle

Arnup, J. L., Black, N., & Johnston, D. W. (2024). **Expecting less in hard times: How the state of the economy influences students' educational expectations**. *Economics of Education Review*, *103*, 102606. https://doi.org/10.1016/j.econedurev.2024.102606
Students' realistic aspirations about their educational attainment (expectations) are predictive of their efforts, actions, and future outcomes. Limited evidence suggests these expectations are affected by the macroeconomy; however, the direction is ambiguous. We combine seven waves of Programme for International Student Assessment (PISA) data to examine this relationship in 38 OECD countries. Using within-country fixed-effect regressions, we find students have significantly lower educational expectations when GDP growth is low or negative. Assessing the heterogeneity of these relationships, we find that the expectations of students with below-average reading skills or who attend non-metropolitan schools are most strongly affected by the state of the economy. The results also suggest that when GDP growth is weak, students are significantly more likely to complete zero homework and arrive late to school, are less likely to participate in extracurricular academic programs, and expect lower labour market returns to completed education.

Café pédagogique. (2024, novembre 22). **Orientation : que peut-on faire avec la plateforme Avenir(s) de l'ONISEP ?** Consulté 22 novembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/11/22/orientation-que-peut-on-faire-avec-la-plateforme-avenirs-de-lonisep/
« S'orienter cela s'apprend » dit Frédérique Alexandre-Bailly, la directrice générale de l'Onisep. L'orientation est une préoccupation majeure et partagée par les familles, les équipes pédagogiques et les élèves. Elle est un

European Centre for the Development of Vocational Training. (2024). **Suivi et évaluation des systèmes d'orientation tout au long de la vie dans l'ensemble de l'Europe**. *Note d'information CEDEFOP*, (9196), 1-6. Consulté à l'adresse https://data.europa.eu/doi/10.2801/903819
Les parcours d'apprentissage et de carrière traditionnels sont remplacés par des parcours plus dynamiques, plus hétérogènes, et des emplois plus courts. L'évolution rapide et la complexité accrue des contextes d'apprentissage et de travail ont pour effet d'attirer davantage l'attention sur la formation continue et la mobilité individuelle, ce qui fait de l'orientation tout au long de la vie un élément cardinal. La qualité, la réactivité et la durabilité des systèmes et services d'orientation qui s'adressent aux citoyens sont primordiales. La collecte d'informations sur ce qui fonctionne le mieux est essentielle pour concevoir des services d'orientation globaux pour les individus et le marché du travail.

Evans, C. (2024). **Care experienced students' transitions to university: learning identities, prior educational experiences and socio-cultural contexts**. *British Journal of Sociology of Education*, 45(7-8), 1059-1073. https://doi.org/10.1080/01425692.2024.2392148

Care experienced students are one of the most under-represented groups in higher education (HE) in the UK. Research in this field has sought to understand why some care experienced young people successfully transition to higher education and achieve good outcomes in it, despite experiencing considerable adversities and inequalities. To date, there has been scant detailed attention to the role of students' wider social contexts in their transitions to university. Drawing on the voices of 14 care experienced students and graduates from UK universities, the paper highlights the role of their learning identities and social and cultural capitals and resources in their transitions to HE. The data provides an opportunity to critique individualising accounts of successful transitions to HE which have foregrounded notions of resilience or self-determination, by highlighting the role of wider social circumstances in care experienced students' higher education decisions and transitions.

Favergeat, G. (2024). *Motivation et choix d'orientation des apprenants des lycées agricoles. Construction-validation d'une Échelle de Mesure des Attentes de Résultat et étude des influences de leurs dimensions sur les choix d'orientation.* (Phdthesis, Université jean Monnet). Consulté à l'adresse https://hal.science/tel-04764230

Cette étude doctorale vise la construction et la validation d'une Échelle de Mesure des Attentes de Résultat. La psychologie de l'orientation envisage aujourd'hui la prise en compte des intersubjectivités comme une heuristique d'étude en mesure d'accompagner une meilleure compréhension des processus de construction des choix d'orientation. La Théorie Sociale Cognitive appliquée à l'Orientation Scolaire et Professionnelle pose les attentes de résultat comme des déterminants majeurs des choix d'objectifs et d'actions qui mènent les apprenants-décideurs à un résultat atteint au sein d'un domaine donné de formation. Cette recherche vise la caractérisation de ce concept d'attentes de résultat, ainsi que l'étude des effets motivationnels de ses dimensions sur les choix d'orientation. Dépassant l'unidimensionnalité de l'efficacité personnelle, ce concept intégratif des influences des contextes sociaux proches retranscrit les multiples dimensions de valeur que le soi donne à ses comportements et à leurs résultats. Menée sur une population d'apprenants du secondaire des filières technologiques et professionnelles des lycées agricoles, cette étude propose d'envisager les choix d'orientation déterminés par les dimensions des attentes de résultat : efficacité attendue du soi et de ses comportements, ainsi qu'utilité attendue de leurs résultats. Sur les traces des approches psychologiques de l'orientation et de la motivation, et à partir de l'actualisation méthodologique du paradigme de Churchill, les résultats de cette étude montrent que les dimensions caractérisées des attentes de résultat entretiennent des relations d'influences entre elles et participent à la détermination des choix d'orientation exprimés par les apprenants sondés.

Finger, C., Solga, H., & Elbers, B. (2024). **Social inequality in admission chances for prestigious higher education programs in Germany: do application patterns matter?** *European Sociological Review, 40*(6), 1013-1029. https://doi.org/10.1093/esr/jcae024

Research has shown that admission to prestigious higher education programs varies by students' socio-economic status (SES). Access to these programs is characterized by high competition and often rather complex admission procedures. Thus, access may depend not only on students' performance and decisions to apply but also on their application

patterns: Where and how they apply, which may vary by social background due to differences in educational achievement, aspirations, and constraints. Using applications to highly prestigious medical programs in Germany, we examine whether admission chances are socially selective even among the positively selected group of applicants, and whether this is due to SES differences in application patterns or performance. Based on complete application register data, we identify application patterns through cluster analysis. We then used the resulting cluster model to predict cluster membership in the 2018 applicant cohort, for which we collected survey data with information on applicants' SES, preferences, and motivations. We find that application patterns vary primarily by applicants' performance (grades and test scores) and SES-specific geographic constraints. However, our multivariate analyses on admission chances show that application patterns do not mediate SES differences in admission chances. Instead, these differences are entirely due to SES differences in applicants' performance.

Herdman, P., Mann, A., Burke, A., & Signoret, P. (082024). ***Innovation in career pathways across five countries***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/innovation-in-career-pathways-across-five-countries_742bcd05-en
Ce document porte sur les programmes d'apprentissage « Career Pathways » dispensés dans l'enseignement secondaire, qui permettent aux élèves d'explorer un domaine d'intérêt professionnel tout en gardant ouvertes leurs options pour l'avenir. L'étude examine l'innovation dans le développement du programme dans cinq pays (Australie, Canada, Nouvelle-Zélande, Écosse et États-Unis) depuis 2010. Si, historiquement, la participation à ces parcours professionnels a été fortement associée à de meilleurs résultats en matière d'emploi, les évaluations ont mis en évidence d'importants défis liés à leur mise en œuvre à grande échelle.

Huang, M., Xu, S., Guo, T., Ni, Y., & Xu, Y. (2024). **Impact of Entrepreneurship Education on the Entrepreneurial Intention of Higher Vocational Students: A Moderated Mediation Effects Model**. *European Journal of Education*, *59*(4), e12775. https://doi.org/10.1111/ejed.12775
Entrepreneurship education is pivotal in augmenting entrepreneurial propensity among students in higher vocational institutions, facilitating the emergence of tangible innovative and entrepreneurial activities. However, research on the effects of various entrepreneurial education models on students' entrepreneurial intentions is limited. This study introduces a moderated mediation model to investigate the intricate mechanisms and contextual conditions under which different educational approaches influence students' entrepreneurial intentions in higher vocational settings. Data from 1197 students from diverse disciplinary backgrounds were analysed using a survey methodology. The findings reveal that both the theoretical and practical components of entrepreneurship education positively influence students' entrepreneurial intentions. Specifically, the effect of entrepreneurship education on these intentions is mediated by enhanced creativity. This study reveals that the social environment plays a dual role; it positively moderates the relationship between theoretical entrepreneurship education and entrepreneurial intention, implying that a supportive social context amplifies the effectiveness of theoretical education. Conversely, a favourable social environment attenuates the impact of practical entrepreneurship education on students' entrepreneurial intentions. This study offers novel insights for vocational colleges, aiming to not only bolster students' entrepreneurial intentions but also enrich the understanding

of the processes and mechanisms underlying the formation of such intentions in a vocational education context.

Mitic, Zhou, & Okahana. (2024). **Socializing Future Community College Faculty Doctoral Professional Development and Career Preparation**. *Community College Journal of Research and Practice*, *48*(12), 789-805. https://doi.org/10.1080/10668926.2023.2256238
This study provides empirical evidence that PhD graduates working at community colleges feel less prepared than their counterparts employed in research universities. In addition, we find that perceptions of skills related to research are not predictive of feelings of job preparation for community college faculty. We offer recommendations for doctoral programs to better prepare future faculty for roles outside of the research university that combine research and interpersonal skills. We argue that there is a misalignment between PhD training and community college faculty preparation and that this training should be not considered a zero-sum game between research and all of the skills required to be an effective teacher, advisor, mentor, and college/university citizen. We also discuss the problematic discourse surrounding PhD professional development that fails to account for the diverse needs of the professoriate.

Moiteaux, B. (2024). **Parcoursup 2024 : les propositions d'admission dans l'enseignement supérieur**. *Note Flash du SIES*, (2024-28), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/parcoursup-2024-les-propositions-d-admission-dans-l-enseignement-superieur-97760
La campagne Parcoursup 2024 s'est caractérisée par une hausse des candidats inscrits sur la plateforme et une accélération des premières propositions reçues.

Nachman, Maldonado, Hartman, & Deal. (2024). **How Career Coaches Employed by Community Colleges Shape Students' Postsecondary and Professional Pathways in North Carolina Public High Schools**. *Community College Journal of Research and Practice*, *48*(12), 773-788. https://doi.org/10.1080/10668926.2023.2238646
Community colleges have long responded to local workforce needs through assembling programming and alliances aimed at reducing workforce gaps while concurrently training the next generation of industry professionals. The emergence of the North Carolina Community College System's NC Career Coach Program, stemming from North Carolina General Statute 115D–21.5, is one such illustration. Through situating career coaches – community college staff – in local high schools to provide students with resources and opportunities for academic and professional growth, the NC Career Coach Program is meeting the needs of the state and its stakeholders. The purpose of this study is to explore how North Carolina career coaches use career capital to support high school students' career and college goals. This study proposes a conceptual framework grounded in social and career capital. Adopting a qualitative case study approach, we drew on surveys, interviews, focus groups, and documents to understand how coaches serve students in their professional and/or postsecondary pursuits. Findings indicate that career coaches serve as a connector among students, the college, and industry employers, forming relationships with each group, and importantly, developing trust with students and their families to support students' college and career goals. In so doing they bolster students' social and career capital, as well as honor the NC Career Coach Program's mission to serve under-resourced communities across the state. Finally, we offer implications for research and practice that highlight the capacity of community

college career coaches to support high school students with career and college objectives.

Taylor. (2024). **Readability and Higher Education Access: Exploring Community College Admissions Information on Websites**. *Community College Journal of Research and Practice*, *48*(12), 806-812. https://doi.org/10.1080/10668926.2024.2386674
Although United States community college enrollment rose in Fall 2023, the community college sector as a whole has contracted by 37% since 2010, representing over 2.6 million students. As a result, community college practitioners, specifically, those working in admissions and enrollment management should ensure that admissions instructions are simple enough so that students can read and comprehend how to apply for admission to community college. However, research at the four-year institutional level has found that admission information for prospective students is complex, often written above the 14th-grade English reading comprehension level. Here, this study gathered admissions application instructions from 949 community colleges in the United States to evaluate the grade-level readability of these instructions. The results suggest that the average readability level of community college admission information is near the 14th-grade level, with negligible differences between institutional sectors. Implications for practice and community college student access are addressed.

Politique de l'éducation et système éducatif

ActionAid International. (2024). *Dear Ministers of Finance - This is how you can transform the financing of Education!* Consulté à l'adresse ActionAid International website: https://actionaid.org/publications/2024/dear-ministers-finance-how-you-can-transform-financing-education
The real power over decisions on the financing of education tends to lie with Ministers of Finance more than Ministers of Education.

African Union Commission (AUC), International Labour Organization (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO), & United Nations Office of the Special Adviser on Africa (OSAA). (2024). *STEM Education for the Fourth Industrial Revolution (4IR) in Africa with a Focus on Generating Decent Jobs for Africa's Youth*. Consulté à l'adresse United Nations website: https://www.un.org/osaa/sites/www.un.org.osaa/files/files/documents/2024/publications/ads2024_policybrief1.pdf

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

Al-Dababneh, K. A., & Al-Zboon, E. K. (2024). **Development of special education in Jordan as a model: Reality and challenges**. *Journal of Research in Special Educational Needs*, *24*(4), 1128-1147. https://doi.org/10.1111/1471-3802.12700

Special education plays a critical role in ensuring equal educational opportunities for individuals with diverse learning needs. In the context of Jordan, the development of special education has made significant progress over the years, reflecting the country's commitment to inclusivity and diversity, with notable efforts from the government and various stakeholders to enhance the inclusivity and accessibility of education for students with disabilities (SWDs). This scoping review aims to explore the reality of special education development in Jordan, and identify the challenges faced in implementing an effective model. By conducting a comprehensive literature search, analysing relevant government and non-government reports and studies, this research aims to shed light on historical context, policies, progress made, practices and highlight existing challenges and gaps, and propose potential solutions to enhance special education practices in the field of special education in Jordan. This study emphasizes the importance of continuous improvement and implementation of effective strategies to enhance education services for SWDs in the country. By exploring relevant literature, this research also intends to create a roadmap for policymakers and stakeholders to enhance special education services in Jordan and promote a more supportive environment for learners with diverse needs.

Aldighrir, W. M. (2024). **Crisis Management in Saudi Arabian Universities: Evaluating Plans, Challenges and Obstacles Through a Cross-Sectional Study**. *European Journal of Education*, *59*(4), e12767. https://doi.org/10.1111/ejed.12767
This study aimed to evaluate the crisis management plans in Saudi Arabian universities by identifying key challenges and obstacles. A cross-sectional study was conducted among 473 faculty members. The participants completed a survey that included the university campus's existing crisis management plans, educational leaders' challenges in implementing effective crisis management, and a socio-demographic checklist. Confirmatory factor analysis revealed that there are three critical areas that need attention: comprehensive crisis plans, designated crisis management teams, and regular drills and exercises. The model yielded a χ2 value of 236.18 with 84 degrees of freedom (df), resulting in a statistically significant outcome (p < 0.001). Among the key challenges and obstacles affecting crisis management performance in educational centres, as identified by faculty members, ensuring effective coordination and communication between different departments and stakeholders within the university, conducting regular evaluations and drills to test the crisis management plan's effectiveness and identify areas for improvement, and coping with emerging or evolving threats that require constant updates and adaptations to the crisis management plan need more attention, with factor load values of 0.92, 0.90 and 0.84, respectively. The findings indicated that, although universities had well-documented crisis management plans and designated teams, significant gaps remained in their implementation, coordination and regular evaluation. The study underscored the importance of establishing robust communication frameworks, improving coordination among departments and stakeholders, and ensuring continual updates to crisis management plans. Finally, the study contributes to the literature by providing insights into the current state of crisis management in Saudi Arabian universities and offering practical recommendations for enhancing preparedness and resilience in the face of crises.

Al-Maghrabi, M. A., Marissa, D. N., & Chaudhry, A. (2024). **Developing a flexible learning model for an applied science college and institute in Saudi Arabia: A conceptual**

articulation. *International Review of Education*, *70*(5), 795-818. https://doi.org/10.1007/s11159-024-10073-x

This conceptual article aims to develop a flexible learning model for an applied science college and institute in Saudi Arabia. Although Saudi Arabia has witnessed a significant revamp of its education policies and practices as part of its Vision 2030 and Human Capability Development Program (HCDP), there remains room for developing a fully integrated and comprehensive framework to support lifelong learning at the post-secondary level. In the absence of a unified ecosystem for flexible learning pathways (FLP), and in view of the urgent need for Saudi higher education institutions to move forward in the current policy landscape, the authors of this article designed an FLP model which can be implemented at intra- and inter-institutional levels. Using a non-empirical approach, this conceptual articulation evolved from: (a) a literature review of best practices of FLP around the world; (b) alignment of learning pathways with the Saudi national qualifications framework; and (c) analysis of policies, regulatory frameworks and other enabling instruments within the applied science college and institute itself. The integration of these sources resulted in a six-level system of certification pathways which include a multiple entry and exit system, recognition of prior learning, flexible curriculum, delivery mode and pace, as well as a work-based experience and continuous education programme. The authors hope that this initial model will serve as a springboard for further in-depth articulation of competencies and partnership agreements with local and national industries, as well as with other non-formal learning providers who wish to implement scalable FLP from the ground up.

Andrade, A. E., Padilla, L., & Carrington, S. J. (2024). **Educational spaces: The relation between school infrastructure and learning outcomes**. *Heliyon*, *10*(19). https://doi.org/10.1016/j.heliyon.2024.e38361

Arce-Trigatti, P., Henrick, E., Schmidt, D., & Wright, K. (2024). **Broadening our Understanding of how Research-Practice Partnerships Support Educational Improvement and Equitable Transformation**. *Peabody Journal of Education*, 99(3), 251-258. https://doi.org/10.1080/0161956X.2024.2358696

Arowosegbe, J. O. (2023). **African universities and the challenge of postcolonial development**. *Africa*, *93*(5), 591-614. Consulté à l'adresse https://www.cambridge.org/core/journals/africa/article/african-universities-and-the-challenge-of-postcolonial-development/BC750B3CE75DF36A3FE565C943CC405D

Largement ignoré par la littérature sur ce sujet, l'intérêt récent porté au sort de la liberté académique en Afrique est lié aux inquiétudes partagées concernant la nature explosive des crises sociétales. L'effondrement de l'intégration politique et de la cohésion sociale, le déclin de la société civile et l'implosion des conflits, la montée des régimes populistes non développementaux autoritaires sur fond d'extrême pauvreté, et la détérioration des conditions matérielles sont tous des indicateurs majeurs de ces crises. Ces dernières sont le plus clairement illustrées dans les universités où les contraintes financières, l'effondrement de l'infrastructure, la fuite massive des cerveaux et les relations tendues avec l'État sont autant de freins à la production des savoirs. Cet article s'intéresse à la trajectoire des universités en Afrique postcoloniale. Centré sur les universités publiques nationales du Nigeria, il explique les changements et les continuités qui soulignent leur efficacité dans un contexte de conditions matérielles défavorables et de contrôle politique hostile, qui non seulement demeurent déstabilisants, mais aussi

continuent à fragiliser l'autonomie institutionnelle et l'intégrité de la recherche dans les universités africaines.

Bagot, L., Dutey, C., de Fornel, C., Liogier, V., & Rouseau, S. (2024). **En 2023, 189,9 milliards d'euros consacrés à l'éducation, soit 6,7 % du PIB**. *Note d'information*, (24.45), 1-4. Consulté à l'adresse https://www.education.gouv.fr/en-2023-1899-milliards-d-euros-consacres-l-education-soit-67-du-pib-415774
En 2023, la France a consacré 189,9 milliards d'euros à son système éducatif, soit une hausse de 8,6 milliards d'euros par rapport à 2022 en euros courants (+ 4,7 %). En tenant compte de l'effet prix, important en 2023, cela correspond à une baisse de 1,0 milliard en euros constants, soit - 0,5 % par rapport à 2022.

Banque Interaméricaine de Développement. (2024). *Desafiando desigualdades: una mirada a nuestro marco sectorial de desarrollo infantil*. https://doi.org/10.18235/0013237
Invertir en los primeros cinco años de vida es fundamental para el desarrollo infantil temprano (DIT) y contribuye a aumentar la productividad de las sociedades, reducir la pobreza y fomentar la igualdad. Las brechas socioeconómicas y étnicas en los niveles de DIT se observan desde muy temprano en la vida y, al inicio de la escuela primaria, son sustanciales y pueden acentuar las desigualdades más tarde en la vida. Este documento ofrece una mirada al Documento de Marco Sectorial, el cual presenta acciones que impactan los niveles de DIT, particularmente entre los grupos más vulnerables y que, por lo tanto, ayudan a cerrar las brechas.

Banque Mondiale. (2024). *Transformer l'éducation pour une croissance inclusive* (p. 108). Consulté à l'adresse La Banque Mondiale website: https://openknowledge.worldbank.org/entities/publication/9888dd16-f36f-47f4-bbc3-145bbe6f4743

Baptista, P. S. (2024). *The rise of Africa: a Marshall plan for progress in education*. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/a93593a9-9d80-11ef-85f0-01aa75ed71a1/language-en
Le potentiel de l'Afrique est immense - ressources abondantes, population jeune, position géopolitique stratégique, secteur agricole prometteur, opportunités d'investissement - mais, un changement de paradigme est nécessaire pour le libérer et parvenir à un développement durable. Cette analyse des politiques propose un mouvement panafricain pour l'éducation qui vise à donner aux citoyens les moyens de relever des défis tels que la pauvreté, à améliorer le progrès social, à stimuler la croissance économique et à renforcer l'influence mondiale de l'Afrique. Soulignant l'urgence d'agir et le pouvoir transformateur de l'éducation, l'auteur montre qu'investir dans l'éducation en Afrique permettra d'assurer son avenir et conduira à un monde plus juste et prospère.

Baradji, É. (s. d.). **Combien d'élèves devant un enseignant pendant une heure de cours dans un établissement du second degré en 2023 ?** *Note d'Information*, (24.46), 1-4. Consulté à l'adresse https://www.education.gouv.fr/combien-d-eleves-devant-un-enseignant-pendant-une-heure-de-cours-dans-un-etablissement-du-second-415894
À la rentrée scolaire 2023-2024, en tenant compte des cours assurés en groupe, un enseignant est face à 21,9 élèves par heure de cours en moyenne dans les établissements du second degré, y compris les formations post-bac comme les classes préparatoires aux grandes écoles ou les sections de technicien supérieur.

Baumann, J. K., & Halpern, N. (2024). **Drivers of Perceived Value for an Alumni Association, and the Effect of Perceived Value and Satisfaction on Alumni Loyalty**. *European Journal of Education*, 59(4), e12760. https://doi.org/10.1111/ejed.12760
Alumni associations are established by higher education institutions to formalise relationships with alumni, and to nurture alumni loyalty over time. This study investigates drivers of perceived value for an alumni association, and the effects that perceived value and satisfaction have on alumni loyalty. Data were collected from 1711 respondents to an online survey of alumni at a university college in Norway. Responses were analysed using partial least squares structural equation modelling. Findings reveal that service quality of alumni activities and attractive quality of the association drive perceived value. Satisfaction among those that have participated in alumni activities has a significant moderating effect on the relationship between perceived value and alumni loyalty. However, the direct effect of perceived value on alumni loyalty is not significant, meaning that perceived value alone is not enough to drive alumni loyalty. It is necessary to also achieve satisfaction among participants.

Bennetot Pruvot, E., Estermann, T., & Popkhadze, N. (2024). *University autonomy in Europe IV: Country profiles (III): Wallonia-Brussels (Belgium), Croatia, Cyprus, England (UK), France, Lithuania, Portugal, Scotland (UK), Slovakia, Slovenia, Spain, Türkiye*. Consulté à l'adresse
https://www.eua.eu/images/publications/autonomy_scorecard_country_profiles_batch_3.pdf
L'édition 2023 du tableau de bord de l'autonomie fournit une analyse comparative complète de l'état des lieux de l'autonomie des universités dans 35 systèmes d'enseignement supérieur européen en générant des informations et en facilitant l'échange de bonnes pratiques avec plus de 30 indicateurs en traitant de quatre dimensions clés : l'autonomie organisationnelle (les structures académiques et administratives, le leadership et la gouvernance) ; l'autonomie financière (la capacité de lever des fonds, de posséder des bâtiments, d'emprunter de l'argent et de fixer les frais de scolarité) ; l'autonomie de personnel ((y compris la capacité de recruter de manière indépendante, de promouvoir et de développer le personnel académique et non académique) ; l'autonomie académique ((y compris les domaines d'études, le nombre d'étudiants, la sélection des étudiants ainsi que la structure et le contenu des diplômes). Ce troisième volume porte sur les pays suivants : Belgique (Wallonie-Bruxelles), Croatie, Chypre, Angleterre (Royaume-Uni), France, Lituanie, Portugal, Écosse (Royaume-Uni), Slovaquie, Slovénie, Espagne, Turquie.

Bertoni, P., Matta-Duvignau, R., Barré, P.-H., Capron, R., Castel, O., Markus, J.-P., … Talpin, G. (2022). *Les politiques éducatives au prisme de la déconcentration et de la décentralisation : aspects juridiques*. Consulté à l'adresse Cnesco-Cnam website: https://hal.science/hal-04774583

Bon, A. (2024). **L'Institut pédagogique national : une institution d'État au service du système éducatif (1950-1973)**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Nous avons le plaisir de rééditer dans ce numéro un article publié en 2015 par Annette Bon qui a travaillé pendant près de quatre décennies, d'abord pour l'OFRATEME de

l'Institut pédagogique national (IPN), puis à l'ORATEME et au CNDP, avant de rejoindre l'Institut national de recherche pédagogique (INRP). Nous tenons à la remercier, comme les coordinatrices Françoise F. Laot et Rebecca Rogers de l'ouvrage Les sciences de l'éducation. Émergence d'un champ de recherche dans l'après-guerre, ainsi que l'éditeur de l'ouvrage, les Presses universitaires de Rennes (nous avons maintenu les renvois internes à cet ouvrage, notes 21, 22 et 45). Dans cet article, l'auteure revient sur la période qui a suivi la seconde guerre mondiale, au cours de laquelle l'IPN a développé tout un réseau de collaboration entre enseignants et chercheurs, proches de l'éducation nouvelle, qui expérimentaient de nouvelles manières d'enseigner. Il raconte ainsi comment le champ de la recherche en éducation a émergé durant cette période, avant de connaître à partir de la fin des années 1960 son universitarisation.

Boodt, S. (2024). **Wrestling with the ghost of deficit: exploring the experiences of trainee English further education teachers**. *British Journal of Sociology of Education*, *45*(7-8), 1074-1092. https://doi.org/10.1080/01425692.2024.2392172
Global education policy discourse is based on an unshakable belief that more and improved skills will promote economic prosperity, global competitiveness and social inclusion. In England, the Further Education and Skills sector (FES) has emerged as the vehicle to deliver these skills. However, the portrayal of FES as focusing primarily on vocational education for people often adjudged to be 'not academic' positions the sector at the bottom of the educational hierarchy, with negative ramifications for those who teach and study in it. This paper applies a case study approach to explore the lived experiences of five trainee FES teachers completing their initial teacher education (ITE). Drawing on contemporary interpretations of Bourdieu's theory of habitus, I develop Morrin's notion of hauntings to explain the psycho-social, historical and spatial influences on the trainees' responses as they re-enter the field of education as teachers.

Bowen, A. E. J., Palmer, L. R. J., Perry, R. C., Thomas, M. S. C., Tolmie, A., Borst, G., & Van Herwegen, J. (2024). **Evaluating What Works in the Classroom: Best Practice and Future Opportunities**. *Mind, Brain, and Education*, *18*(4), 474-484. https://doi.org/10.1111/mbe.12430
Despite a high level of interest and investment in "gold standard" evaluations of interventions in education, the gap between teaching practice and the latest research on learning appears wider than ever; likewise, persistent attainment gaps between certain groups remain. This report summarizes the presentations and discussion from a roundtable event that brought together representatives from educational practice, research, and policy to explore challenges and solutions in relation to establishing "what works" in different educational contexts. The commentary addresses issues surrounding (a) who is involved and when, (b) a need for methodological innovation, (c) communication, and (d) understanding and use of evidence by educators and policymakers. Suggestions for best practice in relation to addressing these issues using national and international examples are presented. Identified recommendations related to facilitating a research culture within the teaching profession, the promotion of data sharing and communication, and conducting realistic evaluations. Outstanding questions are highlighted.

Bozonnet, C. (2024, novembre 26). **« La fac de Créteil, on lui donne moins d'importance, moins de moyens », la double peine des universités de banlieue**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/economie/article/2024/11/26/la-fac-de-creteil-on-lui-

donne-moins-d-importance-moins-de-moyens-la-double-peine-des-universites-de-banlieue_6414730_3234.html
Dans un contexte d'austérité budgétaire, les étudiants des établissements sous-dotés, notamment dans l'Est parisien, craignent de voir leurs conditions d'études se détériorer un peu plus. Reportage à Créteil, dans le Val-de-Marne, et à Villetaneuse, en Seine-Saint-Denis.

Café pédagogique. (2024, novembre 27). **Effectifs : les classes sont toujours très chargées en France et baissent ailleurs**. Consulté 27 novembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/11/27/effectifs-les-classes-sont-toujours-tres-chargees-en-france-et-baissent-ailleurs/
Avec près de 26 élèves en moyenne devant enseignant au collège contre 21 dans les autres pays européens de l'OCDE, la France est toujours sur le podium des classes à

Cardon-Quint, C. (2024). **A Tale of Two Cities. Policy-Based and Science-Based Relevance in History of Education**. *History of Education Quarterly*, 64(3), 361-364. https://doi.org/10.1017/heq.2024.23
Abstract There are two different ways to seek relevance in the history of education field. One involves closely aligning with contemporary debates to offer a "ready-to-use" historical perspective to education system stakeholders. The other entails diverging from conventional problem frameworks to tackle commonly overlooked or unexplored questions. This requires drawing new perspectives, ideas and knowledge from other research fields.

Chaize, P. *Projet de loi de finances pour 2025 : Recherche et enseignement supérieur*. , Pub. L. No. Avis n°145 (2024-2025) (2024).
Chaubet, P., Bissonnette, F., Lachance, V., Beauclair, J., & Fadoul, A. (2024). **Les écoles publiques alternatives du Québec : description écosystémique par croisement des expériences vécues d'anciens élèves et d'acteurs actuels**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qy1
L'article vise la description écosystémique des 48 écoles du Réseau des écoles publiques alternatives du Québec (RÉPAQ), à partir des récits positifs du vécu d'anciens élèves et d'acteurs actuels. Pour comprendre le fonctionnement commun de ces écoles d'un œil extérieur, nous avons volontairement mis de côté le discours et le vocabulaire de leurs documents internes et interviewé des acteurs aux rôles divers dans 14 d'entre elles : enseignants, directions, conseillers pédagogiques, parents, responsables de services de garde, anciens élèves. La triangulation des points de vue révèle des régularités d'expériences vécues, tout un écosystème cohérent de postures et fonctionnements. Cette forme scolaire particulière y apparait fondée sur un cadre sécurisant et motivant, qui crée, dans l'action, un respect mutuel, tous âges et rôles confondus. Le rapport au savoir y semble un rapport à la curiosité, à l'audace, à l'art d'enquêter pour comprendre, un gout d'apprendre. La méthodologie est qualitative compréhensive, l'approche phénoménologique : cerner les phénomènes à l'œuvre au plus près du vécu des participants, dans le respect de leurs perceptions.

Collin, S., & Hennetier, C. (2024). **Gouverner l'école à l'heure de l'IA : synthèse des connaissances sur la gouvernance scolaire basée sur les données**. *Médiations et médiatisations*, (18), 43-66. https://doi.org/10.52358/mm.vi18.412

Sous l'effet des développements récents de l'intelligence artificielle (IA), la gouvernance scolaire basée sur les données connaît des mutations profondes sur le plan de sa mise en œuvre, dont les conséquences sont difficiles à anticiper en détail. C'est notamment le cas pour les systèmes scolaires, comme celui du Québec, qui ont embarqué récemment dans la gouvernance scolaire basée sur les données, et dont les tenants et aboutissants sont en grande partie à venir. D'autres systèmes scolaires, notamment ceux des pays anglo-saxons et de certains pays d'Europe de l'Ouest, sont davantage avancés dans cette voie. Les études qui s'y penchent offrent des prises intéressantes pour, d'une part, mieux comprendre les mutations actuelles de la gouvernance scolaire ainsi que ses enjeux et ses conséquences sur les systèmes scolaires et, d'autre part, orienter les gestionnaires dans leur mise en œuvre de la gouvernance scolaire basée sur les données, ce qui est opportun dans le cas du système scolaire québécois, puisqu'il en est à ses débuts. Aussi, ce texte a pour objectif de réaliser une synthèse des connaissances sur la gouvernance scolaire basée sur les données à l'heure de l'IA.   ,   As a result of recent developments in AI, data-based school governance is undergoing profound changes in its implementation, the consequences of which are difficult to anticipate in detail. This is particularly the case for school systems such as Quebec's which have been late to embark on data-based school governance and whose ins and outs are largely still to come. Other school systems, notably the Anglo-Saxon countries and some Western European countries, are more advanced along this path. These studies offer interesting insights to better understand current changes in school governance, as well as the issues at stake and their consequences for school systems, and to guide managers in their implementation of data-based school governance, which is particularly timely in the case of the Quebec school system since it is in its infancy. The aim of this paper is to provide a synthesis of what we know about data-based school governance in the age of AI.   ,   Como resultado de los recientes avances en IA, la gobernanza escolar basada en datos está experimentando profundos cambios en cuanto a su aplicación, cuyas consecuencias son difíciles de anticipar en detalle. Esto es especialmente cierto en el caso de los sistemas escolares, como el de Quebec, que se han embarcado recientemente en la gobernanza escolar basada en datos, y cuyos pros y contras están en gran medida por descubrirse. Otros sistemas escolares, en particular los países anglosajones y algunos países de Europa Occidental, están más avanzados en esta vía. Los estudios que examinan esta cuestión ofrecen perspectivas interesantes para comprender mejor los cambios actuales en la gobernanza escolar, así como las cuestiones en juego y sus consecuencias para los sistemas escolares; y para orientar a los gestores en su aplicación de la gobernanza escolar basada en datos, lo que resulta especialmente oportuno en el caso del sistema escolar de Quebec, que se encuentra en sus inicios. El objetivo de este documento es resumir lo que se sabe sobre la gobernanza escolar basada en datos en la era de la IA.   ,   A gestão educacional baseada em dados tem sofrido, devido aos recentes desenvolvimentos da IA, alterações profundas na sua aplicação, cujas consequências são difíceis de antecipar em pormenor. É o caso, em particular, dos sistemas escolares, como o do Quebec, que se lançaram tardiamente na gestão educacional baseada em dados e cujos prós e contras ainda estão, em grande parte, por vir. Outros sistemas escolares, nomeadamente os países anglo-saxónicos e alguns países da Europa Ocidental, estão mais avançados neste caminho. Os estudos que analisam esta questão oferecem pistas interessantes para compreender melhor as mudanças em curso na gestão educacional, bem como as questões em jogo e as suas consequências para os sistemas escolares; e para orientar os gestores na implementação de uma gestão educacional baseada em

dados, o que é particularmente oportuno no caso do sistema escolar do Quebec, que tem dado os primeiros passos. O objetivo deste documento é fazer uma síntese do que se sabe sobre a gestão educacional baseada em dados na era da IA.

Commission européenne. Direction générale éducation, jeunesse, & Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2024). ***Erasmus projects : digital transformation for Asia, the Pacific and the Middle East prepared for the 2024 Erasmus week for Asia, the Pacific and the Middle East, 12 – 14 November 2024 : Bangkok, Thailand***. Consulté à l'adresse https://op.europa.eu/fr/publication-detail/-/publication/05b75247-9fe2-11ef-85f0-01aa75ed71a1/language-en
Cette publication présente une série d'exemples inspirants de la manière dont les établissements d'enseignement utilisent Erasmus+ en Asie, dans le Pacifique et au Moyen-Orient, pour se préparer à la transition numérique et exploiter le potentiel des technologies numériques dans l'éducation. Elle propose également un aperçu des opportunités offertes par le programme Erasmus+ à l'échelle mondiale, en particulier les partenariats financés entre l'Europe et ces trois régions.

Crawfurd, L., Hares, S., Le, T., & Sandefur, J. (2024). ***How to Fix Global Education: A Survey of National Policymakers in Developing Countries***. Consulté à l'adresse https://www.cgdev.org/publication/how-fix-global-education-survey-national-policymakers-developing-countries
Across the developing world, decades of growth in primary and secondary school enrolment have begun to taper off. Millions of kids who are enrolled nevertheless fail to acquire basic literacy. And millions more are subjected to physical or sexual violence at school. Global action may be warranted, but education is fundamentally a domestic policy affair. So how do policymakers in low- and middle-income countries think education can be fixed? What do they perceive as their biggest challenges and the most effective solutions? This report summarises a survey of 601 legislators and senior officials in ministries of education and finance in 12 low- and middle-income countries.

Cui, H., & Gao, X. (Andy). (2024). **From 'Born' Bilinguals to Monolinguals: Understanding Korean-Chinese Bilingual Family Language Policy in China**. *European Journal of Education*, 59(4), e12765. https://doi.org/10.1111/ejed.12765
In recent years, China has implemented a national language policy promoting the use of Putonghua (Standard Chinese) in ethnic minority schools. This study investigates how mesolevel institutions (i.e., schools) have responded to this macro-level national language policy change, and how the institutional policy changes have affected Korean-Chinese bilingual family language policies in Yanbian, China. Based on an analysis of the teaching and learning materials used in schools and data gathered through interviews with and observations of 16 Korean-Chinese bilingual families, this study finds that schools have actively responded to macro-level policy changes with organised, large-scale language practice activities. As a result of factors such as educational pressure and broader societal ideologies, families have been pressured to align with the meso-level language policy despite their desire to maintain their heritage language and culture. Consequently, it is likely that future generations of Korean-Chinese individuals, who would previously have been 'born' bilinguals, may become monolinguals. This study contends that in countries with a unified language ideology and a dominant language, the impact of macro-level policy reforms can restrict or promote

micro-level family language policies through the mediating influence of meso-level institutions. Family language policy researchers may need to recognise that there is a one-way, rather than two-way, relationship between the aims of the state and the desires of families in such contexts.

Dempster, E. R. (2024). **A comparative study of breadth and depth of content in junior secondary biology syllabi in four jurisdictions**. *International Journal of Science Education*, 46(18), 1899-1921. https://doi.org/10.1080/09500693.2024.2306603
Breadth and depth of curriculum are important for success in science teaching and learning. Curriculum theorists recommend less breadth and more depth than overloaded, superficial science curricula. This study investigates breadth and depth in the official biology syllabi in the seventh to eighth or ninth years in four diverse jurisdictions, Kenya, South Africa, British Columbia (Canada) and Singapore. Breadth was the number of generic topics included in each syllabus. Depth comprised focus, meaning the proportion of statements devoted to each topic, and demand, meaning the complexity and abstractness of each topic. High-performing jurisdictions, British Columbia and Singapore, have contrasting profiles of breadth and depth, with British Columbia having low breadth, high focus and high demand, while Singapore has high breadth, low focus and lower demand than British Columbia. Low-performing South Africa has high breadth, some focus but lower demand than the high-performing jurisdictions. Kenya has low breadth, high focus, but low demand. Breadth, focus and demand are independent parameters of biology syllabus. High-performing jurisdictions have higher demand but not focus nor breadth than South Africa and Kenya. The British Columbia syllabus best fits the appeal for less breadth and more depth.

DEPP. (2024). **L'état de l'École 2024** (p. 112). Consulté à l'adresse Ministère de l'Éducation nationale et de la jeunesse website: https://www.education.gouv.fr/l-etat-de-l-ecole-2024-415758
Dans la nouvelle édition de L'état de l'École, retrouvez les principales synthèses sur le système éducatif français établies à partir des indicateurs statistiques les plus pertinents.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne). (2024a). **Erasmus+ projects: digital transformation for Asia, the Pacific and the Middle East prepared for the 2024 Erasmus+ week for Asia, the Pacific and the Middle East, 12 – 14 November 2024 : Bangkok, Thailand** (p. 51). Consulté à l'adresse Office des publications de l'Union européenne website: https://data.europa.eu/doi/10.2766/427989
This publication provides you with a range of inspiring examples of how educational institutions are using Erasmus+ in Asia, the Pacific and the Middle East to prepare for the digital transition, and to harness the full potential of digital technology and techniques to boost education, what it can do, and who it can reach.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne). (2024b). **International Computer and Information Literacy Study (ICILS) in Europe, 2023**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4016* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/59721dc6-a0aa-11ef-85f0-01aa75ed71a1

The 2023 International Computer and Information Literacy Study (ICILS) assessed the digital competencies of eighth-grade students across 22 education systems in the EU. The study revealed substantial variations in Computer and Information Literacy (CIL) performance across countries, gender, socioeconomic and migrant backgrounds. The results demonstrate that significant efforts are needed in order to move closer to the ambitious EU-level target of reducing the share of low-achieving students in computer and information literacy to less than 15% by 2030. On average across the EU countries participating in the study, 43% of students do not reach the basic level of digital skills, with only a few countries, like Czechia and Denmark, performing better yet still far from the target, while others, particularly Romania and Greece, lag considerably behind.

Duru-Bellat, F. D., Marie. (2024, novembre 18). **Emprise scolaire : le grand vide politique**. Consulté 20 novembre 2024, à l'adresse AOC media - Analyse Opinion Critique website: https://aoc.media/analyse/2024/11/18/emprise-scolaire-le-grand-vide-politique/
Le débat politique sur l'école en France fait fausse route. À droite, à l'instar de Gabriel Attal et Anne Genetet, on rêve de revenir au « bon temps d'avant » ; à gauche, on voudrait en faire encore plus pour surmonter les épreuves de l'école actuelle. Mais le véritable enjeu réside dans l'emprise scolaire sur la société et la vie des individus, qui se retourne contre les vertus de la longue période de massification.

ENQA: European association for quality assurance in higher education, EAA : European university association, EURASHE: European association of institutions in higher education, EQAR : European Quality Assurance Register for Higher Education, ANOSR : National alliance of student organisations in Romania, FINEEC : Finnish education evaluation centre, … ENQA: European association for quality assurance in higher education. (2024). *Quality assurance fit for the future: key considerations for the revision of the ESG*. Consulté à l'adresse https://www.enqa.eu/wp-content/uploads/QA-FIT_Final-paper.pdf
En prévision de la révision des normes et lignes directrices pour l'assurance qualité dans l'espace européen de l'enseignement supérieur (ESG), le projet « Quality Assurance Fit for the Future (QA-FIT) » a été lancé en juin 2022 pour dresser un tableau large de l'assurance qualité interne et externe, en montrant comment les établissements d'enseignement supérieur et les agences d'assurance qualité vont au-delà de la base de référence fournie par les ESG, tant en termes de portée que de méthodologies pour l'assurance qualité

European Centre for the Development of Vocational Training. (2024). **Vers des objectifs stratégiques communs: et des rapports d'avancement harmonisés**. *Note d'information - CEDEFOP*, (9198), 1-6. Consulté à l'adresse https://data.europa.eu/doi/10.2801/1437232
Cette note fait le point sur les travaux des pays européens concernant les priorités communes en matière d'enseignement et de formation professionnels (EFP) . Les plans nationaux de mise en œuvre des Etas membres de l'Union européenne montrent que les priorités communes de l'UE sont prises en considération et que les fonds disponibles sont utilisés. Agile et de qualité, l'EFP s'adapte aux nouveaux besoins du marché du travail. La transition numérique est en plein essor. Dans le sillage de la transformation numérique rapide et radicale des lieux de travail, l'offre de formation numérique s'est enrichie.

European Commission. Directorate general for education, youth. (2024). *Assessment of the instruments, deliverables, results and impact of university business cooperation: final*

report. Consulté à l'adresse https://op.europa.eu/en/publication-detail/-/publication/01ecb3a2-9806-11ef-a130-01aa75ed71a1

Ce rapport examine la coopération entre les universités et les entreprises dans l'Union européenne en se penchant sur cinq dispositifs : les forums université entreprise, les alliances de la connaissance Erasmus+, HEInnovate (un outil d'auto-évaluation en ligne gratuit), l'initiative de partenariat sur la pertinence et les résultats du marché du travail, le projet « Higher Education for Smart Specialisation ». Ces initiatives ont permis des progrès pour renforcer la coopération, améliorer les capacités entrepreneuriales et innovantes des établissements d'enseignement supérieur, favoriser l'enseignement et l'apprentissage innovants, soutenir les écosystèmes d'innovation et contribuer aux priorités politiques et à l'agenda politique de l'Union. Compte-tenu des défis, il est nécessaire d'aller au-delà de la coopération université entreprise et d'élargir le concept à l'innovation pédagogique en tant que terme englobant les deux objectifs clés : l'innovation dans l'éducation et l'éducation pour l'innovation"

Fillon, A., & Darnon, C. (2024, novembre 27). **Lutter contre les inégalités éducatives : agir sur les individus et/ou sur le système ?** Consulté 28 novembre 2024, à l'adresse The Conversation website: http://theconversation.com/lutter-contre-les-inegalites-educatives-agir-sur-les-individus-et-ou-sur-le-systeme-240758

Les écarts de résultats entre les élèves venant d'un milieu social favorisé et ceux issus d'un milieu défavorisé se sont creusés ces dernières années. Comment enrayer cette évolution ?

Finnegan, C., & Murphy, R. (2024). **Refracting lecturers' digital identity through the lens of policy reform of technological universities in Ireland**. *European Journal of Education*, *59*(4), e12733. https://doi.org/10.1111/ejed.12733

The Irish higher education sector is undergoing transformation as many Institutes of Technology (IoTs) become Technology Universities (TUs). This paper aims to explore lecturer identity in higher education in the context of recent contract structure recommendations by the Organisation for Economic Co-operation and Development (OECD) for lecturers in the emerging TU sector. This study is of significant relevance as the OECD recommendations are being used to inform future lecturer contracts. First, theoretical perspectives on identity development are explored, focussing on teacher identity, professionality, professionalism and ideal online teacher identity. Using this theoretical framework, lecturer identity as presented by TU lecturers of education in their public, online biographies is deconstructed. Qualitative, desk-based analysis of these biographies explores (i) lecturers' imagined audience for their online identity; (ii) projected, ideal lecturer identity, including representations of professionality; and (iii) teaching and research values. By aligning lecturer identity portraits to proposed OECD contract structures, the discussion considers how well-positioned TU lecturers are to changes across the IoT/TU sector nationally and implications for the sector.

Fu, Y. (2024). **Optimising Curriculum Quality Assessment in Application-Oriented Universities: A Student-Centric Approach Using Entropy and Cloud Model**. *European Journal of Education*, *59*(4), e12801. https://doi.org/10.1111/ejed.12801

Classroom instruction is the cornerstone of teaching methodologies, supported by educational and pedagogical research. It is the primary way students acquire knowledge and skills. The quality of the curriculum directly affects the effectiveness of personnel training. Assessing the curriculum quality is crucial for improving classroom

instruction. Establishing a scientifically sound evaluation framework is essential for fostering a strong educational ecosystem and creating a sustainable mechanism for long-term educational advancement. This study addresses the challenges in assessing course quality in application-oriented universities. It identifies assessment parameters through expert consultation and adopts a 'student perception' perspective. Using the entropy weight method, the importance of each parameter is determined. A curriculum quality evaluation model based on the cloud model is then formulated. Finally, the practical application of this evaluation model is demonstrated. This approach provides a theoretical basis for refining curriculum quality evaluation systems in higher education institutions.

Gao, Y., Wang, X., & Liu, X. (2024). **Mapping Higher Education Internationalisation as a Research Space via Natural Language Processing (NLP) Techniques**. *Journal of Studies in International Education*, 28(5), 687-710. https://doi.org/10.1177/10283153241251924
The productivity of a specific research field hinges on the periodic examination of both the knowledge produced and the knowledge production activities. By harnessing the strength of traditional bibliometric analyses and a variety of Natural language processing (NLP) techniques, this study portrayed a holistic landscape of higher education internationalisation (HEI) research that incorporated time and region through a spatial lens. The findings reveal the field's evolution into establishment, significant regional variations in research focus, and the expansion of networks for disseminating knowledge. These factors collectively contribute to a diverse 'lived' space of HEI research. However, the dominance of Western-centric key concepts, theories, and discourses highlights a homogenous 'conceived' space, pointing to an underlying tension between these spaces. Despite these challenges, opportunities for breakthroughs exist. Additionally, the study underscores the immense potential of NLP techniques in facilitating the exploration of how research fields evolve, further enriching our understanding of HEI.

Genet, L. (2024). ***Des jeunesses en « cités » : approche holistique de la territorialisation des politiques éducatives au temps des cités éducatives*** (Phdthesis, Université Paris Cité). Consulté à l'adresse https://hal.science/tel-04794953
Ce travail de thèse contribue à la compréhension des processus de territorialisation des politiques éducatives, au prisme du label « cité éducative ». L'enjeu est d'apporter une analyse holistique des politiques éducatives en oeuvre afin de cerner les éléments qui font varier les distances entre les publics ciblés par ces politiques et ceux qu'elles parviennent effectivement à toucher. Pour ce faire, nous interrogeons d'une part, les tensions, les négociations et les résistances à l'échelle des institutions ainsi qu'à l'échelle des professionnels socio-éducatifs concernés par le label « cité éducative ». D'autre part, nous questionnons la place des jeunes et leurs incidences dans la construction, la négociation ou le remodelage des politiques éducatives qui les concernent. Ainsi, ce travail de thèse repose sur des immersions ethnographiques au sein de deux quartiers labellisés. Les analyses s'appuient sur des observations quotidiennes au sein des territoires enquêtés ainsi que sur des entretiens réalisés auprès de professionnels, de jeunes et de leurs parents. Cette thèse s'inscrit dans une logique de contrepoint, à partir des récits monographiques des territoires enquêtés. Ce travail met en évidence, d'une part, les différentes dimensions de la territorialisation des politiques éducatives. Nous appréhendons les défis, les déséquilibres, les freins et les leviers à la mise en oeuvre du label « cité éducative » à l'échelle des instances de gouvernance, puis nous donnons à voir les manières dont les professionnels socio-éducatifs singularisent le label, en fonction

des réponses qu'ils apportent aux injonctions, entre résistance et contournement. Nous constatons que le label « cité éducative » répond davantage aux injonctions et aux prescriptions nationales qu'aux besoins et aux spécificités identifiées à l'échelle des territoires. D'autre part, ce travail participe à la compréhension de l'hétérogénéité des « jeunes en cité », et de leur place - laissée ou prise - dans la mise en oeuvre des politiques éducatives. Nous établissons que l'ensemble des jeunes possède une incidence dans la mise en oeuvre des politiques éducatives territorialisées, mais que celle-ci diffère selon leurs profils singuliers, leurs caractéristiques et trajectoires individuelles En somme, cette thèse apporte un éclairage sur les dynamiques, fonctionnelles ou dysfonctionnelles, qui façonnent la mise en oeuvre et les incidences des politiques éducatives territorialisées.

Gestion, gouvernance et politiques d'intelligence artificielle en éducation et en enseignement supérieur (Numéro spécial). (2024). *Médiations*, (18), 3-169. Consulté à l'adresse https://revue-mediations.teluq.ca/index.php/Distances/issue/view/25/38
Ce numéro explore les divers aspects de l'intégration de l'intelligence artificielle (IA) en éducation et en enseignement supérieur dans sept contributions. Il met en avant l'importance d'une réflexion collective pour une intégration réussie de l'IA dans les systèmes éducatifs, en soulignant la nécessité d'un cadre éthique, d'une formation adaptée pour les enseignants et d'une attention particulière à l'impact sur les étudiants. Les articles proposent une réflexion sur les impacts de l'IA, notamment dans le développement professionnel des enseignants, la gouvernance scolaire basée sur les données ainsi que les perceptions et usages de technologies comme ChatGPT et les chatbots dans les milieux éducatifs. Ils offrent une vue globale sur les défis et opportunités de l'IA dans l'éducation, tout en insistant sur une approche qui favorise l'inclusion et la justice sociale, pour un avenir éducatif innovant et équitable.

Global Education Monitoring Report Team. (2024a). **Education finance watch 2024: key findings about education financing** (p. 2). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391715

Global Education Monitoring Report Team. (2024b). **Spotlight report on basic education completion and foundational learning in Africa: learning counts** (p. 7). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391461

Global education monitoring report team, UIS: UNESCO Institute for Statistics, World Bank, & Global education monitoring report team. (2024). **EFW: Education finance watch 2024**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000391641

Grellier, C. (2023). **The challenges towards the emergence of an African higher design education: case study of a French design diploma relocated to Benin**. *15th International Conference of the European Academy of Design*, *11*(4), 308-317. https://doi.org/10.5151/ead2023-2SAO-01Full-04Caroline-Grellier
In October 2019, Francophone Africa's first graduating design school opened its doors in Cotonou, Benin. A French private design school, chosen by a Beninese government agency, carried the project and recruited me to create and run the school. For nearly three years, as an observer-participant, I fulfilled the mission of delocalizing the French diploma to Benin, which acts as a normative instrument. Although the project responds to a market, this approach produces a double effect: the importation of a French pedagogical culture, but also of a French design culture in Benin. As design education

in French-speaking Africa emerges, and as international design research simultaneously focuses on decolonising design and design education through a pluriversal lens, this case study aims to analyse the issues at stake in this model of design education in Benin, which is already paving the way for a multiplication in the coming years.

Hamer, M. C.-D. (2024). ***EU support for access to quality education in Sub-Saharan Africa*** (p. 69). Consulté à l'adresse European Parliament website: https://www.europarl.europa.eu/RegData/etudes/IDAN/2024/754452/EXPO_IDA(2024)754452_EN.pdf
This in-depth analysis considers different European Union (EU) programmes that support access to quality education in Sub-Saharan Africa, from the perspectives of both development cooperation and humanitarian aid. It investigates how these programmes currently meet the needs of developing countries in Sub-Saharan Africa and where there are still gaps, noting particularly the role of local partners in this support system. The EU has been complying with its commitment to spend 10 % of humanitarian funding on education in emergencies since 2019. In percentage terms, the EU is the only donor doing so to date. The same commitment has been made for development aid in 2020 with the pledge to dedicate 10 % of the EU development budget to educational activities. This has brought light to the EU's role in supporting the development of human capital in the Global South, with a specific focus on SubSaharan Africa.

Hay, A. (s. d.). **What may be: policy enactment in education, a new conceptual framework with actor-network theory**. *Journal of Education Policy*, *0*(0), 1-20. https://doi.org/10.1080/02680939.2024.2411989
In this article, I present a new conceptual framework constructed using sensemaking theory and Actor–Network Theory (ANT) to demonstrate layers of policy enactment. The framework reimagines policy enactment as a sociomaterial ethico-political activity by considering the factors that mediate policy enactment and the assemblages facilitating the translation of policy into action. The framework forms an idealised cycle, using concepts from sensemaking theory including sensegiving and the system builder and Actor-Network Theory; problematisation, interessement, enrolment, mobilisation and stabilisation. This framework is then applied to research focussing on a forming Multi-Academy Trust and the attempt to establish joint 6th form provision. This highlights the potential human, contextual and material difficulties faced by schools as they attempt to translate national policy into practice and work together. The conceptual framework provides an alternative way of thinking about policy enactment, one that allows a reflection on the difficulties associated with translating policy into practice whilst also offering insights to help these to be overcome.

Henrick, E., Schmidt, D., McGee, S., Rasmussen, A. M., Dettori, L., Greenberg, R. I., … Yanek, D. (2024). **Assessing the Impact of an RPP on a Large Urban School District: The Case of CAFÉCS**. *Peabody Journal of Education*, 99(3), 380-394. https://doi.org/10.1080/0161956X.2024.2357040
This study analyzes the impact of the Chicago Alliance for Equity in Computer Science (CAFÉCS) Research Practice Partnership (RPP) on the Chicago Public School (CPS) Office of Computer Science (OCS). Using a qualitative analysis drawing on data from leadership team meetings, published articles and presentations, and evaluation reports from 11 years of the partnership, we utilized a framework developed by the CAFÉCS leadership team to document the impact on district (1) Programs, (2) Research, (3) Organizational

Structures, and (4) Policies leading to (5) Equitable Results for students, condensed as PROSPER. In particular, we explore the role of the RPP in supporting a 500% increase in graduating students who completed at least one high school computer science (CS) course between 2016 and 2020 in Chicago Public Schools (CPS). This study adds to the existing literature on assessing the impact of RPPs through the development of the PROSPER Framework, which may be a useful tool to help RPPs examine impacts on partner districts.

Hermann, Z., Horváth, H., & Kisfalusi, D. (2024). **Are separate classrooms inherently unequal? The effect of within-school sorting on the socioeconomic test score gap in Hungary**. *Economics of Education Review*, *103*, 102582. https://doi.org/10.1016/j.econedurev.2024.102582
This study investigates whether within-school sorting increases socioeconomic test score inequalities. Using universal test score data on 6th- and 8th-grade students in Hungary, we document the extent of within-school sorting in an institutional context where sorting based on ability or prior achievement is rare. We identify sorting schools as schools that systematically assign students with low and high socioeconomic status into different classrooms within the school. Then, exploiting school fixed effects and quasi-exogenous variation in sorting induced by enrollment and class size rules, we show that sorting has a significant and economically meaningful effect on test score inequalities between students from different socioeconomic backgrounds. Sorting harms low-status students, while high-status students gain much less, if anything, from attending sorting schools. We attribute our findings to the within-school reallocation of educational resources and differences in educational practices.

Hewitt, A., Bo, D., & Rosin, A. (2024). **Decent Work, Meaningful Education or Potential Exploitation? The Role of Universities in Ensuring the Quality of Academic Internships in Australia, Finland and France**. *International Journal of Comparative Labour Law and Industrial Relations*, *40*(Issue 4), 495-530. https://doi.org/10.54648/IJCL2024019
Academic internships have become a well-entrenched feature of the tertiary education landscape and are perceived to facilitate the transition into graduate employment. However, such experiences straddle the worlds of work and education, which begs the questions: should they be regulated as work, or learning, or through specific regulation and what role should universities have? This paper examines the educational and labour regulation applicable to academic internships in Australia, Finland and France and presents qualitative empirical insights examining how university staff in each jurisdiction manage academic internships in the context of local labour laws and educational regulations. It is concluded that national regulations in France regulate academic internships so as to achieve 'meaningful education' for participants, while in Finland the regulatory approach appears to be tailored to ensuring academic interns are engaged in 'decent work'. In contrast, Australia's current regulatory context appears inadequate to consistently ensure either of these outcomes, leaving academic interns at increased risk of having neither a meaningful educational experience, nor decent work, and being exploited. Universities in Australia and Finland have an increased role in guaranteeing quality internships. However, the preliminary empirical data suggests that this role may not be consistently fulfilled.

How education learning networks can best support evidence use in global education. (s. d.). Consulté 26 novembre 2024, à l'adresse Results for Development website:

https://r4d.org/resources/how-education-learning-networks-support-evidence-use-in-global-education/
Explore how education learning networks (ELNs) support evidence-based practices in education, key factors driving their success, examples of their strategies in action and practical tools for implementation.

Hulpia, H., Sharmahd, N., Bergeron-Morin, L., Pré, L. D., Crêteur, S., & Dunajeva, J. (2024). ***Quality in early childhood education and care (ECEC): state of play in the EU Member States based on the European Quality Framework : NESET report***. Consulté à l'adresse https://nesetweb.eu/wp-content/uploads/2024/10/NESET-AR01-ECEC-QF-with-identifiers-REV-WEB.pdf
La qualité de l'éducation et de l'accueil des jeunes enfants (EAJE) est une priorité tant au niveau de l'Union européenne (UE) que dans de nombreux États membres. Cependant, la qualité des services constitue une problématique plus large que les taux de fréquentation. Pour que les systèmes d'EAJE aient un impact positif sur l'ensemble des enfants, des familles et de la société, la qualité des processus et la qualité structurelle sont toutes deux importantes. La qualité structurelle est définie dans le cadre de qualité européen, qui propose un cadre global avec cinq domaines : l'accessibilité, le personnel, les programmes de formation, le suivi et l'évaluation, ainsi que la gouvernance et le financement. Ce rapport fournit une vue d'ensemble de la situation actuelle et des réformes récentes dans divers États membres de l'UE, pour chacun des cinq domaines de qualité du cadre, en se concentrant particulièrement sur l'accessibilité et le personnel.

Jouan, S. (2024). **La forme scolaire : analyse d'un concept clé pour comprendre la difficile prise en compte de l'hétérogénéité des élèves à l'école primaire française**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qxw
L'objectif de cet article est double : d'une part, revenir sur la définition du concept de forme scolaire et ses clarifications successives dans les différentes publications de Guy Vincent, en mettant en évidence les dimensions historique, sociologique et philosophique d'une telle approche. Cette analyse nous permet de souligner la signification politico-morale portée par ce concept que l'on ne peut réduire à celui de structure. D'autre part, il s'agit de montrer, en nous appuyant sur la réalité sociohistorique à laquelle renvoie ce concept, que la forme scolaire telle qu'elle s'est historiquement construite en France s'appuie sur le modèle pédagogique hérité de l'œuvre de Jean-Baptiste de la Salle. Ce modèle porté par un idéal d'homogénéité du groupe classe aura pour effet, des débuts de l'école républicaine à aujourd'hui, une très difficile prise en compte de l'hétérogénéité des élèves. Notre analyse prend appui sur l'exemple des classes à plusieurs cours, ou classes multiniveaux, longtemps mises à l'épreuve par cette forme scolaire incompatible avec la réalité de telles classes par définition hétérogènes.

Lally, M. (2024). **Geopolitical Implications of Educational Diplomacy: The Fulbright Program, 1958–2023**. *Journal of Studies in International Education*, 28(5), 780-797. https://doi.org/10.1177/10283153241275039
This article combines archival research and critical discourse analysis to examine 33 evaluation and report documents that evaluate the effectiveness of the Fulbright Program from 1958–2023. Specifically, the study employs argumentation analysis to understand the underlying ideological strategies used to discursively construct the Fulbright Program's multiple purposes. The study finds that the documents argue that

education and mutual understanding are ephemeral concepts, the Fulbright Program has geopolitical justifications, and academic disciplines are a source of geopolitical power. This approach to analyzing the Fulbright Program's historical documents provides a model for understanding educational diplomacy schemes that use higher education as a geopolitical tool.

Lamdaghri, N., Nait Belaid, Y., & Von Korflesch, H. (2024). **The internationalization of higher education: A description of Morocco's current situation**. *African Scientific Journal*, *03*(Number 26), 907-919. https://doi.org/10.5281/zenodo.14054644

In diesem Artikel wird die Internationalisierung der Hochschulbildung untersucht, ein wichtiger Trend, der durch eine Kombination von akademischen, politischen und wirtschaftlichen Faktoren angetrieben wird. Der Artikel beleuchtet die Initiativen Marokkos zur Internationalisierung seines Hochschulsystems. Die Methodik dieses Artikels ist theoretisch und stützt sich auf die Analyse von Dokumenten sowie auf die Analyse der marokkanischen Hochschulreformen und Bildungspolitik. Er analysiert Dokumente, in denen die Internationalisierung der Hochschulbildung hervorgehoben wird, sowie einige wichtige von Marokko umgesetzte Gesetze, darunter der Pakt ESRI/HERI 2030 und die nationale strategische Vision 2015–2030.-2030. Diese Programme konzentrieren sich auf die Verbesserung des Fremdsprachenunterrichts, internationale Forschungskooperationen und die Mobilität von Lehrkräften und Studierenden. Marokko möchte seine Position in der Hochschulbildung stärken, das Niveau seines Bildungsangebots verbessern und Absolventen hervorbringen, die auf die Globalisierung vorbereitet sind, indem es die Internationalisierung in Angriff nimmt. Die Analyse beschränkt sich auf den spezifischen Kontext und die Erfahrungen Marokkos und gibt Aufschluss darüber, wie Länder ihre Hochschulsysteme strategisch internationalisieren können, um ihre globale Wettbewerbsfähigkeit zu verbessern. Es wird erwartet, dass die marokkanischen Initiativen zur Internationalisierung der Hochschulbildung auch positive soziale Auswirkungen haben werden, wie z. B. die Förderung des interkulturellen Bewusstseins und die Schaffung von mehr global kompetenten Arbeitskräften. Anhand des Fallbeispiels Marokko soll diese theoretische Untersuchung das Wissen über die treibenden Kräfte und praktischen Anwendungen der Internationalisierung der Hochschulbildung erweitern. Dieser Artikel unterstreicht die Entschlossenheit Marokkos, die Qualität seiner Hochschulbildung zu verbessern, seine internationale Wettbewerbsfähigkeit zu steigern und eine Generation von Hochschulabsolventen auf eine globalisierte Welt vorzubereiten, und zeigt gleichzeitig die Herausforderungen auf, die zur Erreichung dieser Ziele bewältigt werden müssen.

Li, Y., & Gao, B. (2024). **Does School Consolidation in Rural Areas Affect Students' Education? Empirical Evidence From China**. *European Journal of Education*, *59*(4), e12790. https://doi.org/10.1111/ejed.12790

In the late 1990s, an extensive consolidation of schools in rural China led to the amalgamation of numerous primary and secondary schools into urban schools or their discontinuation. The study aimed to investigate whether China's school consolidation movement has influenced the educational attainment of rural students. The data are sourced from the China Household Income Project (CHIP) and regional statistical yearbooks, and the cross-section difference-in-differences (DID) method is used to analyse the differences in high school enrolment of rural students between regions with different degrees of school consolidation. Empirical analysis results indicate that school consolidation substantially enhances the probability of rural students receiving high

school education, as well as having a positive impact on rural students taking the college entrance examination and receiving a longer formal education. Moreover, the findings of the empirical analysis remain significant even after controlling for variations in government educational expenditures, substituting the explained variables, as well as eliminating the influence of school-entering age. The adjustment of rural schools, as an inevitable historical trend, is beneficial to improving rural educational attainment.

Liang, S. (2024). **Advancing Internationalization in the Formal Curriculum: Content Integration and Inclusive Design**. *Journal of Studies in International Education*, 28(5), 743-760. https://doi.org/10.1177/10283153241262461
Despite the growing attention of Canadian universities to curriculum development as part of their internationalization efforts, there is still a lack of understanding of what constitutes an internationalized formal curriculum from the perspectives of diverse community members. This exploratory, interpretive case study aims to contribute to the ongoing internationalization efforts to foster an enriched education experience that benefits both domestic and international students. It highlights perspectives from international postgraduate students regarding the approach of internationalizing formal curricula in a Canadian university. The findings presented in this article elaborate on these students' earnest request for content integration in an internationalized formal curriculum. The findings also emphasize the importance of being aware of practice traditions in a learning site and incorporating inclusive course design to reduce potential inequalities and the risk of system exclusion.

Lopez-Agudo, L. A., de Guevara Rodríguez, M. L., & Marcenaro-Gutierrez, O. D. (2024). **The influence of grade retention on students' competences in Spain**. *European Journal of Education*, 59(4), e12736. https://doi.org/10.1111/ejed.12736
Grade retention is at the core of the education debate in Spain, to the extent that its impact on students' competences has not been assessed beyond correlation. Because of that, in the present study, we analyse the influence of grade retention on students' competences, using more than 146,000 students from 6 PISA cycles (2003–2018) and an instrumental variable approach, in order to approach a causal influence. Our results show that repeating a grade in Spain seems to reduce students' competences between 1.5 and 1.7 standard deviations. Based on these results, we conclude that the Spanish educational authorities should find an alternative to grade retention, in order to prevent students from attaining a lower competence level due to repetition.

Love & Turk. (2024). **Competing, Coordinating, or Collaborating: Perspectives on the Community College Baccalaureate Within the Context of Mission Differentiation**. *Community College Journal of Research and Practice*, 48(12), 758-772. https://doi.org/10.1080/10668926.2023.2236050
Today, half of all states authorize at least one community college to offer bachelor's degree programs. In the past five years alone, eight states have authorized community colleges to offer baccalaureate programs. Given the momentum behind this movement, we sought to qualitatively explore higher education leaders' perceptions of the role of community college baccalaureate (CCB) programs in the U.S. system of higher education. To do this, we conducted semi-structured interviews with 15 senior leaders at community colleges, state higher education agencies, and higher education associations. Our sample also included leaders in locations that currently authorize CCB programs and those that do not. We asked leaders to share their perspectives on the

mission and role of community colleges and public universities, and to reflect on how CCB programs complement or complicate these missions and roles. While leaders offered differing views on CCB programs, what they shared were insights into the blurring of a once sharp dividing line between community colleges and public universities. Emerging from the interviews were interesting perspectives on inter-institutional collaboration, coordination, and competition in the era of the CCB. We conclude our study with recommendations for policy and practice.

Martin, M., & Furiv, U. (2024). ***Concevoir des politiques pour des parcours d'apprentissage flexibles dans l'enseignement supérieur : lignes directrices d'auto-évaluation pour les décideurs et planificateurs*** (p. 37). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000389083_fre

Mastronardi, Brown, Borrego, & Krupczak. (2024). **Capacity Building Workshop for Two-Year Colleges Seeking U.S. National Science Foundation Funding**. *Community College Journal of Research and Practice*, *48*(12), 745-757. https://doi.org/10.1080/10668926.2023.2236039
In this paper, we report the description and evaluation of an annual workshop titled "Capacity Building Workshops for Competitive S-STEM Proposals from Two-Year Colleges in the Western U.S." which was offered in June of 2019, 2020, and 2021 with the goal of facilitating submissions to the NSF S-STEM program from 2-year colleges (2YCs). The two-day workshop was composed of separate sessions during which participants discussed several aspects of proposal preparation. Participants also received pre- and post-workshop support through webinars and office hours. To evaluate the program, post-workshop surveys were administered through Qualtrics™. The workshop and related activities received overall positive feedback with specific suggestions on how to better support participants. The paper discusses specific challenges faced by 2YC teams in preparing their proposals. Over three offerings, the program welcomed 103 participants on 51 teams from 2YCs. As of 2021, 11 teams total (from the 2019 cohort) submitted proposals. Among them, four were funded, which is approximately double the typical success rate. Six of the declined teams resubmitted and one of them is currently in negotiations.

Mirabal-Cano, M., Chrétien, F., Gouttenoire, L., & Girard, N. (2024). **Developing farmers' autonomy to move towards more sustainable systems**. *SYSTEMIC CHANGE FOR SUSTAINABLE FUTURES*. Présenté à IFSA2024 | SYSTEMIC CHANGE FOR SUSTAINABLE FUTURES. Consulté à l'adresse https://hal.science/hal-04791338
Farmer autonomy has become a research issue and a key factor for the farming systems transition. However, there is no consensual definition of what farmer autonomy at work is, nor any way of describing it to promote it. To contribute to this challenge, the aim of this paper is to identify the underlying dimensions of farmers' work autonomy processes, as well as the conditions that have favored or prevented it. We approach it as a process of renormalization and learning at work. To this end, we have combined two methods of data collection: individual interviews of farmers and the confrontation of an individual trajectory with the collective. In this way, we identified how important it is for these farmers to choose their own system and finding meaning, in spite of being confronted with the norms of the local environment. Participating in collectives that set new professional norms is a way of promoting transition.We have shown that their posture is a condition conducive to experimentation and renormalization. Finally, articulating

renormalization theories and valuation is essential to understanding autonomy at work. These results open up avenues for reflection on designing collective training settings that mobilize individual trajectories to achieve collective and individual learning.

Nnamani, G., & Lomer, S. (2024). **'What is the Problem Represented to Be' in the educational policies relating to the social inclusion of learners with SEN in mainstream schools in England?** *Journal of Research in Special Educational Needs, 24*(4), 1046-1059. https://doi.org/10.1111/1471-3802.12692
The social inclusion of learners with special educational needs (SEN) in mainstream schools has been a dominant discourse in global education and academic research. Concerns have been raised globally, and in England, that learners with SEN underachieve compared with non-SEN learners. Studies have linked challenges faced by learners with SEN to inadequate training of teachers, delayed intervention and the lack of clarity in educational policies relating to learners with SEN. This paper draws on Carol Bacchi's (2009) 'What is the Problem Represented to be' (WPR) framework to analyse 10 policy documents relating to the education of learners with SEN in mainstream schools in England. This analysis aims to identify 'problems', tensions and gaps in educational policies relating to learners with SEN and to establish the effectiveness of these policies in addressing the social inclusion of learners with SEN in mainstream schools. The analysis revealed that the educational policies create 'problems' for learners with SEN due to their outcomes-focused approach. There is little consideration given to inclusive education and the social inclusion of learners with SEN in mainstream schools. This paper argues that for successful social inclusion of learners with SEN, policies must prioritise empowering teachers to effectively promote inclusive education.

Opportunity International & EduFinance. (2024). *Unlocking Access to Quality Education: The case for increasing access to finance for the non-state school sector in low- and middle- income countries* (p. 76). Consulté à l'adresse Opportunity EduFinance website: https://edufinance.org/content/edufinance/latest/Publications/ANS%20Report/Afforda ble%20Schools%20report%202024%20%E2%80%93%205th%20Edition%20DIGITAL.pdf

Partenariat mondial pour l'éducation. (2024). *La technologie au service de l'éducation : une approche partenariale pour atteindre les objectifs de transformation des systèmes éducatifs* (p. 55). Consulté à l'adresse Partenariat mondial pour l'éducation website: https://www.globalpartnership.org/fr/content/la-technologie-au-service-de-leducation-une-approche-partenariale-pour-atteindre-les

Psyché, V., Maltais, M., & Bruneault, F. (2024). **Gestion, gouvernance et politiques d'intelligence artificielle en éducation et en enseignement supérieur**. *Médiations et médiatisations*, (18). https://doi.org/10.52358/mm.vi18.440
L'intelligence artificielle (IA) transforme en profondeur les secteurs de l'éducation et de l'enseignement supérieur. Cet éditorial explore comment les systèmes éducatifs intègrent l'IA dans leur gouvernance, leur gestion et leur politique. Il aborde les enjeux éthiques, les défis de la personnalisation de l'apprentissage ainsi que les risques liés aux biais algorithmiques. Les articles présentés dans ce numéro proposent une réflexion sur les impacts de l'IA, notamment dans le développement professionnel des enseignants, la gouvernance scolaire basée sur les données ainsi que les perceptions et usages de technologies comme ChatGPT et les chatbots dans les milieux éducatifs.   ,   Artificial intelligence (AI) is profoundly transforming the education and higher education sectors. This editorial explores how education systems are

integrating AI into their governance, management and policies. It addresses ethical issues, the challenges of personalizing learning, and the risks associated with algorithmic biases. The articles in this issue offer reflections on the impacts of AI, notably in teacher professional development, data-driven school governance, and the perceptions and uses of technologies such as ChatGPT and chatbots in educational settings.   , A inteligência artificial (IA) está transformando profundamente os setores de educação e ensino superior. Este editorial explora como os sistemas educacionais estão integrando a IA em sua governança, gestão e política. Ele analisa as questões éticas envolvidas, os desafios da personalização do aprendizado e os riscos associados ao viés algorítmico. Os artigos desta edição refletem sobre o impacto da IA no desenvolvimento profissional dos professores, na governança escolar orientada por dados e nas percepções e usos de tecnologias como o ChatGPT e os chatbots na educação.   , A inteligência artificial (IA) está transformando profundamente os setores de educação e ensino superior. Este editorial explora como os sistemas educacionais estão integrando a IA em sua governança, gestão e política. Ele analisa as questões éticas envolvidas, os desafios da personalização do aprendizado e os riscos associados ao viés algorítmico. Os artigos desta edição refletem sobre o impacto da IA no desenvolvimento profissional dos professores, na governança escolar orientada por dados e nas percepções e usos de tecnologias como o ChatGPT e os chatbots na educação.

Rafique, T., Awan, M. U., Shafiq, M., & Mahmood, K. (2024). **Development of university ranking scale for higher education institutions**. *Quality & Quantity*, *58*(6), 5715-5735. https://doi.org/10.1007/s11135-024-01904-y
This empirical investigation was aimed at conceptualizing, developing and validating a scale for the measurement of university performance. Following the 3-step scale development process and utilizing the mix method, items were identified from the literature in the first step. Theoretical analysis was performed in the second step to check the content validity using focus groups, semi-structured interviews, and expert opinions. In the third step, the scale was empirically tested by collecting data from 317 respondents (QEC members, faculty of universities, and postgraduate students). Exploratory and confirmatory factor analyses psychometrically checked the convergent and discriminant validity of the items, and seven criteria and 30 indicators scale consist of quality of education, research, alumni satisfaction, student satisfaction, social interaction, governance, and digital presence. Psychometrically, the scale demonstrates internal consistency and passes reliability and validity tests (construct, convergent, and discriminant). The study provides a theoretical foundation for university ranking criteria and indicators, which will help academicians, administrators, and regulators to design a process-oriented system to evaluate performance in higher education institutions (HEI) and eventually by adopting, Pakistan's HEI will improve their ranking in other ranking systems as well.

Rajasekaran, S., Taskeen, A., & Klaus, T. (2024). *Digital Pathways for Education: Enabling Greater Impact for All* (N° 194229; p. 123). Consulté à l'adresse The World Bank website: https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099102124103012716/P173530151854505218eb417834e0f954cd

Rambla, X., & Alexiadou, N. (2024). **The European Semester as a Policy Instrument in Education—The Cases of Spain and Sweden**. *European Journal of Education*, *59*(4), e12769. https://doi.org/10.1111/ejed.12769

In this article we examine the European Semester as an innovative form of policy coordination, with distinct effects on education and skills policies for Member States. We analyse the Semester's framing of education policy, and examine its manifestations in Spain and Sweden, two countries considered to be different in their approach to education. Drawing on a policy instrumentation approach and interviews with policy actors and documentary analysis, our research suggests that while the Semester has given education policy a significant place within the EU's governance, economic rationales for education are clearly dominant in the process. Still, we identify underpinning logics that strengthen the social and educational perspectives represented in the Semester, although these are still treated as productive forces for labour market integration. In addition, there is a strengthening of collaboration between the European Commission and Member States, but also tensions between different parts of the Commission over the definition and direction of education policy.

Ramesh Vasudevan, S., & Oyedele, O. (2024). *EdTech in Nigeria: A Rapid Scan. An Overview of EdTech policies and interventions in Nigeria with a focus on northern Nigeria* (N° 188). https://doi.org/10.53832/edtechhub.1030

Raybaud, A. (2024, novembre 19). **Le Collège des ingénieurs, un MBA ultrasélectif pour une petite élite**. *Le Monde*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2024/11/19/le-college-des-ingenieurs-un-mba-ultraselectif-pour-une-petite-elite_6402030_4401467.html

Les élèves de ce cursus tirent profit de cette formation en dix mois, durant laquelle ils sont rémunérés, pour accélérer leur carrière.

Reis, J., Machado, P., Dragomir, I.-A., Malheiro, L., & Rosado, D. P. (2024). **Enhancing equity, diversity and inclusion in the European Union military schools and academies through collaborative initiatives and gender policy reform**. *European Journal of Education*, *59*(4), e12728. https://doi.org/10.1111/ejed.12728

The European Union Military Schools and Academies (EUMSAs) have long grappled with persistent gender imbalances among their student body, indicative of an entrenched male-centric culture within these institutions. In recognition of this issue, the collaborative Military Gender Studies initiative was launched under the auspices of the Erasmus+ program. This project involved partners from Bulgaria, Italy, Portugal and Romania, each offering unique insights shaped by their diverse socio-political contexts. This research aims to go beyond mere acknowledgment of disparities and instead seeks to identify actionable strategies that can foster genuine equity, diversity and inclusivity within the EUMSAs. To this end, a comprehensive data-gathering approach was employed, incorporating various qualitative methods including face-to-face interviews, face-to-face focus groups, direct observations and analysis of official documentation sourced from the referred EUMSAs. The resulting insights highlight the need for substantial improvements in institutional gender policies. Particularly, while efforts have been made to instill gender sensitivity within fitness assessments, their impact has been disappointingly limited. Furthermore, the practice of assigning military roles based solely on gender has been found to undermine both effectiveness and fairness within the schools/academies. Conversely, an encouraging sentiment pervades among the student body, advocating

for a curriculum that incorporates gender-related subjects into the EUMSA educational framework (curriculum). This suggests a growing recognition of the importance of addressing gender issues not only in policy but also in practice, signalling a promising shift towards a more inclusive and equitable environment within the EUMSAs.

Rigoni, I. (2024). **Les défis posés par l'unité pédagogique pour élèves allophones arrivants (UPE2A) à la forme scolaire**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qxx
Les élèves catégorisés par l'institution scolaire comme des élèves allophones nouvellement arrivés disposent, au titre de la prise en compte des besoins éducatifs particuliers, de droits compensatoires matérialisés par un accompagnement linguistique et pédagogique en unité pédagogique pour élèves allophones arrivants ou dans d'autres dispositifs spécifiques. En vertu du paradigme de l'inclusion de tous les élèves, ils sont inscrits en classe ordinaire et opèrent des va-et-vient entre leur classe et le dispositif. Cette situation induit des défis pour la forme scolaire et structure de manière singulière les relations d'enseignement et d'apprentissage ainsi que les relations sociales entre élèves. Nous proposons une lecture des adaptations de la relation pédagogique basée sur le rapport espace-temps.

Rooms, S. (2024). *School Leadership for Equitable Quality Education* (p. 24). Consulté à l'adresse VVOB – education for development website: https://www.vvob.org/en/downloads/technical-brief-11-school-leadership-equitable-quality-education

Salam, P. L. (2024). **Construire un DU Passerelle dans un contexte universitaire : retour sur une décennie solidaire et créative**. *Journée d'étude étudiants en exil : enjeux et dynamiques inclusives*. Présenté à Rennes, France. Consulté à l'adresse https://hal.science/hal-04798946
Depuis 2015 et la tristement célèbre « crise des réfugiés en Europe», une équipe de l'Université du Mans œuvre au quotidien pour faciliter l'intégration et l'inclusion des réfugiés. Cela nécessite de prendre en compte la complexité et la dynamique de l'écosystème (Bouchez, 2020) dans lequel nous évoluons. À travers cette communication, nous tenterons d'identifier les éléments constitutifs de l'écosystème et leur impact potentiel sur les dispositifs mis en place. Nous clarifierons aussi les choix opérés et ferons une présentation du DU Passerelle à travers les retours de certains étudiants et acteurs pédagogiques. Pour conclure, nous présenterons des actions de collaboration créatives mises en place avec d'autres acteurs de l'écosystème.

Schoenholzer, K., & Burger, K. (2024). **Welfare state policy and educational inequality: a cross-national multicohort study**. *European Sociological Review*, 40(6), 996-1012. https://doi.org/10.1093/esr/jcae003
Proponents of welfare policy have argued that publicly funded early childhood education and care (ECEC), paid parental leave, and family benefits spending can weaken the influence of social background on educational outcomes by providing a supplementary source of early investment that particularly benefits disadvantaged families. We analyze whether the welfare state context in which children spend their early childhood (ages 0–5) moderates the association between parental educational attainment and the child's educational achievement at age 10. We combine data from two large-scale international student assessments with data about welfare state policies.

Results from multilevel models show that countries with higher public ECEC spending and higher family benefits spending exhibited a weaker association between parental education and student math achievement. Countries with longer parental leave exhibited a stronger association between parental education and student math, science, and reading achievement. Findings provide evidence of the mixed role of welfare state policies for social inequality in student achievement.

Shamsuddinova, S. (2024). **The European Youth Guarantee scheme: A viable solution to youth unemployment?** *International Review of Education*, *70*(5), 819-847. https://doi.org/10.1007/s11159-024-10075-9
Youth unemployment has become one of the most popular educational research areas, at global, national and local levels. In the international development agenda, lifelong learning (LLL) and vocational education and training (VET) have been linked to youth employment and labour market policies, making education a potential universal solution to socioeconomic challenges. The European Youth Guarantee (YG) scheme, a labour market policy aimed at tackling youth unemployment, is an example of this trend in policy discourse. It offers insights into the European LLL agenda and heated debates over youth employment policies. This article critically analyses the role of liberal capitalist and human capital theories in shaping the YG scheme, formally launched in 2014, and to what extent it addresses issues of youth unemployment, by conducting a systematic review of academic literature, policy documents and official reports in the field. The article also focuses on ideology and power asymmetries between development agendas and various actors in YG policy formation, followed by an analysis of youth unemployment solutions which stem from them. An alternative values-based human capabilities approach is highlighted which could support the YG in achieving social well-being and comprehensive human development to tackle youth unemployment across Europe.

Shand, R., Leach, S. M., Hollands, F. M., Yan, B., Dossett, D., Chang, F., & Pan, Y. (2024). **The Unexpected Benefits of a Research-Practice Partnership's Efforts to Strengthen Budgetary Decision-Making**. *Peabody Journal of Education*, 99(3), 363-379. https://doi.org/10.1080/0161956X.2024.2357039
Our research-practice partnership (RPP) focused on developing and testing metrics and tools to foster improved evidence-based budgetary decision-making. We expected our research findings to directly influence decisions about program expansion, contraction, or elimination. Instead, unexpected findings led to unexpected uses: changes in program implementation, administrative data collection processes, and the kinds of information provided to inform budget and program improvement decisions. We conducted a content analysis of two rounds of interviews with senior district budget decision-makers to identify recommendations for improving the budget decision process and document changes in the budget process over time. Our study highlights the sometimes unanticipated ways that RPPs can inform educational decisions.

Simek, L., & Stewart, W. H. (2024). **International Student Recruitment and Support in Indonesia: A Systematic Review of Literature from 2012–2022**. *Journal of Studies in International Education*, 28(5), 818-834. https://doi.org/10.1177/10283153241235706
The Republic of Indonesia has been a significant source country of international students worldwide yet data is scarce about local international students. Increasing international student numbers is in line with the country's strategic development goals yet growth has

been limited over the last two decades despite government funding of both long/short-term mobility programs and changing global/regional student mobility trends. This review systematically analyzes 28 papers from 2012–2022 investigating international students in Indonesian higher education regarding recruitment and support via an inductive thematic analysis. Six themes emerged showing that research has focused on the overall scope, rationale, and high-level organizational challenges of internationalization with scholarship only occasionally investigating Indonesia's destination attractiveness or student-centric issues. Research on international students, in Indonesian or English, is nascent and policy/practice suggestions and avenues of future research are discussed.

Spencer, N. (2024). **Comprehensive early literacy policy and the "Mississippi Miracle"**. *Economics of Education Review*, *103*, 102598. https://doi.org/10.1016/j.econedurev.2024.102598
In 2013, Mississippi ranked 49th in fourth grade reading achievement on the National Assessment of Education Progress. By 2019, the state ranked 29th. I study whether Mississippi's 2013 Literacy-Based Promotion Act (LBPA), a multi-faceted strategy for improving K-3 literacy, played a part in this ascension. Using a synthetic difference-in-differences approach, I estimate that the LBPA meaningfully improved grade 4 reading and math test scores on the national assessment.

Steinþórsdóttir, F. S., & Barkardóttir, F. (2024). **Gender Budgeting to Progress Gender+ Equality Through Primary Education**. *European Journal of Education*, 59(4), e12796. https://doi.org/10.1111/ejed.12796
Education is pivotal in the global effort to reduce inequalities. Through education, there are numerous opportunities to advance gender+ equality both within and outside of educational institutions. Gender budgeting, a strategy designed to align policies, plans and financial decisions with gender equality commitments, was used in this research to develop approaches through primary education. Research was conducted in collaboration with the biggest municipality in Iceland and three schools during the years 2019 and 2020, employing multiple data collection methods, including the review of policymaking documents and semi-structured interviews. Through qualitative content and thematic analysis, the research identified several opportunities to foster equality through primary education, categorised into four key themes: policymaking, curriculum, student participation and school–family relations. It is recommended that policy-based gender budgeting is implemented to prioritise actions that advance equality, social justice and equity within educational systems and broader society.

Suante, P. K., & Bray, M. (2024). **Shaping shadows: influences of different forms of capital on private supplementary tutoring in Myanmar**. *British Journal of Sociology of Education*, *45*(7-8), 1108-1124. https://doi.org/10.1080/01425692.2024.2397640
Private supplementary tutoring, widely described as shadow education in the academic literature, takes place outside regular school hours. It is widespread across the globe, but with diverse structures. Drawing on insights from Myanmar, this article examines how different forms of capital shape tutoring demand and supply. Employing a mixed-methods design, the study was conducted in Mandalay Region and Chin State. Survey data were collected from 1,366 students and 97 teachers, and interviews were conducted with 110 Grade 11 students, 34 high school teachers, 30 parents, 29 tutoring providers, and two private school owners. The article highlights economic, cultural and social capital, noting distinctive features in Myanmar but also commonalities with other

societies. The article contributes to conceptual understanding of the forces that shape private tutoring in different settings.

Torres, E. (2024). **Teaching Controversial Issues under Conditions of Political Polarization: A Case for Epistemic Refocusing**. *Educational Theory*, *74*(5), 696-714. https://doi.org/10.1111/edth.12666
Educating students for democratic life requires teachers to make difficult judgment calls about whether controversial issues are appropriate for directive teaching (i.e., teaching that attempts to persuade students to adopt a particular view about the thing being taught). To help educators make these decisions, theorists have proposed criteria for systematically differentiating between issues that do and do not qualify for directive teaching. Unfortunately, the epistemic environment of political polarization degrades educators' abilities to reliably assess whether a broad class of politically contested issues meet these criteria for directive teaching. In this paper Eric Torres argues that, while making judgments about whether individual cases warrant directive teaching remains essential and inevitable, educators can best address this problem by engaging in a practice of epistemic refocusing that makes the conditions of educators' own deliberations salient to students, thereby hedging against the effects of bad calls about which issues to teach directively while simultaneously illuminating the constraints of polarization on political cognition, an awareness that is essential to healthy democratic participation in the twenty-first century.

UNESCO. (2024a). *Déclaration de Fortaleza : Libérer le pouvoir de l'éducation pour un avenir juste, durable et pacifique* (p. 4). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391862_fre

UNESCO. (2024b). *Right to education: confronting inequalities by addressing privatisation, digitalisation and crisis situations: main outcomes of the fourth thematic dialogue* (p. 25). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391690

UNESCO. (2024c). *Transforming education towards SDG 4: report of a global survey on country actions to transform education* (p. 121). Consulté à l'adresse UNESCO website: https://unesdoc.unesco.org/ark:/48223/pf0000391657
UNICEF. (2024). *Investing in climate change education and infrastructure in Europe and Central Asia: an investment opportunity for the private and public sectors* (p. 9). Consulté à l'adresse UNICEF website: https://www.unicef.org/eca/reports/investing-climate-change-education-and-infrastructure-europe-and-central-asia
An investment opportunity for the private and public sectors

UNICEF Europe and Central Asia. (2024). *Foundations for the future: Strengthening early childhood education and care systems for ages 0-3 in Europe and Central Asia*. Consulté à l'adresse https://www.unicef.org/eca/media/36911/file/Strengthening%20Early%20Childhood%20Education%20and%20Care%20Systems%20for%20Ages%20200-3%20in%20Europe%20and%20Central%20Asia.pdf
Strengthening early childhood education and care systems for ages 0-3 in Europe and Central Asia

UNICEF. Innocenti research centre. (2024). *The state of the world's children 2024: The future of childhood in a changing world*. Consulté à l'adresse https://unicef.hosting.augure.com/Augure_UNICEF/r/ContenuEnLigne/Download?id=EBDDA5A5-5DBB-4ABA-87C9-F68A7192BCBE&filename=FINAL%20SOWC2024_Report_Web.pdf
L'avenir de l'enfance pourrait basculer à moins que des mesures urgentes ne soient prises pour préserver les droits de l'enfant dans un monde en pleine mutation, alerte l'UNICEF ce rapport intitulé « iSituation des enfants dans le monde 2024 : l'avenir de l'enfance dans un monde en mutation ». Trois mégatendances sont examinées, qui affecteront la vie des enfants d'ici aux années 2050 et au-delà : les changements démographiques, la crise climatique et environnementale, et les technologies d'avant-garde. Des chocs climatiques aux dangers en ligne, les enfants sont confrontés à une myriade de crises vouées à s'intensifier au cours des années à venir. Les projections présentées montrent que le monde que nous léguerons aux enfants sera façonné par les décisions que les dirigeants mondiaux prennent, ou ne prennent pas, aujourd'hui. Des décennies de progrès, en particulier pour les filles, sont menacées. » Les progrès considérables enregistrés au cours du siècle dernier concernant l'accès des enfants à l'éducation devraient se poursuivre jusqu'au milieu du siècle, favorisant l'amélioration de la santé, l'autonomisation des enfants, la réduction de la pauvreté et la croissance économique.

Vallaud-Belkacem, N. (2024). **« Lutter contre la ségrégation permet de s'attaquer à bien des maux dont souffre notre système scolaire »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Cet entretien a été réalisé pendant l'été 2023, dans le cadre de la préparation de l'ouvrage Policy learning from across the Mediterranean, coordonnée par Ronald G. Sultana, professeur à l'université de Malte. Malheureusement, du fait du décès soudain et prématuré de ce dernier en novembre 2023, l'ouvrage ne verra pas le jour. La revue Diversité a décidé de publier cet entretien, en hommage à ce collègue qui nous a quittés trop tôt, qui rend compte du parcours de Najat Vallaud-Belkacem comme ...

Vallet-Giannini, F. (2024, novembre 24). **Lycée : entre scientifiques et littéraires, des clivages qui persistent ?** Consulté 26 novembre 2024, à l'adresse The Conversation website: http://theconversation.com/lycee-entre-scientifiques-et-litteraires-des-clivages-qui-persistent-240818
La dernière réforme du bac devait casser la hiérarchie entre les filières. Les premiers résultats d'une thèse nous renseignent sur les évolutions sur le terrain.

Wade, I., Ginestié, J., Diagne, A., Bkalé Nze, J. S., Andreucci, C., Chatoney, M., … Pambolt, I. K. (2024). **Éducation technologique, formation professionnelle et égalité des chances**. In *Éducation technologique, formation professionnelle et égalité des chances*. Consulté à l'adresse https://hal.science/hal-04784209
This report is prepared by a pool of rapporteurs including Babacar Diouf (general rapporteur), Bamba Ngom, Françoise Daxhelet, Youssoupha Gueye, Sylvain Agbanglanon, Baba Dièye Diagne and Alioune Diouf (workshop rapporteurs). Chaired by Mr. Moussa Sakho, Minister of Technical Education and Vocational Training of Senegal with the effective presence of Mr. Saliou Ndiaye, Rector and President of the Assembly of Cheikh Anta Diop University in Dakar, the third international RAIFFET conference focused on the theme: Technological Education, Vocational Training and Equal

Opportunities. The organization of this conference entrusted to ENSETP in Dakar was carried out in collaboration with other partners. The Savana Saly Hotel (Mbour – Senegal) hosted the conference from October 24 to 26, 2011. This major scientific meeting was attended by approximately one hundred participants, including representatives of international organizations, researchers in education and didactics of disciplines, personnel responsible for technical education and vocational training, students, and trainer training institutions. Participants come from two continents represented by twenty countries.

Weddle, H., Hopkins, M., & Goldstein, H. (2024). **How Can Research-Practice Partnerships Advance Multilingual Learner Equity? A Case Study of Partnership with State-Education-Agency Leaders**. *Peabody Journal of Education*, 99(3), 345-362. https://doi.org/10.1080/0161956X.2024.2357036
Although multilingual learner (ML) students are present in nearly all K-12 settings, they tend to be served by schools and educators who are inadequately prepared to support them. While state education agency leaders may be well-positioned to address inequities in ML education, given their roles as policy intermediaries, their work is politically complex. Further, professional development support for state-level leaders has historically been limited. Research-practice partnerships (RPPs) represent a promising avenue for addressing this absence in state leadership support, as RPPs aim to promote educational transformation through collaboration between researchers and practitioners. In our case, we posit that state-education-agency leaders' engagement in a cross-state RPP has the potential to support enactment of transformative-leadership practices, specifically through opportunities to think and work with role-alike colleagues and external researchers. Drawing on qualitative case study methods, our findings reveal how ongoing RPP collaboration in small groups supported state leaders' enactment of transformative approaches, such as developing a statewide framework for ML education and supporting district leaders with using ML-specific funds in equity- and evidence-based ways. Findings shed light on specific RPP activities that supported leaders' collaboration, which may inform how future partnerships are facilitated to advance equity-focused change efforts.

Wentworth, L., Fox, L., & Reardon, S. F. (2024). **Education Research-Practice Partnerships: Impacts and Dynamics**. *Peabody Journal of Education*, 99(3), 314-329. https://doi.org/10.1080/0161956X.2024.2357033
The emerging literature on research-practice partnerships in education explains the conditions under which these partnerships operate to achieve the desired impact. This study adds to that literature base by exploring variation in the perceived impacts across three partnerships whose goal was improving achievement for multilingual learner students. To examine these partnerships, we posit a conceptual framework that defines partnership impacts and associated supportive dynamics within the partnership. We use this framework to guide our analysis of interviews and observations from three partnerships. Our study finds (1) practitioners and researchers' motivations to engage in the RPP are different but complementary; (2) practitioners and researchers perceive the RPP as impacting their capacity either to make decisions that change policy and practice or to develop research that is relevant for theory and practice; (3) both researchers and practitioners agree that consistent communication through meetings and reliable funding supports the RPP. Implications for the field and ideas for further research are discussed.

WOMEN, O., & ONU WOMEN. (2024). ***Progress on the sustainable development goals: The gender snapshot 2024***. Consulté à l'adresse https://www.unwomen.org/sites/default/files/2024-09/progress-on-the-sustainable-development-goals-the-gender-snapshot-2024-en.pdf
Ce rapport d'une série annuelle met en avant de nouvelles données et preuves sur les tendances et les lacunes en matière d'égalité des sexes. Il souligne des avancées - le déclin de la pauvreté, la réduction des écarts entre sexes en éducation et une pression en faveur de réformes juridiques positives – mais aussi le fait qu'aucun indicateur d'égalité des sexes n'a été pleinement atteint six ans avant l'échéance de 2030 pour les ODD. Aucun pays ne dispose de lois pertinentes pour interdire la discrimination, prévenir violence basée sur le genre, défendre l'égalité des droits dans le mariage, garantir l'égalité de rémunération et assurer un accès complet à la santé sexuelle et reproductive. Le rapport souligne le coût élevé du non-investissement dans les droits des femmes pour les sociétés et prône une action radicale pour accélérer considérablement les progrès.

World Bank. (2024). ***Confronting the Learning Crisis: Lessons from World Bank Support for Basic Education, 2012–22 An Independent Evaluation***. https://doi.org/10.1596/IEG192158
Yang, S., & Yin, H. (2024). '**Good Rain Nurtures Things Silently': A Longitudinal Study of EFL Teacher Emotion and Identity Learning in Curriculum Reform**. *European Journal of Education*, *59*(4), e12763. https://doi.org/10.1111/ejed.12763
Identity serves as a valuable lens through which to investigate, understand and facilitate teacher learning during curriculum reform. Identity learning is the core process of educational change, with teacher emotion at the heart of professional learning processes. In this study, we traced the 1-year journeys of four Chinese EFL teachers during a tertiary EFL curriculum reform that focused on ideological and political education. The Dynamic Systems Model of Role Identity was utilised to understand identity learning. By drawing on interviews, documents and observations, we collected rich data and analysed four types of identity learning along a continuum from fake learning to transformation, mediated by teacher emotion. A multiplicity of emotions acted as indicators and potential catalysts for identity learning. However, an overly demanding context might lead to a retrogressive identity learning trajectory. The integration of ideological and political education in foreign language education was also discussed.

Yeboah, S., Awaah, F., Foli, J. Y., Tetteh, A., & Ekwam, E. K. (2024). **Does students' understanding of corporate governance in Ghanaian higher education relate to teacher knowledge and teaching methods?** *European Journal of Education*, *59*(4), e12717. https://doi.org/10.1111/ejed.12717
There is empirical evidence on the factors influencing students' understanding of various subjects in higher educational institutions. However, there is a deficit in studies about the link between teacher knowledge and teaching methods on students' understanding of corporate governance course. Thus, this study investigates whether students' understanding of corporate governance in Ghanaian universities is related to teacher knowledge and teaching methods. This study adopts quantitative approach and cross-sectional design to collect from 1,050 sampled students from three public universities in Ghana. We use descriptive statistics and Pearson correlation techniques to analyse the data. The results show that there is a significant positive correlation between teacher knowledge and students' understanding of corporate governance. Furthermore,

teaching methods have significant positive correlation with students' understanding of corporate governance. This study has provided a conceptual framework that indicates how teacher knowledge and teaching methods may relate to students' understanding of corporate governance in higher education from the perspective of a developing country. Additionally, this study shows that to promote students' comprehension of corporate governance, there must an understanding of how teacher knowledge and teaching methods can overlap to address the challenges confronting governance education in developing countries.

Yifu, L., & Castulo, N. J. (2024). **Strategies and Insights on Internationalisation in EU 27 Countries: A Perspective on International Ranking**. *European Journal of Education*, 59(4), e12776. https://doi.org/10.1111/ejed.12776

Pratiques enseignantes

Abu-Shawish, R. K. (2024). **Teachers' perceptions of the barriers to effective teaching in Qatar's government schools**. *European Journal of Education*, 59(4), e12711. https://doi.org/10.1111/ejed.12711
This study sought to identify the barriers to effective teaching from the perspective of teachers in Qatar's government schools. This study used survey questionnaire data from the Qatar Education Study 2018, a nationally representative sample of 424 school teachers, to determine what they consider the top barriers facing them as they work to provide effective instruction. The current study seeks to understand how the five different systems of the ecological systems theory influence effective teaching in the context of Qatar. Based on Stata 16 data analyses, percentages and mean ratings were used to identify salient barriers to effective teaching. Results indicated that student-related barriers, such as motivation and differing student abilities, and school-related barriers, including teachers' workload, influence effective instruction. A discussion of pertinent results is offered, and relevant recommendations for policy-making intervention and calls for future study and research are provided.

Albash, N. I. A. (2024). **A survey of special education teachers and specialists in Saudi Arabia on the use of collaborative practices to support the mental health of students with disabilities**. *Education and Information Technologies*, 29(15), 20031-20053. https://doi.org/10.1007/s10639-024-12667-2
The current study aimed to identify the reality of collaborative practices to facilitate access to mental healthcare by students with disabilities in the Kingdom of Saudi Arabia. Descriptive survey approach was used to obtain data from 71 teachers and specialists (n = 42 teachers; n = 29 specialists), who were identified using snowball sampling method, on the use of collaboration to support the mental health of such students. Statistical processing was done to obtain (a) the frequencies and percentages for the analysis of the participants' responses, and (b) the means to organize these data. According to the findings, while Saudi teachers and specialists in special education agree on the importance of collaborating to provide these services to those with disabilities, the survey responses indicate that Saudi Arabia lacks clear directives in the form of regulations, laws, incentives, and training that would help facilitate the implementation of these practices as required. Based on these and other findings, a proposal is made on how to increase collaboration among stakeholders to create better access to mental healthcare, when

needed, for those in the population of individuals with disabilities receiving special education support in schools in Saudi Arabia. In addition, the respondents indicated they perceive a lack of understanding of the different psychological issues individuals with disabilities may encounter and how these can be treated. The current study develops recommendations based on the findings to address these concerns as well as provides recommendations for future research.

Alcaraz-Dominguez, S., Shwartz, Y., & Barajas, M. (2024). **SSI-based instruction by secondary school teachers: what really happens in class?** *International Journal of Science Education*, 46(18), 1944-1962. https://doi.org/10.1080/09500693.2024.2303779
Whereas one of the potential uses of Socioscientific Issues-based instruction in basic education is to engage students in scientific practices, there is a lack of empirical evidence showing that this is indeed what happens in the classroom. On this basis, the present study analysed teachers' adaptations of pre-made SSI-based lessons in light of scientific practices as expressed in the PISA 2018 science competence framework. The results show that teachers mostly use SSI-BI to engage students in explaining phenomena scientifically, thus displaying that the model helps teachers to engage students in an elemental scientific practice. Further, tendencies of how teachers approach the other scientific practices are explained. Based on these results, we recommend to keep promoting the use of SSI-BI in science education, while emphasising the epistemic aspects of science in teacher education, as this subject matter knowledge can impact their disciplinary and pedagogical knowledge, which is known to influence their delivery of Socioscientific Issues-based instruction in the desired direction.

Alix, S.-A. (2024). **Maria Montessori et la diffusion de la pédagogie montessorienne aux États-Unis (1910-1920)**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qxo
Le présent article propose une étude de la diffusion de la pédagogie Montessori aux États-Unis entre 1910 et 1920, dont l'histoire est peu connue du lectorat français. Dans le sillage des travaux d'histoire transnationale, l'article analyse les premières circulations transatlantiques de la pédagogie montessorienne aux États-Unis en mettant en lumière la constitution, le développement et le déploiement des premiers réseaux de sociabilité à l'origine de la dissémination des idées et des pratiques éducatives de Maria Montessori aux États-Unis. L'article revient également sur les raisons qui expliquent l'échec de cette première vague de l'éducation Montessori outre-Atlantique jusqu'à la réémergence de ce mouvement dans les années 1950.

Allard, C., & Mamede, M. (2024). **Approche sociodidactique d'un travail collaboratif. S'appuyer sur les malentendus pour concevoir une situation sur la construction du nombre en maternelle en REP**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Cet article témoigne de la richesse du travail collaboratif entre six enseignantes de maternelle et deux chercheuses, l'une en sociologie de l'éducation et l'autre en didactique des mathématiques. Lors de trois années d'échanges et d'observations, nos analyses croisées ont été à l'origine de la mise au point d'une situation participant à la construction du nombre, du développement effectif du processus d'institutionnalisation et enfin à l'identification d'un malentendu constitutif du processus d'apprentissage.

Almakrob, A. Y., Alduais, A., Be, B., & Mhone, A. S. M. (2024). **Neurodiversity in Saudi Arabia: A Conceptual Model for Inclusive Practices**. *European Journal of Education*, 59(4), e12809. https://doi.org/10.1111/ejed.12809
Despite the growing international focus on neurodiversity, its explicit identification and incorporation into educational and workplace practices remain underdeveloped in Saudi Arabia. This study explores the indirect presence and characterisation of neurodiversity within Saudi Arabia through existing inclusive practices. The study aimed to analyse the prevalence and characteristics of neurodiversity practices in Saudi Arabia, using inclusive education, mainstreaming education, inclusive society, and inclusive work as indicators, and to develop a conceptual model for neurodiversity applicable both locally and globally. A content analysis was conducted on 33 studies related to inclusive practices in Saudi Arabia. Data were categorised into emergent themes to construct a conceptual model that encapsulates neurodiversity practices. The findings revealed eight categories representing neurodiversity practices: Teacher Preparedness and Training, Policy and Implementation, Inclusive Educational Practices, Assistive Technologies and Resources, Socio-emotional and Health Support, Specialised Training and Professional Development, Student and Peer Perspectives, and Inclusive Infrastructure. The proposed conceptual model synthesises these categories, providing a structured depiction of neurodiversity practices in Saudi Arabia and offering a framework with international applicability. This study uncovers an implicit acknowledgment of neurodiversity and a foundational approach to inclusive practices within the Saudi Arabian context, parallel to global inclusive trends.

An, Q. (2024). **The effectiveness of using IT in art education to develop learning motivation and psychological well-being**. *Education and Information Technologies*, *29*(15), 19537-19552. https://doi.org/10.1007/s10639-024-12601-6
This study aims to explore the impact of a digital learning program on the motivation and well-being of students in the art industry in China. The use of competitive digital tools as a means of self-expression contributes to effective academic performance and employment. The study covered 82 first-year students from the [The Guangzhou Academy of Fine Arts] Academy. The sample was equally divided into two groups: control and training. The research tools were the Motivated Strategies for Learning Questionnaire (MSLQ) and the Psychological Wellbeing Scale (PWB). The training group received a 16-hour digital painting course. After completing the course, this group showed improvement on the final tests, in particular, on the "Self-Acceptance" and "Mutual Learning" subscales. Their motivation level also increased (285 points on the post-test compared to 250 on the baseline). The control group did not demonstrate any changes in the level of well-being. This fact confirms that lecture training, even in an online format, does not significantly affect motivation. Based on the findings, it is possible to identify effective strategies for developing an interesting and effective curriculum for students not only in China but also in other countries.

André, A., & Bedoin, D. (2024). **Quand l'inclusion inversée tend à bousculer la forme scolaire en école maternelle**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qy0
Depuis 2014, la mise en place des unités d'enseignement maternelle autisme (UEMA), articulant milieu spécialisé et milieu ordinaire, vise à répondre aux besoins spécifiques des élèves présentant des troubles du spectre autistique (TSA). La recherche présentée cherche à identifier les freins et les leviers à la scolarisation inclusive de ces jeunes enfants

en UEMA. L'analyse porte plus précisément sur le dispositif d'inclusion inversée (« reverse inclusion »), c'est-à-dire une activité partagée entre élèves de classe ordinaire et ceux en situation de handicap au sein de l'unité spécialisée qui tend à bousculer la forme scolaire traditionnelle. À partir d'un double ancrage théorique — en psychologie sociale et en sociologie interactionniste — et d'une méthodologie mixte — observations filmées et entretiens semi-directifs — l'étude de cas proposée permet d'identifier en quoi le dispositif d'inclusion inversée affecte la manière de penser et d'organiser la forme scolaire, en jouant sur la dynamique d'interactions entre jeunes enfants avec TSA (en termes de participation sociale) et adultes (en termes de guidance).

Ang, D., Sun, B., & Cheung, P. (2024). **The Effect of Book Genre in Eliciting Teacher Math Talk**. *Mind, Brain, and Education*, *18*(4), 408-416. https://doi.org/10.1111/mbe.12433
Number books are an effective tool to increase math talk and promote children's mathematical thinking, but little is known about book genre effects. How do different types of number books impact mathematical input? This study examined whether book genre affects the amount and types of teachers' math talk. Using a within-subjects design, we asked 31 teachers of 4- to 5-year-olds to read a narrative number book and a nonnarrative number book in a counterbalanced order. The books were matched in target numerical content. We found that the nonnarrative number book elicited more math talk than the narrative number book. In a qualitative analysis, we analyzed multiple conversational turns and found that both books allowed teachers to engage in simple math discussions, but there were differences in other types of math discussions. Together, these findings show that the quantity and quality of mathematical input differ as a function of genre.

Annan-Brew, R. K., Ezugwu, I. J., Surman, S. H., & Dadzie, J. (2024). **Enhancing pre-service teacher effectiveness: Integration of 21st-century skills during off-campus teaching experiences**. *European Journal of Education*, *59*(4), e12737. https://doi.org/10.1111/ejed.12737
This study investigates the integration of 21st-century skills into the teaching practices of pre-service teachers during their off-campus experiences. Focusing on essential skills such as critical thinking, collaboration, communication, creativity, self-direction, and the use of technology, this research aims to identify which skills are most effectively applied by pre-service teachers in real-world settings. Data were collected from 370 final-year pre-service teachers using a cross-sectional design and a tailored survey instrument adapted from Ravitz's work. The findings indicate that pre-service teachers most frequently integrated technology use and self-direction into their teaching practices. Conversely, skills such as critical thinking, collaboration, communication, and fostering creativity were less commonly applied. No significant gender differences were found in the application of these skills among pre-service teachers in the Central Region of Ghana. These results reveal insights into the readiness and capabilities of future teachers to integrate essential 21st-century skills into their teaching practices, underscoring the critical role of teacher education programmes in preparing educators for the demands of modern classrooms. The study highlights the importance of continuous professional development and the incorporation of innovative teaching methodologies to enhance educational outcomes.

Ao, N., Zhang, M., & Tian, G. (2024). **Examining pre-service teachers' teaching anxiety during student teaching: A Chinese perspective**. *European Journal of Education*, *59*(4), e12734. https://doi.org/10.1111/ejed.12734

To better understand pre-service teachers' teaching anxiety in specific cultural contexts and promote their overall anticipatory socialisation process, this study investigated the level, dimensions and causality of Chinese pre-service teachers' teaching anxiety during student teaching. We conducted a survey of 426 Chinese pre-service teachers who were at the end of their bachelor or master programmes to become primary or secondary school teachers. The results of this study revealed that the participants experienced moderate anxiety ($M = 25.51$), with more concerns about their professional teaching competencies ($M = 10.75$) and teaching management ability ($M = 7.66$) than personal image, personal affairs and evaluation ($M = 2.92, 2.35, 1.82$). Moreover, gender, educational background, self-concept, student ability, job demands and job resources were correlated with teaching anxiety. Among these, self-concept and job demands best explained teaching anxiety with estimated regression weights of $−0.541$ for self-concept and 0.079 for job demands ($p < .001$). This study contributes to the literature on teaching anxiety by exploring culturally specific elements in China and offers valuable implications for interventions to reduce anxiety among pre-service teachers.

Archieri, C. (2024). **La soutenance orale à l'université : un moment critique d'évaluation**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qxp
La soutenance orale, pratiquée depuis la première année de licence jusqu'au doctorat, est un exercice courant à l'université. En tant qu'enseignante-chercheuse, je constate chaque année que ces épreuves suscitent des émotions variées : plaisir ou irritation chez les enseignants, satisfaction ou anxiété chez les étudiants. Présentée comme un moyen d'évaluer les connaissances ou compétences à un moment donné, on peut se demander si c'est vraiment le cas, ou si la qualité de la prestation orale influence la perception des objectifs d'apprentissage atteints par les évaluateurs. De plus, les normes souvent non explicitées de la soutenance, comme l'utilisation de supports ou de notes, varient selon les disciplines. Ne faudrait-il pas revoir ces conventions pour respecter davantage l'autonomie des étudiants ?

Arroyo-Rojas, F., Hidalgo-Kawada, F., Watanabe, R., & Fast, D. (2024). **Inclusive education: Voices from elementary school principals in the United States**. *Journal of Research in Special Educational Needs*, *24*(4), 1105-1114. https://doi.org/10.1111/1471-3802.12698
Currently, schools in the United States are highly diversified and integrated. In other words, the integration of students representing multiple identities and positionalities existing in the same educational spaces is much more common. The purpose of this study was to examine elementary school principals' perspectives on inclusive education. Grounded in social constructionism, the research design was a descriptive case study positioned using qualitative methodology. The primary data sources were semi-structured one-on-one Zoom interviews with four elementary school principals from the Midwestern region of the United States; and researchers' reflexive notes in order to understand how principals understand and deploy inclusion within their respective schools. Based on thematic analysis, in this paper, we constructed the following interrelated themes: (a) building discourses around inclusion from prior educational experiences; (b) culturally responsive leadership as a practice to inclusion; (c) collective feelings of safety, comfort and harmony and (d) the negotiation of privilege. These themes highlighted that the conceptualization and implementation of inclusion heavily prioritize the perspectives of professionals within schools rather than those of the individuals being included.

Ataş, U., & Daloğlu, A. (2024). **Developing a comprehensive profile of professional development and identity for English language teacher educators**. *European Journal of Education*, 59(4), e12729. https://doi.org/10.1111/ejed.12729

Despite the growing interest in researching English language teacher educators' (ELTEs) pedagogy, knowledge base, beliefs, and identity development, there is a lack of comprehensive frameworks that encompass these aspects holistically. This study attempts to develop a professional development profile for English language teacher educators by investigating how they define their profession, what professional characteristics and personality traits they possess, what roles and responsibilities they assume, and what constitutes the domains of a knowledge base. Additionally, it explores how they perceive their identities as educators and engage in professional development. The participants were 84 English language teacher educators from across Türkiye. Data were collected via face-to-face semi-structured interviews and analysed thematically. At the end of this study, an integrated professional profile of English language teacher educators is provided, which includes insights into their professional identities. The profile has implications beyond Türkiye and might contribute to the broader understanding and enhancement of professional development for language teacher educators globally. As the study addresses a gap in the field, its outcomes are expected to contribute to the ongoing discussions and efforts to support teacher educators in their continuous learning and development.

Audran, J. (2024). **Cinq enjeux d'évaluation face à l'émergence des IA génératives en éducation**. *Mesure et évaluation en éducation*, *47*(1), 6-26. https://doi.org/10.7202/1114564ar

Depuis novembre 2022, les acteurs de l'éducation s'émeuvent de l'apparition de services informatiques qui permettent de générer des textes, des images ou des sons en une simple requête. Ces programmes désignés sous le nom d'intelligences artificielles génératives font l'objet d'une forte médiatisation. En évaluation, de nouveaux enjeux apparaissent : 1) Sait-on déterminer les compétences à évaluer chez les élèves, utilisateurs potentiels de ces technologies ? 2) Sait-on faire la différence entre production humaine et machinique ? 3) Peut-on évaluer, sur le fond, des productions qui pratiquent l'illusion de la forme ? 4) Comment évaluer la dimension authentique d'une production d'élève ? 5) Sait-on évaluer les potentialités éducatives de ces technologies ? Relever ces cinq enjeux suppose une sensibilisation des enseignants et des formateurs à la pratique d'une évaluation éthique et formative apte à tirer parti de ces technologies pour préparer les élèves à des technologies qui seront bientôt banales à l'école.

Bächtold, M., Cross, D., & Munier, V. (2024). **The relationships between the practice of different scientific activities and students' scientific knowledge, inquiry skills, view of the nature of science and attitude towards science: a study in primary school**. *International Journal of Science Education*, 46(18), 1922-1943. https://doi.org/10.1080/09500693.2024.2303623

Data from PISA and TIMSS have recently fuelled the debate on the efficacy of Inquiry-Based Science Teaching (IBST). Some analyses of these data show that the effects of different scientific activities related to IBST carried out with students vary according to the frequency of their implementation. Extending this research, the present study focuses on several scientific activities (Conception, Problem, Hypothesis, Model, Manipulation, Discussion-IBST, Interaction), some of which have not been considered previously. It investigates the extent to which these activities are implemented in teachers' practices

and their relationships with student learning. The study is based on self-reported practices of primary school teachers in France (98) and data on their students (2250) measuring their scientific knowledge, inquiry skills, views of the nature of science (NOS) and attitudes towards science. Findings show that teachers' practices are diverse, with some teachers implementing scientific activities frequently and others rarely. However, no profile of teaching practices could be associated with high or low levels of student learning. The only scientific activity for which converging positive relationships with student learning were found was modelling. This finding calls for further studies to explore the relationships of the different modelling sub-practices with student learning.

Bacqué, M.-H., Demoulin, J., & Pop-Part, C. (2024). **Conduire une recherche participative avec des jeunes de quartiers populaires. Outils et méthodes**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
La recherche participative Pop-Part conduite avec des jeunes des quartiers populaires et des professionnel·le·s de la jeunesse a mobilisé une méthodologie originale, puisant dans les apports de l'éducation populaire, des démarches participatives et dans les méthodes classiques des sciences humaines et sociales. Cette démarche a permis d'associer les jeunes à la collecte de données, à l'analyse, mais aussi à la diffusion et mise en discussion des résultats par le biais de différentes productions.

Bai, B., & Zhou, H. (2024). **Standards, Instruction and Assessment of EFL Writing in Schools: Lessons From China's Basic Education**. *European Journal of Education*, 59(4), e12747. https://doi.org/10.1111/ejed.12747
This paper analyses the current situation of English as a foreign language (EFL) writing in basic education in mainland China with a focus on the English curriculum standards, instruction and assessment. The National English Curriculum Standards launched by China's Ministry of Education ratified a general framework for EFL writing instruction and assessment in schools while the municipal curriculum guides, such as the one of Shanghai, include more specific writing performance descriptors. Comparisons of EFL curricula with other countries and regions suggest diverse examples and updated resources be added to China's current curriculum standards to improve feasibility and modernity. Moreover, there are discrepancies between the Curriculum Standards and the implementation in the classroom. Sociocultural factors, such as teachers' beliefs, instructional materials and the exam culture, have led to the tension between new pedagogies advocated in the Curriculum Standards and conventional instructional practices. This study further explores the writing section in the large-scale high-stake exams, that is, Zhongkao and Gaokao, which have long exerted strong influence on teachers' instruction and assessment practices. Regularising professional training in writing instruction and improving teachers' assessment literacy are thus suggested. Local practitioners' attempts to integrate the process approach into traditional teaching methods and scholars' efforts to develop the writing scales for assessment are discussed to offer policy and pedagogical implications for other education contexts that are faced with similar challenges.

Banerjee, R., Blunch, N.-H., Cassese, D., Datta Gupta, N., & Pin, P. (2024a). *The Effectiveness of Teamwork for Student Academic Outcomes: Evidence from a Field Experiment* [Cambridge Working Papers in Economics]. Consulté à l'adresse Faculty of Economics, University of Cambridge website: https://econpapers.repec.org/paper/camcamdae/2463.htm

An enduring question in education is whether team-based peer learning methods help improve learning outcomes among students. We randomly assign around 10,000 middle school students in Karnataka, India, to alternative peer learning treatments in Math and English that vary the intensity of collaboration. Teamwork with co-coaching outperforms simple teamwork and incentive treatments by increasing the test scores by about 0.25 standard deviation, but only in Math. This is both statistically and economically significant for students at the bottom of the ability distribution. We develop theoretical conditions under which teamwork with co-coaching outperforms simple teamwork as a peer-learning method.

Banerjee, R., Blunch, N.-H., Cassese, D., Datta Gupta, N., & Pin, P. (2024b). ***The Effectiveness of Teamwork for Student Academic Outcomes: Evidence from a Field Experiment**** (IZA Discussion Paper Nº 17362). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17362.htm
An enduring question in education is whether team-based peer learning methods help improve learning outcomes among students. We randomly assign around 10,000 middle school students in Karnataka, India, to alternative peer learning treatments in Math and English that vary the intensity of collaboration. Teamwork with co-coaching outperforms simple teamwork and incentive treatments by increasing the test scores by about 0.25 standard deviation, but only in Math. This is both statistically and economically significant for students at the bottom of the ability distribution. We develop theoretical conditions under which teamwork with co-coaching outperforms simple teamwork as a peer-learning method.

Barnhart, T., Johnson, H. J., & Tekkumru-Kisa, M. (2025). **Pre-Service Teachers Notice Student Thinking: Then What?** *Journal of Teacher Education*, *76*(1), 57-70. https://doi.org/10.1177/00224871231220604
Research has demonstrated that pre-service teachers (PSTs) can learn to notice students' thinking in sophisticated ways by analyzing videos of classroom interactions. What is less clear is how PSTs use what they notice about student thinking to inform how they respond. Secondary math and science PSTs from three teacher preparation programs were invited to analyze a video clip identifying noteworthy moments of student thinking and describing an instructional move they might make and why. A qualitative analysis of their responses indicates that the PSTs overwhelmingly noticed both the substance and the source of students' ideas. However, the patterns in their responses to these moments varied. These findings suggest that PSTs would benefit from spending more time unpacking what it means to respond to students' thinking. The study provides implications for teacher education with respect to the careful selection of classroom clips and tools to support novice teachers developing responsive teaching practices.

Barroso da Costa, C., Younès, N., & Hurteau, M. (2024). **L'évaluation face aux enjeux contemporains – Tendances et émergences : introduction**. *Mesure et évaluation en éducation*, *47*(1), 1-5. https://doi.org/10.7202/1114563ar
Un article de la revue Mesure et évaluation en éducation, diffusée par la plateforme Érudit.

Becerra Sepúlveda, C., Picol Córdova, C., Silva Martínez, E., & Tapia Pavez, V. (2024). **Incidence of teacher reflection on the teacher's understanding of diversity and its role in**

the transition to inclusive education. *Journal of Research in Special Educational Needs*, 24(4), 869-881. https://doi.org/10.1111/1471-3802.12674
This research focuses on including people with disabilities in higher education. It proposes that reflective teaching is a tool to move from an integrative to an inclusive approach. Using a qualitative methodology, it analyzes teachers' positions on integration and inclusion, using focus groups to collect information. The results show that most teachers are close to the integration approach, although they recognize difficulties in implementing inclusion. Academics highlight the importance of curricular adaptation, flexible methodology and universal learning design to enable the participation of students with disabilities in higher education. The analyses also highlight the constant need for teachers to adapt, which generates additional pressure, especially for those who adhere to an inclusive approach. Teachers should base their reflection on the emotional and rational components of teaching, which play a crucial role in balancing the individual and objective freedoms of teachers and students, thus ensuring a fair and equitable educational environment for all.

Bécu-Robinault, K. (2024). **« Nous travaillons à identifier les leviers à la circulation des savoirs, qu'ils soient issus de la pratique des enseignants ou de la recherche »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Diversité : Vous êtes enseignante-chercheuse spécialiste en didactique des sciences, et plus particulièrement en physique ; donc en lien direct avec l'enseignement de cette discipline scolaire. Comment avez-vous, au cours de votre carrière, construit votre relation au terrain ? Karine Bécu-Robinault : Cette relation s'est construite sur la base de nécessités, mais aussi d'opportunités qui ont permis de construire différents types de relations au terrain, de la maternelle au supérieur. Aux ori...

Bergeron, Laurie. (2024). **Faire des mathématiques ensemble : l'apport d'une approche d'ingénierie didactique coopérative pour favoriser la participation de l'ensemble des élèves à la vie éducative de la classe**. *Revue hybride de l'éducation*, 8(5), 1-23. https://doi.org/10.1522/rhe.v8i5.1634
Dans le cadre d'un projet pilote, nous nous sommes intéressées à l'apport de la formation en orthodidactique des mathématiques pour développer et mettre à l'essai des situations où toute la classe peut participer et interagir, peu importe ses connaissances, dans un contexte collaboratif entre orthopédagogue et personne enseignante. L'objectif de cet article est de mettre en saillance la manière dont notre démarche d'ingénierie didactique coopérative (Sensevy, 2011) a permis de créer des espaces de développement des aspects didactiques et mathématiques pour l'intervention orthopédagogique favorisant l'activité mathématique de tous les élèves en classe.

Bergeron, Léna, Bergeron, G., & Lachance, A. (2024). **Prise en compte de la diversité au secondaire : les obstacles à l'apprentissage comme variable d'intérêt**. *Revue hybride de l'éducation*, 8(5), 1-26. https://doi.org/10.1522/rhe.v8i5.1637
Alors qu'elle est mise de l'avant dans plusieurs écrits portant sur l'éducation inclusive, la question des obstacles à l'apprentissage et à la participation des élèves est souvent traitée de manière superficielle, ce qui rend difficile son opérationnalisation. Afin d'approfondir le sujet, cet article propose de mettre en évidence ce qui est interprété comme étant à l'origine d'obstacles potentiels ou rencontrés par neuf personnes enseignantes du secondaire participant à une recherche-action-formation. Les résultats

illustrent que ces dernières invoquent dans leur raisonnement des aspects qui relèvent des savoirs, des élèves, des pratiques pédagogiques et des conditions de travail des élèves.

Borri-Anadon, C., Ouellet, K., & Prud'homme, L. (2024). **Pratiques soutenant la participation à la classe ordinaire d'élèves plurilingues émergents au sein d'un modèle de services hybride d'accueil et de soutien à l'apprentissage du français : quels constats pour l'éducation inclusive ?** *Revue hybride de l'éducation*, *8*(5), 1-23. https://doi.org/10.1522/rhe.v8i5.1622
Grâce à une approche par questionnement analytique de données issues d'une recherche à teneur ethnographique portant sur un modèle de services hybride d'accueil et de soutien à l'apprentissage du français, une typologie de la participation d'élèves plurilingues émergents à la classe ordinaire a été dégagée. Cette typologie invite les actrices et les acteurs scolaires à interroger leur représentation de la diversité, à favoriser la coresponsabilité de toutes les personnes membres de la communauté éducative, et à reconnaitre les risques inhérents aux différents types de participation. Ces trois conditions apparaissent essentielles à la poursuite des finalités de l'éducation inclusive.

Boyraz, S., & Rüzgar, M. E. (2024). **What Digital Competency Tells Us About E-Learning Satisfaction of Pre-Service Teachers**. *European Journal of Education*, *59*(4), e12766. https://doi.org/10.1111/ejed.12766
It is imperative that pre-service teachers gain digital competency (DC) as a result of their education where e-learning is a central component. In this study, we aimed to describe pre-service teachers' perceived DC and e-learning satisfaction (ELS) levels, to examine how their perceived DC and ELS change in terms of related variables and to investigate how perceived DC predicts ELS. To inform their policy decisions, teacher training institutions and more generally HEIs must have a clear understanding of this relationship as it will allow them to decide whether to invest in e-learning platforms or in enhancing pre-service teachers' perceptions of DC. Utilising a quantitative research understanding, we collected data from 402 students in various teaching programs at a Faculty of Education. Findings indicated that pre-service teachers report a high level of perceived DC and moderate level of ELS while we ascertained a low level of predictive relationship between the two variables. We suggest that policymakers prioritise investing resources in improving DC of pre-service teachers in order to have them higher levels of ELS to increase the quality of their education.

Cabezas, F., Burgos, L., Darrigol, J., & Zúñiga, M. (2024). **Implementation of an early alert system in quizzes of a high complexity subject in higher education: Improvement of student performance and teacher perception**. *Education and Information Technologies*, *29*(15), 19321-19341. https://doi.org/10.1007/s10639-024-12610-5
Early Alert Systems (EAS) play a fundamental role in education by supporting the learning process and evaluating student performance. In this study, an innovative EAS designed to specifically identify weaknesses in Cognitive Skills (CS) in first-year higher education students is presented, focusing on a challenging course at a South American university. Through big data technology, approval rates linked to various cognitive skills were evaluated using quizzes. Subsequently, teachers, after analysis and dialogue, applied adapted strategies to strengthen these skills in their classes, which were evaluated in subsequent exams. The sample under study included 1,691 students from various health majors enrolled in a complex subject. The experimental group (994 students) that

participated in the EAS was compared with a control group (697 students). Evaluations validated by the academic team were used, applying three quizzes throughout the 2022-20 academic period, and the results were analysed with the Power BI computer tool, generating online reports that highlighted CS by section. The EAS, based on teacher surveys, is innovative and it also positively impacts student achievement, evidenced in overall approval rates, by teacher and section. In addition to promoting collaboration among professors, it also improves the teaching quality and suggests a positive impact on the learning of complex subjects in Higher Education Institutions (HEIs). This comprehensive approach to early monitoring of student performance shows promise for the ongoing improvement of educational quality.

Cañero-Arias, J., Blanco-López, Á., & Oliva, J. M. (2024). **Model-based analysis of the impact of a teaching-learning sequence about carbonated drinks on students' understanding of the dissolution of gases in liquids**. *International Journal of Science Education*, 46(17), 1848-1878. https://doi.org/10.1080/09500693.2023.2300772
This research integrates context-based learning and modelling. It presents a teaching-learning sequence (TLS) about the dissolution of gases in liquids using carbonated drinks as the context. The impact of the TLS is analysed in a longitudinal short-term study involving two groups of learners aged 13–14 years old (n=53). The results led us to infer five models explaining how carbon dioxide is distributed in a carbonated soft drink, categorized and ordered by increasing complexity as follows: Gas apart; Bubbles; Bubbles and something else; Dissolved gas; and Oversaturation. Some of these models reflected preconceived ideas based on students' personal experience, while others emerged from the teaching. Three clusters of students were identified based on the frequency with which their responses were included in the models Dissolved gas or Oversaturation. Overall, the TLS shows potential as a framework for enhancing students' knowledge. This is reflected in the fact that more advanced models of dissolution became increasingly identifiable in their responses as they worked through the activities, while less sophisticated ones were observed less frequently. Overall, nearly two-thirds of them demonstrated that they had acquired an understanding of the concept of dissolved gas. Some of the activities used seem to be particularly helpful in this respect.

Caron, J., Edith, J., Beaupré, P., Beaulieu, J., Harvey, C., & Bolduc, M.-E. (2024). **Implantation de stages de travail adapté en milieu universitaire : des pratiques collaboratives à visée inclusive**. *Revue hybride de l'éducation*, 8(5), 1-27. https://doi.org/10.1522/rhe.v8i5.1644
L'université peut concrétiser des principes de l'inclusion scolaire et sociale. Une initiative s'est implantée : des stages de travail adapté en milieu universitaire (STAMU) encadrés pour des élèves en adaptation scolaire. Lorsque des personnes collaboratrices issues de différents secteurs s'unissent au sein des STAMU, quelles sont les pratiques collaboratives à visée inclusive mobilisées ? Dans cet article, le regard est porté sur le déploiement de ces pratiques novatrices. De cette recherche collaborative intersectorielle se dégagent des actions pour la création d'un environnement ouvert à l'équité, à la diversité et à l'inclusion et pour la formation et le développement professionnel de la relève enseignante.

Caudle, L. A., Quinn, M. F., Harper, F. K., Thompson, H. R., Rainwater, T. R., & Flowers Jr., C. E. (2024). **"Any Other Thoughts?": Establishing Third Space in a Family-School-University**

STEM Partnership to Center Voices of Parents and Teachers. *Peabody Journal of Education*, 99(3), 274-294. https://doi.org/10.1080/0161956X.2024.2357010
Research practice partnerships (RPPs) that include parents and teachers as cocreators of educational programs provide opportunities to build equitable partnerships yet require university partners to intentionally develop spaces for coconstruction and synergistic interactions. RPPs built within a third space can foster engagement of all partners in the coconstruction of knowledge and practices while assuming roles and navigating partnership work through informal and formal communication. We define a third space as a hybrid, intangible space where inter- and intracultural pedagogies are constructed and shared identity is created from historical and cultural contexts of all partners. This study explored how university partners centered teacher and parent voices in the codesign and piloting phase of a culturally relevant preschool robotics program and facilitated codevelopment within a third space. Through in-depth qualitative coding, we analyzed 6 months of early partnership exchanges to identify how we, as university partners, facilitated discourse and what roles parents and teachers assumed within our third space. Results found that university partners frequently invited participation among partners and used revoicing strategies, and parents and teachers adopted roles as educators and advisors to the program design and implementation. Implications for RPPs include considering how both facilitator-discourse moves and collaborative spaces in which parents and teachers are central to partnership conversations and decisions contribute to successful outcomes.

Charette, J., Croteau, D., & Maguemoun, A. (2024). **Regard d'enseignantes sur l'accueil et le processus d'intégration d'élèves nouveaux arrivants en classe ordinaire : et si on se mobilisait collectivement?** *Revue hybride de l'éducation*, 8(5), 1-23. https://doi.org/10.1522/rhe.v8i5.1643
Cet article s'intéresse au sentiment d'autoefficacité et d'efficacité collective perçus par des enseignantes de 1re année du primaire au regard de l'accueil et du processus d'intégration des élèves nouveaux arrivants (ENA) en classe ordinaire. Nos résultats mettent en lumière une forte mobilisation des enseignantes malgré un sentiment d'autoefficacité parfois mis à mal. Nos résultats illustrent la pertinence de se mobiliser collectivement et d'arrimer les actions qui sont mises en place à tous les paliers du système scolaire pour soutenir les ENA, leur famille et le personnel scolaire qui les accueille.

Chen, Y., & Zou, Y. (2024). **Enhancing education quality: Exploring teachers' attitudes and intentions towards intelligent MR devices**. *European Journal of Education*, 59(4), e12692. https://doi.org/10.1111/ejed.12692
This research paper focuses on the adoption of multi-perspective theory to study teachers' attitudes and intentions towards using intelligent mixed reality (MR) devices for classroom behaviour analysis. The research model integrates TRI (Technology Readiness Index), IDT (Innovation Diffusion Theory), ECM (Expectation Confirmation Theory) and TAM (Technology Acceptance Model) model. The variable of insecurity is considered to address the concerns regarding information security in the use of artificial intelligence in education. The study identifies that innovation and relative advantage significantly and positively influence teachers' attitudes towards using intelligent MR devices. PeoU (perceived ease of use), however, does not have a significant impact on attitudes, suggesting that teachers prioritize the benefits of enhancing teaching quality over the complexity of the devices. PU (perceived usefulness) emerges as a key variable for

teachers' adoption of intelligent MR devices, prompting the need for attention from designers and manufacturers. Regression analysis reveals that gender does not influence the use of new technology, while teachers with more teaching experience and those working in remote areas express greater receptiveness towards utilizing new technology. The paper recognizes the potential of intelligent teaching devices to address educational challenges and promote equity in remote areas by providing auxiliary tools for teachers to improve teaching efficiency and quality. Teacher training and technical support are emphasized as crucial factors for effective use of artificial intelligence teaching devices.

Colognesi, S., Coppe, T., Dannau, L., & Barbier, E. (2024). **Seven reasons why elementary school teachers do not encourage their students' metacognition in L1 language lessons**. *European Journal of Education*, *59*(4), e12740. https://doi.org/10.1111/ejed.12740
Specifically in the field of language teaching, it has been recognized that metacognitive strategies maximize language acquisition and improve performance. But despite this, it appears that few teachers currently consider metacognition in their teaching practices. The current study adopted a qualitative design to focus on the reasons that inhibit teachers in French-speaking Belgium from prompting their students to engage in metacognition in first-language (L1) lessons. Semistructured interviews were conducted with seven teachers. The teachers in our sample believed that use of metacognitive strategies can provide benefits for students. But despite this, they explicitly said that they do not prompt their students to engage in metacognition in L1 language lessons. And this for seven specific reasons, as outlined in the article. Knowing these reasons allows us to target the points of attention to be had in training teachers in metacognition in L1.

Coudreau, Y. (2024). **De la classe inversée à la lesson study, une aventure océanique**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Yann Coudreau, professeur d'histoire-géographie en collège, raconte et analyse son expérience de recherche-action débutée autour de la classe inversée au sein du réseau RESEIDA. Ce groupe, composé de praticiens et chercheurs, examine la pluralité des classes inversées et leur efficacité, en se concentrant sur le travail en groupe et les conflits sociocognitifs. La réflexion collective autour des difficultés constatées chez les élèves fait évoluer le fonctionnement du groupe vers la lesson study. Le renouvellement et l'adaptation d'une séquence de géographie amènent à questionner la construction des savoirs dans cette discipline et dans le travail de groupe. Un bilan est également tiré en termes d'autoréflexion et de développement professionnel.

Crew, T. (2024). **Exploring student support, class solidarity and transformative pedagogy: insights from Working Class Academics**. *British Journal of Sociology of Education*, *45*(7-8), 1042-1058. https://doi.org/10.1080/01425692.2024.2392146
This article aims to deepen understanding of the assets within working-class academics (WCA). It is organised into three themes: 1) Class Solidarity, 2) Supporting Students, and 3) A WCA Pedagogy. Within Class Solidarity, the study reveals class unity demonstrated through shared experiences and joint efforts in creating spaces for working-class voices. Supporting Students discusses how WCAs provide unique support, addressing the challenges faced by nontraditional students and aiding in the construction of professional identities. The findings also suggest the possibility of a distinctive WCA pedagogy. This potential approach to teaching includes elements such as incorporating

lived experiences, adopting a strengths-based perspective, encouraging the co-creation of knowledge, and integrating social justice principles. These components, if indeed characteristic of WCA teaching methods, could represent a transformative pedagogical framework. However, further comparative research is needed to confirm the extent to which these elements are unique to or more prevalent among WCAs.

Croguennec, F., Landry, G., & Bounadere, M. (2024). **La mise en place de la différenciation pédagogique, dans deux classes multiniveaux, au primaire et la collaboration entre deux enseignantes engagées pour la réussite de leurs élèves: Entrevue**. *Revue hybride de l'éducation*, *8*(5), 1-15. https://doi.org/10.1522/rhe.v8i5.1632 Cet article présente les pratiques de différenciation pédagogique de deux enseignantes d'une école primaire québécoise, Mayggy Bounadere et Gabrielle Landry, à qui nous avons laissé la parole. L'article prend la forme d'une entrevue. Elles nous présentent comment elles parviennent à gérer les niveaux hétérogènes de leurs élèves et comment elles collaborent quotidiennement pour se doter de grilles d'évaluation et d'autoévaluation communes au profit de la reconnaissance des besoins de leurs élèves et de leur progression. L'article présente les pratiques qu'elles mettent en œuvre et leurs moyens pour offrir des rétroactions. Elles ont été accompagnées par des formatrices deux années consécutives.

Croguennec, F., & Monney, N. (2024). **La résolution de problèmes mathématiques. Analyse de pratiques de planification et d'évaluation chez des enseignantes lors de la mise en place d'activités visant le développement de la compétence à résoudre un problème mathématique : quelles réflexions pour favoriser l'inclusion de l'ensemble des élèves ?** *Revue hybride de l'éducation*, *8*(5), 1-22. https://doi.org/10.1522/rhe.v8i5.1631 Cet article présente les propos de quatre enseignantes du primaire issus d'entretiens d'explicitation sur leurs manières de planifier l'enseignement de la résolution de problèmes mathématiques dans une perspective d'inclusion. Les analyses ont fait émerger leurs conceptions de l'enseignement de la compétence à résoudre des problèmes en mathématiques et de son évaluation. Il en ressort que, malgré leur reconnaissance des besoins variés des élèves, la mise en œuvre des pratiques inclusives dans l'enseignement de la résolution de problèmes reste difficile à planifier si elles ne tiennent pas compte des enjeux mathématiques de la compétence. En somme, les résultats montrent l'arrimage indispensable entre les connaissances mathématiques et les connaissances des pratiques inclusives pour éviter des pratiques inclusives de surface.

Croteau, D., Costa, C. B. da, & Dufour, F. (2024). **La différenciation pédagogique et l'évaluation en aide à l'apprentissage : perceptions et pratiques enseignantes en classe ordinaire au primaire**. *Revue hybride de l'éducation*, *8*(5), 1-22. https://doi.org/10.1522/rhe.v8i5.1639 La recherche en éducation inclusive encourage l'adoption de divers dispositifs de différenciation pédagogique dans les pratiques évaluatives enseignantes afin de mener tous les élèves vers la réussite éducative. Cet article présente une partie des résultats liée à la planification et à la mise en œuvre d'évaluations visant l'aide à l'apprentissage issue d'une recherche portant sur les pratiques évaluatives différenciées. Les données ont été collectées par des entretiens individuels avec quatre titulaires en classe ordinaire au primaire. Les résultats encouragent le recours à l'évaluation authentique, collaborative, souple et plurilingue lors de la planification et de la mise en œuvre d'évaluations différenciées.

Dack, H., & Ann Tomlinson, C. (2025). **Preparing Novice Teachers to Differentiate Instruction: Implications of a Longitudinal Study**. *Journal of Teacher Education*, *76*(1), 12-28. https://doi.org/10.1177/00224871241232419

This longitudinal multi-case study explored four early career teachers' attempts to differentiate instruction in schools that varied in their level of support for this pedagogical approach. It offered an in-depth examination of the experiences of novices who learned about the pedagogical tools of differentiation with depth and fidelity through the same preservice instruction, developed similar commitments to implementing them, and attempted to implement them in contrasting inservice settings. A large and rich data corpus collected across 4 years included participant interviews, observations of participants' teaching practices, classroom artifacts, and interviews with participants' mentors. Findings illustrated novices' contrasting multi-year learning trajectories related to differentiation embedded within varied school settings. They also revealed the substantive role novices' shifting visions of the enactment of practice played in appropriating differentiation's pedagogical tools during their early careers. Recommendations for teacher educators who prepare teacher candidates to differentiate are provided.

David, L., & Weinstein, N. (2024). **The how and how much of technology use in the classroom: A motivational approach to teachers' technology use**. *European Journal of Education*, *59*(4), e12674. https://doi.org/10.1111/ejed.12674

Technology in the classroom can facilitate learning, but little is known about how the motivational climate set by teachers shapes its impacts on students. Informed by self-determination theory, the current study explored technology use in English language classrooms to understand how autonomy-supportive and structured teaching styles influenced positive outcomes of classroom technology use. Teachers (N = 101) reported on technology use and motivational styles, and students (N = 550) aged 9–16 years reported on basic psychological needs satisfaction (autonomy, relatedness and competence) and academic well-being (interest and effort). Findings of nested models showed no direct benefits for the amount of technology use; more autonomous teaching style and low structure linked to students' need satisfaction and interest. Beyond these main effects, when teachers were more autonomous, using technology enhanced student need satisfaction and interest; the combination of both was most beneficial for these student outcomes. Counter to expectations, when teachers had low structure technology use enhanced their impact on students. Findings suggest that to optimize student well-being and interest in learning, teachers benefit from combining autonomy-supportive education styles and technology use.

Dehghani, H., & Mashhadi, A. (2024). **Exploring Iranian english as a foreign language teachers' acceptance of ChatGPT in english language teaching: Extending the technology acceptance model**. *Education and Information Technologies*, *29*(15), 19813-19834. https://doi.org/10.1007/s10639-024-12660-9

This study explores the factors influencing the acceptance of ChatGPT, an artificial intelligence chatbot, for English Language Teaching (ELT) among Iranian EFL (English as a Foreign Language) teachers. The research framework is grounded in the Technology Acceptance Model (TAM), augmented with external factors pertaining to system characteristics and individual factors. A survey questionnaire was administered to 234 Iranian EFL teachers to collect data for analysis. Quantitative methods were employed

to analyze the gathered data. The findings substantiated 13 of the 14 hypothesized relationships, unveiling significant associations among multiple variables. These relationships encompassed perceived ease of use (PEOU) and perceived usefulness (PU), PEOU and behavioral intention to use (BI), PU and BI, perceived system quality (PSQ) and PU, PSQ and PEOU, online course design (OCD) and PU, PSQ and PEOU, perceived enjoyment (PE) and PEOU, PE and PU, PE and BI, perceived self-efficacy (PSE) and PU, PSE and PEOU, and subjective norm (SN) and PU, SN and PEOU. However, no statistically significant correlation emerged between OCD and PEOU. The implications of these findings are discussed, and suggestions for future research are presented.

Delalande, J. (2024). **L'école dans la forêt. L'exemple d'un projet pédagogique porté par une attention à l'expérience des enfants**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qxy
Quelles conséquences la pratique de l'école dehors a-t-elle sur la forme scolaire ? Si le contexte spatial et temporel est de fait modifié, les pratiques pédagogiques et les relations mises en place avec les enfants dépendent de la volonté des enseignants. Cette volonté reste cependant contrainte par un contexte institutionnel visible notamment dans le curriculum formel. La recherche, menée dans une école maternelle pratiquant l'école dans la forêt une matinée par semaine, montre comment les enseignants s'arrangent de ce curriculum et modifient leurs relations avec les enfants. En étant attentifs à l'enfant au-delà de l'élève et en valorisant les situations d'apprentissage informelles, ils recueillent des formes d'expression orales plus spontanées que celles instituées en classe.

Delorme, C. (2024). **Apprendre à enseigner en « classe intégrée » au sein d'un établissement scolaire régulier : des stagiaires genevois décrivent et commentent leur activité**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qxs
Cet article vise à décrire comment les étudiants en formation initiale d'enseignants spécialisés perçoivent la complexité du soutien aux apprentissages d'élèves à besoins éducatifs particuliers scolarisés dans une classe spécialisée intégrée au sein d'un établissement scolaire régulier et comment ils y font face lorsqu'ils apprennent à enseigner. Une étude qualitative menée à Genève (Suisse) auprès de trois étudiantes a permis d'analyser leur activité lors d'une séance d'enseignement menée en stage. Les données ont été obtenues grâce à des captations vidéo des stagiaires en train d'enseigner, ainsi qu'à la confrontation des stagiaires à ce film de leur activité dans le cadre d'entretiens d'autoconfrontation filmés. Les résultats révèlent les difficultés spécifiques aux étudiants-stagiaires lorsqu'ils apprennent à enseigner en classe intégrée. Ils soulignent l'intérêt de produire des connaissances susceptibles d'être remobilisées pour et dans la formation initiale des enseignants spécialisés.

Diep, A. N., Philippe, G., Counasse, L., Hubert, P., & Donneau, A.-F. (2024). **Challenges in the most challenging course as perceived by the students of health sciences during the Covid-19 pandemic: What are they and who were struggling the most?** *European Journal of Education*, 59(4), e12698. https://doi.org/10.1111/ejed.12698
The immediate shift to remote teaching or distance learning, due to COVID-19 management strategies, most notably limited in-person contact, was abruptly implemented in universities worldwide. This process was demanding for both the instructors and the students, notwithstanding. The present study examined the challenges in a course attributed as the most challenging during the Covid-19 pandemic by health

sciences students of different socio-demographic backgrounds, life circumstances, educational background and academic achievement (N = 743). A questionnaire was designed and translated to French employing the forward-backward translation method. The factor structure and reliability were examined by Categorical Principal Component Analysis (CATPCA) and Cronbach's alpha, respectively. Chi-square tests with post-hoc examinations using adjusted standardized residuals and z-tests of independent proportions were performed to investigate the group differences. Participants were bachelor and master students of Medicine, Pharmacy, Biomedicine, Physiotherapy, Public Health, Motor Sciences (Physical Education) and Dentistry from the University of Liege, Belgium. Results revealed that the most three reported challenges were difficult learning content, course intensity, feeling of stress and worry. Additionally, online learning implementation due to Covid-19 measures, feeling of failure (not having learnt what was supposed to be learnt) and lack of instructors' interaction and support were mentioned as the prominent challenges encountered. Furthermore, more bachelor, full-time and female students, students who were in early stages of the learning trajectory and low and averaged achievers reported experiencing challenges with difficult learning content, course intensity, stress and online learning. The findings, thus, emphasized the role of faculty-led and instructors' support in the early stages of students' learning trajectory and adequate attention to their well-being if online learning is to be institutionalized.

Diez Ojeda, M., Queiruga-Dios, M., & Queiruga-Dios, M. Á. (2024). **Changing Spanish preservice teachers' environmental attitudes with a citizen science program integrated in Environmental Education subject**. *European Journal of Education*, 59(4), e12746. https://doi.org/10.1111/ejed.12746
This research analyzes the effect of the implementation of citizen science activities in the Environmental Education (EE) subject program of the Degree in Primary Education applying Experiential Learning Theory. Environmental Attitudes Inventory (EAI) was used to measure the change in environmental attitudes (EA) of 173 preservice teachers through a pre-test–post-test experimental design without a control group. Participation in the training program significantly improved EA in the 12 dimensions defined in the EAI. Of the dimensions included in the second order factor Preservation, Enjoyment of nature reached the largest effect size and Environmental movement activism is the one that obtains the smallest effect size. With regard to Utilization, all dimensions presented a large effect size. No significant differences were found in EA based on the gender variable. It can be concluded that the incorporation of citizen science activities in the EE program significantly improves EA.

E, L., Pyhältö, K., Sullanmaa, J., Pietarinen, J., Soini, T., & Toom, A. (2025). **Early Career Teachers' Sense of Professional Agency in the Classroom and Associations With Their Perception of Transformational Leadership Vision and School Size**. *Journal of Teacher Education*, 76(1), 29-41. https://doi.org/10.1177/00224871241248424
This study explores the relationship between early career teachers' sense of professional agency in the classroom, their perceptions of principals' transformational leadership vision, and school size. The survey data were collected from 779 primary and junior secondary school teachers with a maximum of 5 years of teaching experience in China. The data were analyzed using structural equation modeling in the Mplus statistical package. The results show that teachers possess a relatively high sense of professional agency and report that their principals exhibit a rather high ability to sustain shared

transformational vision. The results also suggest that teachers' sense of professional agency is positively correlated with their perceptions of transformational vision. Moreover, the results revealed that teachers' sense of professional agency in terms of collaborative learning and transformative practice is significantly higher in small schools than in large schools. The results indicate the importance of transformational vision to facilitate teachers' professional agency.

Elliott, T.-C. C., Mercado Baez, A. N., & Ardoin, S. P. (2024). **A Comparison of Individual and Group Strategic Incremental Rehearsal to Teach Letter Identification to Preschoolers**. *Journal of Behavioral Education*, *33*(4), 965-983. https://doi.org/10.1007/s10864-023-09518-4
One flashcard teaching method used to teach discrete academic skills is strategic incremental rehearsal (SIR). Although the evidence for SIR is strong, no studies have evaluated the effectiveness and efficiency of SIR when used in a small-group format. The current study used a combinatorial design using a multiple baseline with an embedded adapted alternating treatments design to comparatively evaluate the effects of SIR used in a small group (Group SIR) and individual context (Individual SIR). Researchers focused on teaching letter identification skills to three preschool children. The results indicated that although Group SIR was an effective procedure for all three participants, the Individual SIR procedure resulted in slightly more efficient learning. However, when taking into account the additional teacher time needed to conduct 1–1 instruction, the results suggest that when multiple students must be taught a skill, Group SIR may be more time efficient. The results of post-test probes demonstrated that the skills learned in SIR generalized to other behaviors (receptive identification), other people (teachers), and other stimuli (letters presented on a worksheet). Future researchers should systematically replicate these results with different populations and skills.

Elliott, T.-C. C., Zawoyski, A. M., & Ayres, K. M. (2024). **Using Direct and Indirect Functional Assessments to Guide the Selection of Individualized Academic Interventions**. *Journal of Behavioral Education*, *33*(4), 912-948. https://doi.org/10.1007/s10864-023-09511-x
When teachers work with students exhibiting academic failure, they may look to factors outside of instruction such as a student's home life or perceived disability as explanations. Placing the locus of control outside of the instructional context becomes a convenient way to escape culpability for unsatisfactory outcomes. A more functional approach to addressing academic deficits allows educators to determine environmental factors responsible for the lack of progress and then create interventions designed to address these functions of academic failure. Although experimental analyses serve as the gold standard for evaluating functional relations between behavior and environment, educators may not always have the ability to systematically test all behavior-environment relations. Indirect assessments provide one means to develop hypotheses about environment–behavior relations that can then be validated with experimental analyses. In this study, researchers developed an indirect tool (Academic Diagnostic Checklist - Beta; ADC-B) based on the function of academic performance deficits (Daly et al. in School Psychology Review 26:554, 1997) and validated the use of the ADC-B by comparing interventions that were suggested (indicated) and those non-suggested (contraindicated) by the ADC-B. Researchers used the ADC-B with four participants and found that for three of the four participants, the suggested intervention was the most efficacious at improving accuracy with the target skills. One limitation is that we did not

evaluate the full technical adequacy of the ADC-B, which should be a focus of future research.

Erdoğan, O., Sezgin, F., Özdemir, S., Özdemir, N., Zepeda, S. J., & Kılınç, A. Ç. (2024). **How national and school cultural factors influence the link between distributed leadership and collective teacher innovativeness: Testing a multilevel moderated mediation model**. *European Journal of Education*, *59*(4), e12718. https://doi.org/10.1111/ejed.12718
This study aimed to test a multilevel moderated mediation model, where the association between distributed leadership (DL) and collective teacher innovativeness (CTI) was examined, with collectivism (COL) included as the moderator and supportive school culture (SSC) as a mediator. Using data from 829 teachers employed in 61 elementary and lower secondary schools in Turkey, we conducted multilevel structural equation modelling through Bayesian to estimate the structural links between our study variables. Our results showed significant indirect effects of DL on CTI via SSC. The findings also extend the literature by suggesting the significant moderator role of COL on the indirect link between DL and CTI via SSC. We discuss implications for policy and practice.

Erickson, J. D., & Thompson, W. C. (2024). **Enacting Civic-Minded Early Childhood Pedagogy in the Context of Chauvinistic Education Legislation**. *Educational Theory*, *74*(5), 662-681. https://doi.org/10.1111/edth.12667
Amid efforts to limit "divisive concepts" in educational settings, this article investigates the obstruction of a civic-focused early childhood curriculum. Joy Dangora Erickson and Winston Thompson analyze the challenges faced by a resourceful kindergarten teacher striving to uphold curriculum goals despite constraints imposed by the state legislature. Through an empirically informed exploration of political and pedagogical factors, this conceptual analysis elucidates the moral complexities of risks, costs, and outcomes as educators navigate non-ideal political conditions. By doing so, the authors provide valuable insights to scholars and practitioners, suggesting productive avenues for future research on these and related dilemmas of practice.

Fabre, M. (2024). *Problématisation et savoir scolaire*. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/problematisation-et-savoir-scolaire/77426
Qu'est-ce que problématiser ? D'où vient le paradigme de la problématisation ? Quels sont ses fondements philosophiques chez John Dewey, Gaston Bachelard, Gilles Deleuze et Michel Meyer ? Pourquoi problématiser est-il si difficile ? Quel regard ce paradigme permet-il de porter sur le savoir scolaire et sa relation, souvent compliquée, aux problèmes ? L'École peut-elle enseigner à problématiser ? Telles sont les questions que soulève cet ouvrage qui rend compte de trente ans de recherche sur la problématisation. Les analyses épistémologiques se mettent ici au service des didactiques et de la formation des enseignants. Elles traitent aussi bien des problèmes scientifiques et techniques qui font l'objet des disciplines traditionnelles que des « problèmes pernicieux » qui structurent les « questions socialement vives » qui pénètrent aujourd'hui le curriculum à travers les « éducations à ».

Fairlie, R. W., Oliver, D., Millhauser, G., & Roland, R. (2024). *Estimating Peer Effects among College Students: Evidence from a Field Experiment of One-to-One Pairings in STEM* (IZA Discussion Paper N° 17358). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17358.htm

An extensive literature in the social sciences analyzes peer effects among students, but estimation is complicated by several major problems some of which cannot be solved even with random assignment. We design a field experiment and propose a new estimation technique to address these estimation problems including the mechanical problems associated with repeated observations within peer groups noted by Angrist (2014). The field experiment randomly assigns students to one-to-one partnerships in an important gateway STEM course at a large public university. We find no evidence of peer effects from estimates of exogenous peer effect models. We push further and estimate outcome-on-outcome models which sometimes reveal peer effects when exogenous models do not provide good proxies for ability. We find some limited evidence of small, positive outcome-on-outcome peer effects (which would have been missed without our new estimation technique). Standard estimation methods fail to detect peer effects and even return negative estimates in our Monte Carlo simulations because of the downward bias due to mechanical problems. Simulations reveal additional advantages of our technique especially when peer group sizes are fixed. Estimates of non-linear effects, heterogeneous effects, and different measures of peer ability and outcomes reveal mostly null effects but we find some evidence that low-ability peers negatively affect low-ability and medium-ability students. The findings in this setting of long-term, intensive interactions with classroom random assignment and « throwing everything at it » provide evidence of, at most, small positive peer effects contrasting with the common finding of large peer effects in previous studies in education.

Falaize, B., Truc, G., & Lecardonnel, L. (2024). **« Il faut éviter le piège qui consisterait à placer les jeunes élèves directement en situation de mener une enquête sociologique »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Diversité : Vous avez publié tous les trois aux éditions Retz un manuel intitulé Apprendre aux élèves à décrypter la société2, fruit d'une longue collaboration. Pouvez-vous nous présenter la genèse de ce projet ? Gérôme Truc : Pour ma part, le point de départ commence avec toi, Régis, quand tu nous invites en 2017 à Poitiers, Benoît et moi, aux Rencontres Michel Foucault3, pour parler des émotions et des attentats à l'école – ce qui a d'ailleurs abouti à un autre entretien pour Diversité4. C'...

Fukkink, R., Helms, R., Spee, O., Mongelos, A., Bratland, K., & Pedersen, R. (2024). **Pedagogical Dimensions and Intercultural Learning Outcomes of COIL: A Review of Studies Published Between 2013–2022**. *Journal of Studies in International Education*, 28(5), 761-779. https://doi.org/10.1177/10283153241262462
This systematic review examines pedagogical barriers and facilitators for intercultural learning in Collaborative Online International Learning (COIL)/International Virtual Exchange (VE) projects, as well as their related outcomes. The review analyzed 56 studies published between 2010–2022 in the databases ERIC, PsychInfo, Scopus, and Web of Science. Following the TPACK model as an analytical framework, findings suggest that COILs can have a positive impact on intercultural learning when different barriers and facilitators related to pedagogical knowledge, pedagogical content knowledge, and technological pedagogical knowledge are effectively addressed throughout the preparation, execution, and evaluation stages of COILs. Overall, the majority of outcomes for intercultural learning were positive (61.8%), but also zero results (23.6%) and negative findings (14.5%) have been reported for the affective, behavioral, and cognitive domain. The review offers pedagogical recommendations for intercultural

learning with COILs, along with a discussion of strengths and limitations of the current knowledge base.

Galand, B. (2024). **« Ce qui me semble beaucoup plus problématique, c'est l'utilisation de résultats de recherche comme argument d'autorité pour donner des injonctions aux professionnels »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Diversité : La question des métaanalyses est souvent utilisée dans le débat public en France, et très certainement ailleurs, portant sur l'éducation, comme un argument d'autorité. Pouvez-vous nous en donner une définition, du point de vue de la recherche en général ? Benoît Galand : La métaanalyse est un type particulier de revue systématique de la littérature scientifique. Une revue systématique vise à « rassembler toutes les preuves empiriques qui correspondent à des critères d'éligibilité ...

Gaona, C., Mahmud, A., & Castro-Kemp, S. (2024). **"We weren't listened to": Practitioners views of navigating challenges and opportunities in special education settings through COVID-19**. *Journal of Research in Special Educational Needs*, 24(4), 986-998. https://doi.org/10.1111/1471-3802.12688
With the increase of special schools in UK and around the world, this study seeked to explore in-depth the reality of practitioners working with children with SEND in specialist settings throughout the COVID-19 pandemic. Utilising semi-structured interviews with 11 special school teachers and leaders, this study found that professionals working in specialist settings experienced parental conflict, challenges related to personal life and working arrangements during this time, and highlighted concerns and opportunities for the future and sustainability of the SEND system. The professionals highlighted some essential components needed to support the development of meaningful careers and the reduction of attrition in the sector such as an increase in pay and greater appreciation of the role. This study has implications for policy and practice in a time of uncertainty pre-election and during national crises such as high teacher turnover coupled with low teacher recruitment.

García-Machado, J. J., Martínez Ávila, M., Dospinescu, N., & Dospinescu, O. (2024). **How the support that students receive during online learning influences their academic performance**. *Education and Information Technologies*, 29(15), 20005-20029. https://doi.org/10.1007/s10639-024-12639-6
In recent years educational institutions are increasingly using online learning and because of this trend it is necessary to investigate its impact on student academic performance. Although this topic has been addressed in different educational fields before, there is an objective justification for our approach. Thus, the reasoning behind this particular research is the fact that recent findings have shown that the academic performance of students using online education is affected by a series of motivating factors which can have an impact on their performance. The main goal of this paper is to highlight and analyze the mediating effect of intrinsic student motivation and student academic engagement and how they affect the relationship between the range of support, which students receive during their online learning and thus their academic performance. This study was conducted in two higher educational institutions in Mexico and Romania, with a sample of 822 students. The data was analyzed using a second generational PLS-SEM technique. The results confirm that the support students enjoy during online learning has no direct impact on their academic performance, unless it is

fully mediated by their own intrinsic motivation and academic engagement. The influence of Gender was also analyzed, but it was not found to be a determining factor of academic performance in both higher educational institutions. These findings not only have theoretical and practical implications for students, teachers and education authorities, they also help us to broaden the field of knowledge in the e-learning environment.

Gaudreau, N., Bégin, J.-Y., Massé, L., Bernier, V., Verret, C., Nadeau, M.-F., & Duchaine, M.-P. (2024). **J'ai MON plan! : une approche inclusive pour soutenir l'autodétermination des élèves présentant des difficultés d'adaptation**. *Revue hybride de l'éducation*, *8*(5), 1-23. https://doi.org/10.1522/rhe.v8i5.1628
Cet article présente le processus de création et d'implantation de l'approche « J'ai MON plan! » visant à soutenir la participation active des élèves présentant des difficultés d'adaptation à l'établissement de leur plan d'intervention. Réalisés à partir d'un devis de recherche qualitatif interprétatif au sein de 14 écoles primaires et secondaires, 46 entretiens individuels avec des élèves et des parents ont été menés ainsi que 15 entretiens de groupe avec le personnel scolaire et les personnes formatrices des milieux scolaires. Les résultats permettent de dégager les facteurs d'influence de la mise en œuvre de l'approche et de formuler certaines recommandations à cet égard.

Gevrey, V., & Ployé, A. (2024). **Élucider l'imaginaire professionnel des acteurs d'un collège à propos de l'inclusion scolaire**. *La Nouvelle revue – Éducation et société inclusives*, (100), 11-21. Consulté à l'adresse https://hal.science/hal-04792846
S'appuyant sur les premiers résultats d'une recherche débutée en 2022 dans un collège de la Drôme, cet article se propose d'analyser, à partir d'une écoute clinique d'orientation psychanalytique en sciences de l'éducation, les représentations d'enseignants sur l'inclusion constitutives de leur imaginaire professionnelle (Ployé, 2020). Cette recherche s'inscrit dans une perspective sur l'éthique inclusive à partir d'une expérimentation ambitieuse portée par des acteurs dans un établissement du secondaire : créer les conditions d'une scolarisation plus inclusive des élèves d'une Segpa. Ainsi, à partir de l'analyse croisée de deux chercheurs sur des entretiens cliniques auprès d'enseignants, ce chapitre tentera de comprendre comment se construit la relation des enseignants avec des élèves de Segpa au sein d'un dispositif de sixièmes dites inclusives.

Gillespie, R., Amador, J., & Choppin, J. (2025). **Exploring the Discursive Variability of Mathematics Coaches**. *Journal of Teacher Education*, *76*(1), 71-89. https://doi.org/10.1177/00224871241231537
Research on how coaches talk with teachers during coaching cycles is underdeveloped. We analyzed 1,649 discourse moves from 24 mathematics content-focused coaching cycles to determine the extent to which coaches' discursive tendencies vary. We explored variation between coaches, between planning and debriefing conversations, and between cycles for the same coach–teacher pair. Findings indicate there existed significant variability in the coaches' discourse moves during coaching cycles. We also found discursive differences from planning to debriefing meetings, noting that coaches were more directive and less reflective in planning conversations compared with debriefing conversations. Across multiple coaching cycles, we found variation across coaches, with one coach increasing the prevalence of directive moves across four planning conversations and another increasing the prevalence of reflective moves

across four debriefing conversations. Although we focus on mathematics coaches, the findings and methodology may be applicable to other disciplines.

Goff, A. L., Huet, F., Baouch, Y., & Feissel, P. (2024, octobre 10). **Teaming up with students to design sustainability education**. Consulté 21 novembre 2024, à l'adresse https://utc.hal.science/hal-04785005

Gönderen Çakmak, H. S., & Ayhan Başer, D. (2024). **The effect of an evidence-based practice course on students' lifelong learning skills and problem-solving skills: An educational intervention study**. *European Journal of Education*, 59(4), e12703. https://doi.org/10.1111/ejed.12703
In this study, the aim was to investigate the effect of an evidence-based practice course on the lifelong learning skills and problem-solving skills of health science students. A prospective one-group pre-test–post-test design. The universe of the study consisted of 189 students from Cankiri Karatekin University. Student information form, Jefferson lifelong learning skill scale, Problem-solving inventory (PSI) were used as data collection instruments. The sample of the study consisted of 156 students who completed the 14-week course and fully completed the pre-test and post-test. For data analysis, IBM Corp. Released 2013. IBM SPSS Statistics for Windows, Version 22.0. Armonk, NY: IBM Corp. package program was used. While 84% of the students said that they had never heard of the term EBP before, 91.7% of those who knew the term said they had heard it in their field courses. The lifelong learning skill scale total score change of the students, the PSI total score change of the students after the 26-h EBP course were statistically significant. EBP is very important for health science students to increase their problem-solving success and lifelong learning skills, and it should be integrated into the curriculum.

González-Fernández, D., & Iturra, C. (2024). **Exploring collaborative practices between teachers and speech and language therapists in inclusive education in Chile and the conditions that influence their development**. *Journal of Research in Special Educational Needs*, 24(4), 999-1013. https://doi.org/10.1111/1471-3802.12689
This study examined the collaborative practices between teachers and speech and language therapists (SLTs) within an inclusive setting, interviewing 17 professionals' couples. Three distinct phases of collaboration were identified: planning (e.g. reviewing student performance), co-teaching in the classroom, and evaluation (reflecting upon joint activities). Conditions fostering collaboration were categorized into individual (interpersonal relationships), school-based (directive management) and policy (current regulations) dimensions. Findings suggest that the extent of collaboration varies and is influenced by interconnected conditions. This research enriches the literature by offering a classification of collaborative work between teachers and SLTs and underscores the conditions impacting it, and is invaluable for stakeholders aiming to advance inclusive educational settings.

Gormley, L., Ramey, D., Grennan, C., & Koka, N. (2024). **Individual Education Plan Priorities: Insights From the Autistic Community and Educators Supporting Autistic Learners**. *European Journal of Education*, 59(4), e12800. https://doi.org/10.1111/ejed.12800
Individual education plan (IEP) quality is a strong predictor of student outcomes and progress towards their goals. In the Republic of Ireland, unlike many other jurisdictions, IEPs are not compulsory, regulated or assessed. Therefore, the aim of our co-produced,

mixed-methods study was to identify and understand the IEP priorities of the autistic community as well as educators supporting autistic students in the Republic of Ireland and Northern Ireland. In total, 109 participants completed the survey. Sixty-five of the participants were non-autistic educators, 34 were autistic non-educators, and 10 were autistic educators. Social inclusion, independence and communication were IEP goals prioritised by all participant groups. Promotion of autistic well-being was the primary reason for these priorities. The impact of these findings, particularly as they relate to Initial Teacher Education, is discussed.

Granger, K. L., Washington-Nortey, M., Chow, J. C., Broda, M. D., Montesion, A., Sutherland, K. S., & Conroy, M. A. (2024). **Child gender and challenging behavior influences early childhood teachers' use of behavior specific praise**. *Psychology in the Schools*, 61(12), 4688-4704. https://doi.org/10.1002/pits.23306
This study used data from 435 teacher-child dyads in early childhood classrooms to examine the extent to which teachers' use of behavior specific praise (BSP) with children screened for elevated rates of externalizing behaviors was influenced by the intensity of child challenging behavior and gender. Observational assessments indicated that teachers used BSP infrequently. A multiple regression model revealed a significant association between the interaction of child challenging behavior and gender and teachers' delivery of BSP. An examination of the simple slopes revealed a disordinal interaction where the relation between challenging behavior and teachers' delivery of BSP differed as a function of child gender. These findings point to an increased need for training to support teachers' use of BSP and understanding of the influence of child gender and behavior on the use of BSP.

Greenfield, D., Zan, B., McWayne, C., Harris, M., Alexander, A., Ochoa, W., & Mistry, J. (2024). **Early childhood science practices observation tool (EC-SPOT): assessing science practices across multiple classroom contexts**. *International Journal of Science Education*, 46(18), 1963-1981. https://doi.org/10.1080/09500693.2024.2305634
Worldwide, there is growing recognition of the importance of science in early childhood education. Doing science' or, more formally, science and engineering practices, is acknowledged as a critical component of early science education that requires support from the adults in children's lives. Moreover, engaging in science practices helps build the foundations for active learning, problem-solving, and school readiness. Despite increased efforts to increase science in preschool classrooms the dearth of measurement tools restricts the ability of researchers to evaluate the efficacy of these efforts. This paper evaluates a new measure to assess preschool teachers' science and engineering practices across multiple classroom contexts throughout the day. Data from 58 preschool teachers and 360 children demonstrate the reliability of the EC-SPOT in capturing teachers' practices and validity evidence in relation to an external measure of children's science knowledge as well as the sensitivity to intervention effects. The EC-SPOT critically expands the ability to capture science learning beyond typically limited formal science lessons, as it unfolds naturally and often in preschool children's everyday classroom experiences. Both for evaluating and promoting higher quality science education in preschool programmes, the field needs better ways of capturing how adults recognise and encourage young children behaving as scientists.

Gustafsson, B. M., & Sund Levander, M. (2024). **Preschool teachers' assessments of behavioural problems, impact on daily life, and engagement in children with**

neurodevelopmental symptoms: A Swedish comparative, intervention study. *European Journal of Education*, 59(4), e12683. https://doi.org/10.1111/ejed.12683

The interprofessional, interagency model PLUSS offers education for preschool teachers on how to detect and support preschool children with neurodevelopmental symptoms. A total of 119 preschool teachers used the Strengths and Difficulties Questionnaire (SDQ) to assess behavioural problems and the Children's Engagement Questionnaire (CEQ) to evaluate engagement and social interaction in 119 preschool children, before and after their PLUSS education. After education, the preschool teachers rated fewer behavioural problems (total SDQ p < .001) and increased engagement and social interactions (CEQ p < .001). In conclusion, the PLUSS preschool teachers' education and screening with the SDQ and the CEQ facilitate assessment of behavioural problems, engagement and social interaction in preschool children. Increased understanding of neurodevelopmental symptoms seems to influence how preschool teachers manage a child's behaviour, which indirectly changes the child's engagement and social interactions for the better. The preschool teachers expressed perceived needs, especially to learn how to deal with a child's emotions and behavioural regulation, and their interactions with other children.

Guterman, O., & Rodriguez, L. M. (2024). **Listen to the parents: Homeschooling and positive psychology**. *European Journal of Education*, 59(4), e12694. https://doi.org/10.1111/ejed.12694

The scope of homeschooling has increased significantly in recent years in several western countries. Studies of the subject have shed light on the perspective of parents who choose to homeschool–reasons for the choice, educational goals and actual results–from their point of view. The research literature also teaches us about the perspectives of kids and adolescents who were raised in homeschooling regarding the same questions. Understanding these points of view indicates certain aspects that those who are educated at home perceive as most central. Some of the subjects included in these aspects are also central to the research on positive psychology, a field that has developed over the same period. The present article presents the findings regarding these aspects in the study of homeschooling and suggests possible links between them and the development of research on positive psychology. The article indicates several similarities and examines the possible theoretical and methodological contributions of a broader perspective of the two fields, as well as the potential benefit to the study of homeschooling in identifying the reasons for homeschooling, examining the results of homeschooling, and understanding the practice of families that homeschool.

Gutiérrez-Santiuste, E., & Ritacco-Real, M. (2024). **Gender perspective on intercultural competence: Communication and student self-perceptions in higher education**. *European Journal of Education*, 59(4), e12699. https://doi.org/10.1111/ejed.12699

Guyon, R., & Rayou, P. (2024). **Recherches, pratiques et passages à risque**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id

Passer un pont, traverser un fleuve, franchir une frontière, c'est quitter l'espace intime et familier où l'on est à sa place pour pénétrer dans un horizon différent, un espace étranger, inconnu, où l'on risque, confronté à ce qui est autre, de se découvrir sans lieu propre, sans identité. Jean-Pierre Vernant, La traversée des frontières, 2004 La division

entre recherche et pratique est légendaire. Nous avons tacitement accepté qu'il y ait une petite classe d'« experts » (knowers) et une cl...

Hamilton Clark, C. H. (2024). **Dyslexia concealment in higher education: Exploring students' disclosure decisions in the face of UK universities' approach to dyslexia**. *Journal of Research in Special Educational Needs*, 24(4), 922-935. https://doi.org/10.1111/1471-3802.12683
This paper explores the lived experience of university students with dyslexia, focusing on identity and self-esteem. The qualitative study used semi-structured interviews with five students with dyslexia and discussions with learning support tutors at four UK universities. Thematic analysis of the interview data revealed the impact of dyslexia's stigma on students' academic self-concept and self-efficacy in their studies, including how students manage stigma through decisions on when and with whom to declare dyslexia: some even rejected study support. Concealing dyslexia led to identity conflict and low self-esteem, compounding students' already low academic self-concept, particularly when dyslexia had been unrecognised through school. The study highlights significant academic, practical and identity consequences for students who hide dyslexia from their peers, subject lecturers or study support. The conclusions outline priorities to lessen dyslexia's stigma at university, increase student agency in their support and open dialogue on dyslexia, particularly important between students with dyslexia and subject lecturers. By exploring dyslexia's identity impacts and disclosure, this paper contributes to wider conversations on increasing the representation, achievement and retention of students with dyslexia.

Hoppe, T., Seidel, T., Renkl, A., & Rieß, W. (2025). **Advancing Preservice Science Teachers' Skills to Assess Student Thinking On-the-Fly Through Practice-Based Learning**. *Journal of Teacher Education*, 76(1), 42-56. https://doi.org/10.1177/00224871241237497
Teachers' assessment of student thinking is both difficult to attain and essential for responsive teaching in ongoing interaction during science lessons. Principles of practice-based learning provide a basis for the design of learning environments which may equip prospective teachers for this challenging task. In an experimental study (N = 104), we examined the extent that the use of different media types as representations of practice (video and written cases), the number of rehearsals, and the complexity of student thinking contribute to preservice teachers' acquisition of assessment skills. Our findings indicated that participants benefited equally well from video and written cases. The number of necessary rehearsals depended on the complexity of student thinking to be assessed. This finding implies that specifics of the content to be assessed need to be taken into consideration when designing learning environments for practicing assessment skills.

Hou, M., & Shen, Y. (2024). **Explaining preservice teachers' intention and behavior to use technology-enabled learning in China: A multi-group analysis across experiences**. *Psychology in the Schools*, 61(12), 4538-4557. https://doi.org/10.1002/pits.23295
This study examines the development of preservice teachers' intention and behavior to use of Technology-Enabled Learning (TEL) within the Theory of Planned Behavior (TPB) framework. Despite growing interest, the effective integration of TEL among preservice teachers remains a challenge. Engaging 1023 participants - senior undergraduates with practical TEL experience in real classroom settings - the study employed structural equation modeling (SEM) to analyze the relationships between key factors - experience,

subjective norms, attitudes, and perceived behavioral control - and their influence on the intention and behavior to use of Tᴇʟ. The findings revealed that behavioral intention did not significantly influence the actual use of Tᴇʟ, whereas perceived behavioral control acted both as a determinant of Tᴇʟ use and as a mediator in the relationship between subjective norms and Tᴇʟ usage. Additionally, while subjective norms showed minimal impact on behavioral intention, attitudes and perceived behavioral control emerged as crucial antecedent variables and mediators. The multi-group analysis using SEM revealed that preservice teachers' experience with Tᴇʟ moderated the first half of the mediating pathway between subjective norms, perceived behavioral control and the actual use of Tᴇʟ. Notably, multi-group analysis indicated that as preservice teachers gained more experience with Tᴇʟ, the influence of subjective norms on perceived behavioral control weakened. This study contributes to a deeper understanding of the TPB framework and its extended models in the context of Tᴇʟ in teacher education, offering valuable insights for developing more effective Tᴇʟ training and guidance strategies, ultimately aiming to enhance preservice teachers' proficiency and engagement with Tᴇʟ.

Hu, L., & Chen, G. (2024). **A Systematic Review and Meta-Analysis of Productive Peer Talk Moves**. *Journal of Behavioral Education*, 33(4), 798-830. https://doi.org/10.1007/s10864-023-09513-9
Productive peer interactions are often characterized by productive peer talk moves. This study aims to synthesize an empirical list of productive peer talk moves from existing studies, quantify the efficacy of talk moves in promoting peer interaction and collaboration outcomes, and understand the preconditions of talk moves benefits in authentic settings. A total of 24 empirical studies were included in the systematic review, where 17 of the experimental studies (k = 39, n = 2636) were analyzed in meta-synthesis. The study offers three main contributions: (1) an ordered list of 24 productive peer talk moves extracted from a range of empirical studies; (2) the aggregate sizes of the positive effects that productive peer talk moves have on interaction quality (Hedges' g = 1.27), domain-specific knowledge (g = 0.96), domain-general knowledge (g = 1.02), and solution quality (g = 0.70); and (3) common explanations for the malfunction of productive peer talk moves in existing interventions. This review confirms the robust positive effects of productive peer talk moves on peer interaction, learning, and problem-solving, and may inform future research on the analysis of peer interaction or the design of peer talk scaffolds.

Huang, F., Wang, Y., & Zhang, H. (2024). **Modelling Generative AI Acceptance, Perceived Teachers' Enthusiasm and Self-Efficacy to English as a Foreign Language Learners' Well-Being in the Digital Era**. *European Journal of Education*, 59(4), e12770. https://doi.org/10.1111/ejed.12770
As artificial intelligence (AI) has been integrated into foreign language (FL) education, learners' well-being is influenced by various factors, including technological, personal and contextual elements. However, few studies explored how external and internal factors jointly shape FL learners' well-being in the era of generative AI. To fill this gap, this study explores the effects of generative AI acceptance, perceived teachers' enthusiasm and self-efficacy on FL learners' well-being by investigating 613 university learners of English as a foreign language (EFL). The structural equation modelling results reveal that (1) generative AI acceptance positively predicts EFL learners' well-being and self-efficacy; (2) perceived teachers' enthusiasm does not predict learners' well-being and positively predicts EFL learners' self-efficacy; and (3) the self-efficacy for receptive skills

mediates the relationship between generative AI acceptance/perceived teachers' enthusiasm and EFL learners' well-being, whereas self-efficacy for productive skills does not play the mediation role. This research broadens the understanding of the antecedents of EFL learners' well-being and extends the application of self-efficacy theory in the AI-driven educational environment, providing significant pedagogical implications.

Huang, M., Xu, S., Guo, T., Ni, Y., & Xu, Y. (2024). **Impact of Entrepreneurship Education on the Entrepreneurial Intention of Higher Vocational Students: A Moderated Mediation Effects Model**. *European Journal of Education*, *59*(4), e12775. https://doi.org/10.1111/ejed.12775
Entrepreneurship education is pivotal in augmenting entrepreneurial propensity among students in higher vocational institutions, facilitating the emergence of tangible innovative and entrepreneurial activities. However, research on the effects of various entrepreneurial education models on students' entrepreneurial intentions is limited. This study introduces a moderated mediation model to investigate the intricate mechanisms and contextual conditions under which different educational approaches influence students' entrepreneurial intentions in higher vocational settings. Data from 1197 students from diverse disciplinary backgrounds were analysed using a survey methodology. The findings reveal that both the theoretical and practical components of entrepreneurship education positively influence students' entrepreneurial intentions. Specifically, the effect of entrepreneurship education on these intentions is mediated by enhanced creativity. This study reveals that the social environment plays a dual role; it positively moderates the relationship between theoretical entrepreneurship education and entrepreneurial intention, implying that a supportive social context amplifies the effectiveness of theoretical education. Conversely, a favourable social environment attenuates the impact of practical entrepreneurship education on students' entrepreneurial intentions. This study offers novel insights for vocational colleges, aiming to not only bolster students' entrepreneurial intentions but also enrich the understanding of the processes and mechanisms underlying the formation of such intentions in a vocational education context.

Jakubovic, E., & Memisevic, H. (2024). **Confirmatory factor analysis of the Teacher Efficacy for Inclusive Practices scale: A study of teachers in Bosnia and Herzegovina**. *Journal of Research in Special Educational Needs, 24*(4), 1026-1034. https://doi.org/10.1111/1471-3802.12693
The Teacher Efficacy for Inclusive Practices (TEIP) scale is a widely used instrument for assessing teachers' effectiveness in implementing inclusive practices. The TEIP has not been validated in Bosnia and Herzegovina (BIH). The goal of the present study was to conduct a confirmatory factor analysis (CFA) of the TEIP in a sample of teachers in BIH. The sample consisted of 239 elementary school teachers (204 females, 35 males; mean age- 43.5 years, SD- 8.3 years). The results of the CFA found that the original TEIP structure was not a good fit for our data. However, through some modifications on the item level, we created a satisfactory model that retained the same structure as the original TEIC. The composite reliability and construct maximal reliability were well above the recommended cut point of 0.70 for all factors. Our findings suggest that the modified version of the TEIP has the potential to be an effective and useful instrument for assessing teachers' efficacy in inclusive practices in BIH. This study represents an important step

towards the cultural adaptation and validation of the TEIP in BIH, highlighting areas for future research and application in diverse educational contexts.

Kaffenberger, M., & Hwa, Y.-Y. (2024). *A conceptual framework for synthesis and evidence translation to improve implementation of foundational learning*. https://doi.org/10.35489/BSG-WhatWorksHubforGlobalEducation-WP_2024/003

Kelleci Alkan, Ö., Aksoy, N. C., Kulaksız, T., Kaplan, H. A., Durmaz, B. N., Özcan, M., & Kalkavan, B. (2024). **A multi-feedback system integrated simulation-based teacher training to scaffold pre-service teachers' teaching skills: A phenomenological approach**. *Education and Information Technologies*, *29*(15), 20691-20713. https://doi.org/10.1007/s10639-024-12657-4
Before taking full responsibility for a real classroom, pre-service teachers (PTs) can safely experience a rich learning atmosphere in a simulated virtual classroom environment and receive feedback on their lesson planning and teaching performance. This research aims to support and examine the process of structuring PTs' teaching skills with a multi-source feedback system integrated with simulation-based teacher training (SimInTeach-FBS). A phenomenological approach was employed in order to understand the nature of PT's experiences from a feedback system focusing on teaching skills. Seventy PTs, twelve mentor teachers (MTs), and six teacher educators (TEs) participated in the study. Various data collection tools were used to gain a deeper understanding of the participants' experiences: reflective journals, open-ended feedback forms, and observation notes. The results of the content analysis showed that teaching experience with SimInTeach-FBS raises self-awareness and improves PTs' teaching skills. It was revealed that teaching skills were mutually structured, feedback given to the PTs multiplied the effect of the development process, and teaching experience facilitated the transfer of acquired teaching skills to real life.

Kızıltaş, Y. (2024). **An important problem we need to face in schools: Inflated grades and grade inflation**. *European Journal of Education*, *59*(4), e12744. https://doi.org/10.1111/ejed.12744
In today's schools, students can be given high grades in examinations and class performance. High grades can lead to the problem of inflated grades. Inflated grades can lead to grade inflation. The subject of this study is to investigate the existence of high grades in primary school, secondary school and high school. The main purpose of the research is to reveal the existence, causes and consequences of high grades. The study group consists of teachers (n = 203) working in primary, secondary and high school educational institutions in Van. Case study design, one of the qualitative research methods, was used. According to the research results, the majority of teachers point out that inflated grades are given to cover up failures. According to the participants in this research, there is a problem of inflated grades at all levels of education. Likewise, inflated grades are common in both public and private schools.

Kohout-Diaz, M. (2024). **Promoting inclusive university practices: Fostering diversity and dignity in doctoral supervision**. *European Journal of Education*, *59*(4), e12710. https://doi.org/10.1111/ejed.12710
This article delves into doctoral supervision through the lens of inclusive transitions at the university. It aims to describe the complexity of the bond that forms between the supervisee and the supervisor, far from the bureaucratic practice of the academic

environment. Based on self-studies, the study reveals that the dialogue between the supervisee and the supervisor is unique and not reducible to control processes. This guidance, marked by various dilemmas, requires an ethic of openness to diversity, transforming academic practices. Inclusive supervision questions excessively academic (entitled) postures, fighting against discrimination and avoiding narcissistic pitfalls. The article further explores the vulnerability of the doctoral student, the dignity in focus, and new forms of discrimination and stigmatisation at the university. It provides a close look at unique journeys, shedding light on the human experience in the face of doctoral challenges, subtle forms of racism and the recurring theme of racism versus dignity. Drawing on Erving Goffman's work on stigma, this article also explores how these experiences of discrimination and racism can lead to stigmatisation, affecting the doctoral students' sense of self and their interactions within the academic environment. This perspective underscores the importance of fostering diversity and dignity in doctoral supervision, promoting inclusive university practices that respect and acknowledge each doctoral student's journey. It also emphasises the importance of understanding, and respect in the supervisory relationship, and the role these elements play in fostering a supportive academic environment.

Laforgue-Bullido, N., Abril-Hervás, D., & Malik-Liévano, B. (2024). **Hip-hop and education: A literature review of experiences**. *International Review of Education*, *70*(5), 747-766. https://doi.org/10.1007/s11159-024-10069-7
The purpose of this study was to describe educational initiatives that use hip-hop culture as a means of socio-educational action. To this end, the authors carried out a systematic review of relevant articles published over the last 10 years in high-impact peer-reviewed journals and written in English, Spanish, Portuguese or Italian. After applying inclusion/exclusion criteria, 68 articles were analysed. This analysis revealed how most of the reported experiences refer to formal secondary education. Although a third of these experiences are linked to critical pedagogies, these were not derived from the critical use of hip-hop – which was largely instrumental. But by means of a thematic content analysis, the authors identify the main strengths and limitations of hip-hop culture as an educational medium. Among the strengths they highlight are its potential to build culturally relevant educational contexts for students traditionally excluded from the academic curriculum, its fostering of students' political and social participation, and its facility to promote critical thinking. Among the challenges encountered in using hip-hop culture in educational spaces are some educators and families' perceptions of hip-hop as anti-educational, the imposition by educators of a vision of hip-hop that is not shared by young people, and the lack of systematisation of experiences that can provide guidance on how to carry out this type of initiative.

Leclerc, E.-L., Jolicoeur, E., & Paul, M. (2024). **Pour des pratiques efficaces en contexte de bilinguisme**. *Revue hybride de l'éducation*, *8*(5), 1-20. https://doi.org/10.1522/rhe.v8i5.1616
Un plus faible taux de personnes bilingues sont présentes au Bas-St-Laurent comparativement aux grands centres. Pourtant, la diversité linguistique est une réalité dans plusieurs des écoles de la région (Borri-Anadon et Hirsch, 2021). Étant donné que le nombre d'élèves handicapés ou en difficulté d'adaptation ou d'apprentissage (EHDAA) est en constante augmentation, il est probable que les personnes enseignantes accueillent des EHDAA bilingues. Peu de recherches se sont penchées sur les pratiques enseignantes efficaces auprès de ces élèves (Kay-Raining Bird, Trudeau, et al., 2016).

Dans cet article, les résultats concernant les pratiques d'enseignant·e·s accueillant des élèves bilingues HDAA seront présentés et discutés.

Legrain, C., Brasselet, C., Khamzina, K., Jury, M., & Desombre, C. (2024). **Construction and validation of the cognitive attitudes toward inclusive education scale among teachers and paraprofessionals in the French context**. *Journal of Research in Special Educational Needs*. https://doi.org/10.1111/1471-3802.12735

Abstract Recent years have seen a growing shift toward global inclusive policies. Previous research highlighted the development of inclusive education, which notably requires collaboration among multiple actors (i.e., teachers, paraprofessionals, families). Among the barriers and levers to this implementation, attitudes toward inclusive education have been the subject of particular scholarly inquiry. This article reports two studies conducted to develop a French-speaking scale to address the emerging challenges in inclusive education by virtue of its suitability for a variety of actors. The 12 items of the Cognitive Attitudes Toward Inclusive Education Scale (CATIES) were derived from nine pre-existing scales. Two studies (N = 180 and N = 228) involving teachers and paraprofessionals (e.g. psychologists, special educators, nurses, and other paraprofessionals working in medical-educational facilities) were conducted within the French context to establish the scale's psychometric properties, such as internal consistency and convergent validity. Results reveal a reliable and valid tool with a three-dimensional structure measuring teachers' attitudes toward teaching students with special educational needs, benefits and risks of inclusive education on students with and without special educational needs and classroom management. In light of its relevance to a variety of inclusion stakeholders, this scale offers perspectives for more reliable inclusive education research.

Lei, K., & Luparenko, S. (2024). **Differences in the Piano Performances of Modern Composers of Different Countries: Are the Specifics of Piano Pedagogy Different in Different Countries (For Example, China and Italy)?** *European Journal of Education*, 59(4), e12788. https://doi.org/10.1111/ejed.12788

The relevance of the research topic is due to the enrichment of the musical language and methods of performing works of the 20th and 21st centuries, as well as a significant update in the means of their transmission to the listener. The study aimed to reveal the tendencies of modern pianism in the context of Western (Italy) and Eastern (China) traditions, which contribute to the realisation of its uniqueness in the process of formation of high-level professionals. This study is based on theoretical and practical methods. Theoretical methods include analysis, comparison and synthesis. Practical methods are online monitoring with systematisation and questioning. In China, the reliance on folklore is manifested in 85%, the philosophical interpretation of the content of musical works and their interpretation in 80%, the perfection of the mastery of performance technique in 95% and the synthesis of the achievements of Chinese and world performance practice in 80%. The spiritual and semantic aspect of piano performance in the framework of both countries is meaningful in 85%, the material and technical basis in 80% and ethnic self-identification in 82%. The present findings can be used both in pedagogical and performance practices of different countries, traditions and cultures.

Lemoine-Bresson, V., Isambert, A., Labouteley, J., Guillemin, A., Laurent, S., Mary, L., & Fialais, V. (2024). **Passage de témoin : quand les enseignant·e·s sont les communicant·e·s dans une journée d'étude**. *Diversité. Revue d'actualité et de réflexion sur l'action*

éducative, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id

Le LéA PRIMERA – pratiques en immersion et recherche autonomisante – accorde une place centrale à la voix des actrices et acteurs de l'école pour diffuser les résultats de la recherche à la communauté de chercheuses et chercheurs et aux pairs. Lors d'une journée d'étude à l'INSPE de Strasbourg le 17 janvier 2024, les communications ont été prises en charge par les actrices et acteurs du « terrain ». Après l'événement, les chercheuses ont recueilli les points de vue de quatre enseignant·e·s. Cet article présente comment leurs réponses, formulées à partir de quatre questions fondatrices, reflètent leurs trajectoires professionnelles et leur engagement en faveur de l'enseignement en immersion. Chaque enseignant·e a partagé ses expériences et réflexions sur la journée d'étude, contribuant à une analyse rétrospective et à la création de représentations imagées de leur vécu, pour mieux comprendre les effets de cet événement sur leur pratique.

Lenkeit, J., Bosse, S., Knigge, M., Hartmann, A., Ehlert, A., & Spörer, N. (2024). **Social referencing processes in inclusive classrooms—Relationships between teachers' attitudes, students' attitudes, social integration and classroom climate**. *Journal of Research in Special Educational Needs*, 24(4), 1190-1205. https://doi.org/10.1111/1471-3802.12703

Attitudes have gained much attention for supporting the successful implementation of inclusive education. There is evidence that students' attitudes towards joint lessons with students with special educational needs (SEN) affect peer relations in classrooms. But much less is currently known about the relationships between teachers' and students' attitudes and their effects on inclusive processes. This paper draws on social referencing theory to frame how teachers may affect students' attitudes. It postulates that students' attitudes towards peers with SEN and inclusive practices are affected by their teachers' attitudes towards students with SEN and inclusive practices. It also examines how teachers' and students' attitudes relate to classroom climate and social integration. Using a sample of 1.365 German 6th and 7th graders from 64 classes, we run a series of multilevel path models to investigate relationships between teachers' and students' attitudes with social integration and classroom climate. Attitudes are differentiated by a cognitive and affective facet and by whether they relate to students with emotional–social difficulties (SEN-ESD) or learning difficulties. Results show social referencing for cognitive attitudes towards inclusive practices for students with SEN-ESD. Results also indicate that teachers' cognitive attitudes and students' affective attitudes directly affect social integration and classroom climate.

Lescouarch, L. (2024). **Dépasser la forme scolaire pour penser une nouvelle systémique d'apprentissage : de la variation à la rupture**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qy2

Le terme de « forme scolaire » est devenu une sorte de lieu commun qu'il convient d'interroger dans sa portée heuristique pour comprendre les pratiques d'enseignement. Même si la forme socio-historique identifiée par Guy Vincent est en évolution manifeste dans le fonctionnement de nombreux établissements contemporains à travers le développement d'innovations pédagogiques, ce concept apparait toujours pertinent pour interroger les pratiques pédagogiques dans les différentes dimensions singulières caractéristiques des situations scolaires. À partir d'une analyse des différentes dimensions en jeu dans les pratiques présentées dans les contributions de ce numéro et en appui sur

des recherches sur les « pédagogies différentes » (classes flexibles, pédagogie Freinet), cet article cherche à mettre en perspective une modélisation des évolutions contemporaines à partir d'une réflexion sur les registres et degrés de rupture avec les déterminants de la « forme scolaire » initiale que nous pouvons repérer dans les pratiques scolaires.

Lignée, P., & Pasquier, F. (2024). **Formation au numérique et aux pratiques pédagogiques inclusives : vers un enrichissement réciproque ?** *L'Année de la Recherche en Sciences de l'Éducation*, (2024). Consulté à l'adresse https://hal.science/hal-04775055
This article proposes a model of the inclusive paradigm, making it possible to consider training with and through digital technology in the service of a school system that wishes to see all students learn and progress. We propose to highlight the links between inclusive practices and digital pedagogy, pointing out the risks of both a digital solutionism (compensating for pupils' difficulties and disorders) and a deterioration in the teaching gesture, in order to better identify the digital tools and resources useful to the inclusive functioning of the school system.

Liu, C., & Yang, P. (2024). **A performance evaluation index for student satisfaction in online live classes of Chinese language and literature**. *European Journal of Education*, 59(4), e12742. https://doi.org/10.1111/ejed.12742
Student satisfaction in online live classes is considered an important criterion to evaluate the effectiveness of this instructional system. This study aims to develop a performance evaluation index to measure the satisfaction of students who have mastered Chinese language and literature through online live classes. Guided by survey techniques and related theories, a questionnaire on satisfaction in online live classes for students majoring in Chinese language and literature was developed. The reliability and validity of the measurement instrument were assessed through testing, and the results showed good reliability and validity. Exploratory factor analysis and confirmatory factor analysis were used to establish a performance evaluation model. The findings of this study contribute to the field of online education by providing a structured method to assess student satisfaction with the Chinese language and literature through online live classes. The performance evaluation index developed in this study can be used by educational institutions to improve the quality of their online instructional programs and improve the overall learning experience for students. Thus, the novelty of the study is to develop an evaluation model that helps educational institutions to evaluate the effectiveness of online live classes and guide the improvement of instructional practices.

Lopez, L. M. (2024). **L'évaluation des recherches collaboratives en éducation : oser évaluer la collaboration dans une approche négociée ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
La question de l'évaluation des recherches est ancienne, notamment pour justifier l'impératif d'évaluer la qualité des résultats scientifiques et leur pertinence au regard des besoins sociétaux. À partir d'un point de vue critique sur une certaine frénésie évaluative qui s'est emparée du monde académique, l'article expose différentes conceptions de l'évaluation afin de réfléchir à leur cohérence quand il s'agit d'évaluer des recherches collaboratives. L'article argumente en faveur d'approches alternatives de l'évaluation faisant écho à la spécificité des recherches collaboratives en éducation et en formation. Il invite à modéliser un raisonnement opérationnel quand il s'agit d'évaluer la

collaboration au service des visées heuristique et praxéologique des recherches collaboratives, en tant que principe épistémologique. Il conclut sur l'intérêt d'une activité évaluative négociée, critique, concertée qui, en retour, nécessite un questionnement collectif sans concession sur elle-même.

Lu, L., Wang, C., & Wang, Y. (2024). **The Contribution of Teacher Self-Efficacy, Resilience and Emotion Regulation to Teachers' Well-Being: Technology-Enhanced Teaching Context**. *European Journal of Education, 59*(4), e12755. https://doi.org/10.1111/ejed.12755
The COVID-19 pandemic has significantly altered teaching methodologies by integrating technology into syllabi, emphasising the crucial role of teacher well-being influenced by positive psychology. Also, as the foremost issues of education, teachers' individual factors should be considered as their beliefs in their capabilities to persist in the case of difficulties and their emotion regulation (ER) have been underlined in the literature. Therefore, this study examined the correlation between teacher self-efficacy (TSE), resilience and ER and teacher well-being among 424 Chinese teachers. The findings through running the structural equation model revealed that those teachers with a heightened degree of TSE, resilience and ER are more likely to have better well-being. Multiple regression analysis indicated that TSE explained 61% of the variance in teachers' well-being. Meanwhile, the same analysis found that resilience and ER explained 54% and 51% of the variance in teachers' well-being, respectively. Succinctly, some educational implications are provided for educational members to attract their attention to the role of these constructs in technology-enhanced teaching.

Luo, Q., & Xie, H. (2024). *Test Scores, Noncognitive Outcomes, and the Stereotyping of Non-Local Students* (RF Berlin - CReAM Discussion Paper Series N° 2420). Consulté à l'adresse Rockwool Foundation Berlin (RF Berlin) - Centre for Research and Analysis of Migration (CReAM) website: https://econpapers.repec.org/paper/crmwpaper/2420.htm
This study investigates the impact of teachers' stereotyping of non-local students in terms of both academic performance and noncognitive outcomes using a random assignment of Chinese middle school students to teachers. We find that biased beliefs against non-local students, particularly among Chinese teachers, negatively affect non-local students by decreasing academic performance and increasing behavioral problems, with no significant effects on local students. Mechanism analysis suggests that these negative outcomes result from reduced teacher engagement with non-local parents, weaker classroom integration, and diminished self-confidence among non-local students. The negative effects are especially pronounced for non-local boys while non-local girls show resilience by increasing their efforts. These results highlight the critical role of teachers' stereotyping in shaping disparities in human capital development between local and non-local students.

Ma, J., Zhang, Y., & Huang, H. (2024). **Enhancing Early Adolescents' Sense of Responsibility: The Roles of Different Needs-Based Support in Teaching Practices**. *European Journal of Education, 59*(4), e12783. https://doi.org/10.1111/ejed.12783
Cultivating responsible future citizens is of increasing importance in school education. The objective of this study is to identify the most prominent factors from the school needs-based support that enhance early adolescents' sense of responsibility, using Self-Determination Theory as the framework. A questionnaire survey was conducted with 3034

10-year-old Finnish students (from 513 classes, with 50.4% female) and their teachers from the OECD Survey on Social and Emotional Skills. Hierarchical linear modelling was adopted, revealing the following key results: (1) contrary to the expectation, competence evaluation and relatedness support exhibited strong effects on adolescents' sense of responsibility, whereas the effect of autonomy support was indirect; (2) regarding competence evaluation, mastery evaluation emerged as the most effective strategy, whereas ability differentiation in tasks had the most adverse effect; (3) sense of school belonging emerged as a more beneficial form of relatedness support compared with perceived teachers' emotional support and (4) guided inquiry showed indirect associations through its effects on mastery evaluation and two types of relatedness support. Findings imply the most effective needs-based supports and related teaching practices to nurture adolescents' sense of responsibility.

Magogeat, Q. (2024). **L'engagement des enseignants dans des dispositifs pédagogiques : une traduction entre prise de risques et paris adjacents**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qxt
Cet article s'intéresse aux motifs d'engagement des enseignants au sein de deux dispositifs prescrivant des formes de travail conjoint à l'intérieur même de la classe (le « Plus de maîtres que de classes » et un dispositif de co-enseignement dans onze écoles rurales montagnardes ardéchoises à classe unique). En mobilisant la théorie de l'acteur-réseau, nous analysons les différentes étapes des processus de traduction qui ont conduit les enseignants à s'engager dans la mise en œuvre de ces dispositifs. Il apparait alors, au-delà des traductions locales opérées par les acteurs, que l'engagement de ces derniers repose sur une pluralité d'intérêts en faveur d'un co-enseignement et sur les effets de paris adjacents plus ou moins contraignants opérés.

Manolev, J., Sullivan, A., & Tippett, N. (2024). **Reshaping school discipline with metrics: an examination of teachers' disciplinary practices with ClassDojo**. *British Journal of Sociology of Education*, *45*(7-8), 1146-1160. https://doi.org/10.1080/01425692.2024.2407874
Education is increasingly infiltrated by technology and datafication. This techno-data amplification is entangled with neoliberalism and the emphasis on calculation and measurement it brings, often through metrics. This article critically examines how metrics are shaping discipline practices in schools through ClassDojo, a popular platform for managing student behaviour. Little is known about how ClassDojo is implemented in schools, and how its dependence on metrics is impacting school discipline practices. Through a critical qualitative inquiry, we examined teachers' practices with ClassDojo, and found they operate via techniques of control, and that metrics are central to these techniques. We draw on the concept of 'metric power' to understand how these school discipline practices manifest as forms of power. We argue ClassDojo's metrics operate as powerful narrowing pedagogical devices that fixate on measurement and lead to practices which operate via neoliberal governing rationalities that reshape school discipline.

Marchand, M.-P., & Hurteau, M. (2024). **Entre jeux de pouvoir et intérêts : retour à la raison d'être de l'évaluation**. *Mesure et évaluation en éducation*, *47*(1), 66-90. https://doi.org/10.7202/1114566ar
La crédibilité accordée aux résultats d'une évaluation par les parties prenantes demeure une préoccupation importante chez les personnes évaluatrices. Comment les parties prenantes, porteuses d'intérêts, perçoivent-elles la démarche évaluative et les résultats

qu'elle génère comme crédibles ? L'article présente les résultats d'une recherche ayant permis de documenter la perspective des parties prenantes à cet égard. Discutés sous l'angle comparatif avec la perspective de la personne évaluatrice, les résultats indiquent que les discours convergent sur plusieurs plans, mais qu'une divergence potentielle peut être observée quant aux finalités poursuivies dans le cadre de l'évaluation. Les constats mettent en relief plusieurs questionnements réflexifs quant aux implications de cette divergence pour la pratique de l'évaluation, lesquels mènent à conclure avec une piste de solution innovante exigeant un certain repositionnement dans la façon d'approcher une évaluation et dans les relations avec les parties prenantes.

Masson, C., Bertin, T., Martel, K., Salazar Orvig, A., da Silva-Genest, C., & Chartier, E. (2024). **Engaging children in activities and interactions. What strategies do educators use in early childhood education and care?** *Langage, Interaction et Acquisition / Language, Interaction and Acquisition*, *15*(1), 95-129. https://doi.org/10.1075/lia.00023.mas
Abstract In early childhood education and care (ECEC), children do not participate in the same way and to the same extent in various kinds of interactions. One of the challenges for educators is to succeed in involving every child in the proposed activities, thereby enabling them to benefit from these experiences for language acquisition. The present exploratory study was conducted through video recordings of educator-child interactions in French ECEC contexts. The analysis focused on sequences where one or more children either withdrew or stayed in the background of the ongoing activities. The sequences were categorised according to the type of activity, the educators' language strategies, and their outcomes in terms of the children's participation. By focusing on the role and impact of language practices, our discussion re-examines the notion of involvement/engagement, its achievements in ECEC, and the effects of the educators' moves on child involvement.

Mocquet, B. (2024). **Pensons notre transformation : réflexions et actions possibles sur la pédagogie universitaire numérique**. *Présentation à la Mission Christine Ammirati*. Présenté à Par visioconférence, France. Consulté à l'adresse https://hal.science/hal-04767114
Ce document présenté à la Mission Christine Ammirati, Mission interministérielle sur l'universitarisation des formations paramédicales, explore la transformation numérique de la pédagogie universitaire et propose des réflexions et des actions possibles pour la mettre en œuvre. Il aborde le sujet en s'appuyant sur l'analogie de la métamorphose de Gregor Samsa dans « La Métamorphose » de Kafka, symbolisant le changement profond que traverse l'enseignement supérieur avec l'intégration du numérique. L'auteur, Bertrand Mocquet, expert numérique et chercheur associé, analyse les défis et les opportunités de la transformation numérique en confrontant deux perspectives: celle des institutions et celle des étudiants. Il met en lumière les difficultés rencontrées lors de la crise Covid-19, notamment l'incertitude pour le personnel et la détresse pour certains étudiants. Il évoque ensuite les aspirations post-Covid, soulignant le besoin d'un dialogue constructif entre les acteurs. Enfin, il propose une réflexion sur les interactions et les interactivités entre les acteurs dans le contexte du numérique, et il conclut en présentant une grille d'évaluation des formations en e-learning. L'ensemble du document vise à encourager une transformation numérique de la pédagogie universitaire qui soit à la fois efficace et inclusive.

Montesano, G., & Papazian-Zohrabian, G. (2024). **Les facilitateurs et les obstacles à la situation d'inclusion scolaire d'élèves francophones issu·e·s de l'immigration récente**. *Revue hybride de l'éducation*, *8*(5), 1-21. https://doi.org/10.1522/rhe.v8i5.1642
Puisqu'elles et ils maitrisent le français, les élèves francophones issu·e·s de l'immigration récente (EFIIR) au Québec sont souvent directement inclus·e·s en classe ordinaire (Rousseau et al., 2014). Pour promouvoir leur plein épanouissement, l'inclusion scolaire, basée sur le socioconstructivisme, est le concept à mobiliser (Prud'homme et al., 2011). Cet article fait état des résultats du premier objectif de notre mémoire de maitrise, soit de documenter les facilitateurs et les obstacles à la situation d'inclusion scolaire des EFIIR. Les facilitateurs relevés sont, entre autres, relatifs au soutien du personnel, et les obstacles, aux mathématiques, à la diversité du français et aux relations sociales.

Mou, Q., Dursun, H., & Agirdag, O. (2025). **A Cross-National Examination of Teachers' Multicultural Self-Efficacy: Can Multicultural Education in Initial Teacher Education and Professional Development Make a Difference?** *Education and Urban Society*, *57*(1), 63-83. https://doi.org/10.1177/00131245241278673
As the student population continues to become more culturally diverse, it is imperative for teachers to cultivate greater self-efficacy in their instructional practices. To gain a clearer picture of the association between teacher education and multicultural self-efficacy, we conducted a multilevel modeling analysis on data from TALIS 2018. Our study revealed a strong correlation between teachers' self-efficacy in general and their multicultural self-efficacy while highlighting significant differences between the two constructs. We also found that teachers who received multicultural education during their initial teacher education and professional development demonstrated higher levels of multicultural self-efficacy. However, the impact of initial teacher education and professional development was relatively modest. The practical implications for teacher training and policymaking as well as for future research are discussed.

Moukaddam, D., & Moukaddam, N. (2024). ***La pédagogie au gré de la relation éducative***
(Illustrated édition). Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/la-pedagogie-au-gre-de-la-relation-educative/76458?srsltid=AfmBOoo_Ct911qFmQzr7tRIRB1JOzQgYERdg3rq8U1PMzCVULQWr9-Fh
L'histoire des apprentissages commence dès les premiers jours de l'école, dans ses différents parcours et lieux de rencontres. Des récits prolifèrent, drôles, nostalgiques, regrettables, tant pour avoir été vécus que pour avoir à jamais disparu. La magie du passé y est tout entière, souvent aussi toute son empreinte. Des récits choquant dans leur actualité, dans leur fréquence et leur diversité, pourraient sembler dater d'une ère ancienne où les droits de l'enfant n'étaient pas encore reconnus et où l'éducation faisait encore l'objet de rapports de force et de répression. Pourtant, ils ne cessent de se dévoiler sous des apparences d'innovations et d'exigences, toujours pesants par leur présence récurrente. Dans les coulisses des couloirs, au sein des murs d'une relation, ils émergent dans toute leur éloquence.Les fondements de l'acte d'apprendre sont éminemment interrogés à la lumière d'une question centrale autour de laquelle s'articule l'ensemble de l'ouvrage : « Qu'est-ce qu'un bon éducateur ? »Cet ouvrage met l'accent sur la pédagogie de la reconnaissance et de l'émancipation où plusieurs fondements ancrés dans une conception personnaliste de l'éducation, constituent des repères éthiques et méthodologiques, permettant de faire évoluer des dispositifs et des pratiques liés au processus d'apprentissage. Il trace essentiellement des traits permettant

de questionner le profil de l'éducateur en quête permanente de réajustement, d'accommodation et cheminement.

Musard, M., Paven, M. L., & Borgne, P. L. (2024). **Les principes pédagogiques à l'œuvre dans les épistémologies pratiques de deux professeurs des écoles stagiaires:Études de cas en mathématiques et en EPS**. *Éducation & didactique*, (3), 57-75. https://doi.org/10.4000/12n8j

Nadeau, M.-F., Nadeau, S., Morier, M., Verret, C., Ouellet, C., Massé, L., & Gaudreau, N. (2024). **Pourquoi recourir à des pratiques coercitives en classe : sur la piste des attributions causales de futures personnes enseignantes**. *Revue hybride de l'éducation*, *8*(5), 1-28. https://doi.org/10.1522/rhe.v8i5.1636
Cette étude vise à documenter les raisons pour lesquelles des pratiques d'enseignement allant à l'encontre des visées de l'éducation inclusive, plus précisément les pratiques coercitives, sont toujours utilisées pour gérer les comportements problématiques en classe. Elle s'appuie sur un devis qualitatif descriptif permettant de décrire les attributions causales de 30 futures personnes enseignantes inscrites à un programme de formation initiale à l'enseignement. Les résultats, issus d'une analyse de contenu, sont discutés à la lumière de la théorie des attributions causales (Weiner, 1986) et permettent de jeter un regard compréhensif sur les représentations entretenues envers les pratiques coercitives et les comportements extériorisés en vue d'orienter les besoins de formation.

Nadeau, S., & Nadeau, M.-F. (2024). **Que signifient les « besoins des élèves » dans la littérature scientifique? Un examen de la portée.** *Revue hybride de l'éducation*, *8*(5), 1-29. https://doi.org/10.1522/rhe.v8i5.1638
L'éducation inclusive place les besoins des élèves au cœur de l'intervention éducative. Cependant, le terme besoin reste défini de manière variable selon les perspectives théoriques adoptées, fournissant peu de repères pour guider les milieux de pratique. Cette situation a pour conséquence d'entrainer une disparité et une confusion dans l'interprétation de ce qui constitue un besoin, et une incertitude quant à la façon de répondre avec équité à la diversité des besoins des élèves. Cet article vise à identifier le sens attribué aux besoins des élèves (Kaufman, 1972) dans la littérature scientifique. Au terme de l'analyse des études recensées, quatre catégories de sens se distinguent, renvoyant à un risque d'inadaptation, à un développement positif, à une tension interne propre à l'élève et à un moyen d'interventions. L'implication de ces sens sur l'éducation inclusive sera le sujet d'une discussion en vue de faire émerger des pistes de réflexion permettant de contribuer à une clarification du terme « besoins des élèves ».

Nicaud, C. (2024). **Des chercheurs et des enseignants qui font de la recherche ensemble : comment font-ils ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Si les recherches collaboratives (RC) associant des chercheurs et des enseignants sont de plus en plus nombreuses, elles se caractérisent également par une forte diversité tant dans les objectifs, les méthodes et les modalités de collaboration utilisées. L'enjeu est alors de pouvoir repérer les points communs, mais également les différences entre les RC afin qu'enseignants et chercheurs identifient mieux ce dans quoi ils s'engagent. Nous présentons, dans cet article, quatre indicateurs permettant de mettre en perspective des formes variées de RC. De plus, nous proposons d'interpréter cette variété à l'aune de cultures disciplinaires et de conceptions de formation différentes chez les chercheurs.

Normand, C. L., Desbiens, N., & Papazian-Zohrabian, G. (2024). **Contextes de perte d'une figure d'attachement chez des élèves du primaire : identification de besoins éducatifs particuliers et implications pour la formation enseignante**. *Revue hybride de l'éducation*, *8*(5), 1-22. https://doi.org/10.1522/rhe.v8i5.1635
À partir de données issues d'une rencontre de groupe dans le cadre d'une recherche qualitative, cet article met en avant les expériences de cinq enseignantes du primaire dont un élève a été confronté à la perte d'un lien d'attachement familial. Les résultats présentés soulignent les besoins éducatifs spéciaux des élèves concernés par une telle perte, le manque de ressources disponibles pour les enseignants et de préparation de l'équipe-école pour accompagner ces élèves. Des recommandations pour la formation enseignante sont ainsi formulées afin de répondre aux besoins éducatifs spéciaux des élèves endeuillés et ainsi soutenir leur adaptation scolaire et sociale.

Nylen, B., & King, S. (2024). **Training Practitioners to Conduct a Functional Behavior Assessment via Telehealth-Delivered Behavioral Skills Training: A Systematic Literature Review**. *Journal of Behavioral Education*, *33*(4), 746-768. https://doi.org/10.1007/s10864-023-09514-8
Individuals with disabilities may exhibit dangerous behavior such as physical aggression and self-injury. Determining the environmental variables maintaining dangerous behavior using a functional behavior assessment can inform treatment in teaching individuals with disabilities functionally equivalent replacement behavior. However, logistic factors, such as distance and the scarcity of qualified personnel, often impede the administration of functional behavior assessments. Behavioral skills training delivered via telehealth may teach practitioners (e.g., behavior analysts) to conduct functional behavior assessments. The current systematic review identified peer-reviewed articles and dissertations (n = 8) involving telehealth-delivered behavioral skills training intended to increase the intervention fidelity of practitioners in conducting functional behavior assessments. Coders reviewed study characteristics, quality, and training outcomes. Authors reported mixed findings regarding the ability of training to improve trainee fidelity. A discussion follows a presentation of results.

Ochelen, J.-P., Yerly, G., & Mottier Lopez, L. (2024). **Le travail collectif des enseignants pour l'évaluation des apprentissages comme norme professionnelle ? Une revue de la littérature pour interroger cette tendance émergente**. *Mesure et évaluation en éducation*, *47*(1), 27-65. https://doi.org/10.7202/1114565ar
L'article présente une rapid review de la littérature anglophone et francophone sur le travail collectif des enseignants pour l'évaluation des apprentissages. Ce genre de travail collectif tend à devenir une norme dans les systèmes éducatifs, soulevant des enjeux majeurs dans le champ de l'évaluation en éducation. La littérature compte déjà des synthèses et des recherches empiriques qui traitent de la collaboration des enseignants de manière générale, mais aucune ne traite spécifiquement des pratiques évaluatives collectives. Cette recherche documentaire dans la littérature conduit à la sélection de 30 articles, aux niveaux primaire et secondaire. L'analyse de ces articles permet 1) d'identifier les dynamiques mises en place dans les établissements et 2) d'observer les conséquences pour tous les acteurs de l'école. Les résultats permettent de discuter de certaines tensions liées à cette tendance, au point de vue des politiques de pilotage mais également sur le plan des pratiques évaluatives individuelles et collectives.

Ogegbo, A. A., Penn, M., Ramnarain, U., Pila, O., Van Der Westhuizen, C., Mdlalose, N., … Bergamin, P. (2024). **Exploring pre-service teachers' intentions of adopting and using virtual reality classrooms in science education**. *Education and Information Technologies*, 29(15), 20299-20316. https://doi.org/10.1007/s10639-024-12664-5
This study investigated how pre-service teachers perceive and plan to use a virtual reality classroom for science teaching during microteaching practices. The UTAUT 2 model was adopted as the conceptual framework for this study. Data were collected through an online survey from eighty-three pre-service science teachers from a large metropolitan university in Gauteng Province, South Africa. The collected data were analysed using descriptive and regression analysis. The results revealed that pre-service teachers demonstrated a high level of acceptance and intention to use Virtual reality classrooms in their microteaching practice and future classroom teaching. Thus, implying that they were receptive to the idea of using virtual reality classrooms in their microteaching practice and future classroom practice. Results further indicate that the preservice teachers are fascinated by the utilization of virtual reality classrooms for their microteaching practice based on two significant factors: social influence and technology self-assurance. However, results show that age and gender do not moderate the influence of performance expectancy, effort expectancy, social influence, facilitating condition, hedonic motivation, self-efficacy, anxiety and attitude on preservice teachers' behavioural intention to accept and the virtual reality classroom for their microteaching practice and future classroom teaching. The implications of these findings for science teaching and learning are discussed as it delves into the motivations and considerations of pre-service teachers when incorporating virtual reality classrooms into their teaching practices for science education.

Okiri, P. O., & Hercz, M. (2024a). **Distributed pedagogical leadership practice for sustainable pedagogical improvement: A literature review (2010–2023)**. *European Journal of Education*, 59(4), e12723. https://doi.org/10.1111/ejed.12723
Leadership from a distributed pedagogical perspective involves engaging multiple professionals in implementing shared responsibilities. In educational organizations, leadership responsibility structures have changed, with researchers advancing a more decentralized leadership system for sustainable pedagogical improvement. These global changes in education systems have informed the demand for sustainable quality teaching, the desire for 21st-century learning skills, and rapid progress in education. As a result, traditional individual 'heroic leadership' is no longer tenable in any learning environment that intends to achieve quality pedagogical outcomes. Therefore, this narrative review paper aims to examine the essence of distributing pedagogical leadership responsibilities among multiple professionals to understand how the concept is perceived in diverse educational contexts and settings. This study reviewed relevant empirical research studies conducted to investigate the concept of distributed pedagogical leadership in Finland, Norway and Singapore. The findings revealed some gaps that informed our understanding of the concept and recommended further research studies.

Okiri, P. O., & Hercz, M. (2024b). **Preservice teacher education stakeholders' perceptions of distributed pedagogical leadership in nurturing teacher leadership**. *European Journal of Education*, 59(4), e12713. https://doi.org/10.1111/ejed.12713

The need for quality teaching and improved student learning outcomes has been an area of interest in educational leadership studies in various contexts. The emergent distributed pedagogical leadership is based on a hybrid of distributed leadership and pedagogical leadership concepts. This study aimed to explore the participants' perceptions and understanding of the enactment of the concept, its influence on pedagogical improvement and its significance in the nurturing of stakeholders as teacher leaders. The study was conducted at a preservice public teacher training college in Kenya. It employed a mixed-methods research approach with a convergent parallel design to collect, analyse and triangulate data from 294 participants consisting of a principal, teacher–trainers and teacher–trainees. Random purposive sampling was used in identifying the participants. The findings revealed that although the distribution of pedagogical leadership responsibilities was enacted among stakeholders, it was unevenly shared. Furthermore, understaffing, low teacher–trainee enrolment and teacher–trainer workload challenges inhibited effective implementation. The study recommended that further studies be conducted at multiple teacher–trainee institutions to confirm the findings.

Örberg, M., Olsson, I., & Klang, N. (2024). **Viewing inclusion through the lens of democracy—Conceptualizations and enactments in three early childhood educational settings**. *Journal of Research in Special Educational Needs*, 24(4), 1115-1127. https://doi.org/10.1111/1471-3802.12699
Research on inclusion in early childhood educational (ECE) settings points to the need for a deeper understanding of professionals' perceptions of the dilemmas and challenges situated in the varying contexts of these settings. Viewing inclusion as a complex phenomenon, this study uses the Deweyan theory of democracy as a lived experience to describe how professionals in three ECE settings understand the values of inclusion and democracy and how these values are enacted in their everyday practices of creating democratic communities. Three case studies were conducted, including individual interviews with head teachers, focus-group interviews with professionals and semi-structured observations in three ECE settings. The results show that the three settings present unique prerequisites and challenges for the building of democratic communities related to the varying views on inclusion and democracy. The understandings of values of inclusion and democracy and how these are enacted in the three ECE settings are discussed with regard to the possibilities and obstacles involved in the creation of democratic communities.

Ortega-Sánchez, D., Fernández, A. S., González-Valencia, G. A., & Hernández Carretero, A. M. (2024). **Imagining personal and social futures: Representations of secondary school students and the influence of teacher training in education for the future**. *European Journal of Education*, 59(4), e12743. https://doi.org/10.1111/ejed.12743
This study analyses the images of the future of Spanish secondary school students (n = 252) from two perspectives. First, from the relationship between representations of the personal future and the social future. Second, the potential influence of the specific training of Geography and History teachers in education for the future on the construction of these representations. From a descriptive, predictive-correlational and relational design, the results obtained report the existence of significant positive correlations, high effect sizes and optimal statistical power between the ways in which students conceive the social future and their own personal future. They also show the existence of statistically differential proportions between the two representations, less

optimistic and progressive when thinking about the future of society. Similarly, the results report evidence of higher probabilities of obtaining positive perceptions about the social future when teachers have previous training in education for the future. The findings also show the need to rethink the concept of the future, in close connection with historical-temporal awareness, as the core of the aims of social science teaching.

Paré, M., Croguennec, F., & Monney, N. (2024). **Les pratiques d'enseignement inclusives au primaire et au secondaire : analyse des articles du numéro thématique**. *Revue hybride de l'éducation*, 8(5), 1-12. https://doi.org/10.1522/rhe.v8i5.1818
Cet article présente ce numéro thématique sur les pratiques d'enseignement inclusives au primaire et au secondaire. Le contenu des 17 articles a été analysé pour créer une synthèse utile aux lecteurs. Elle couvre trois axes qui les orienteront vers les contextes de choix pour développer des pratiques inclusives, vers les collaborations professionnelles les plus fécondes et vers la planification de pratiques et de modalités d'évaluation centrées sur le bienêtre, la participation et la réussite des élèves. Les pratiques relevées touchent le coenseignement, le niveau de participation de tous les élèves, la coplanification et l'évaluation formative.

Petiot, O., Kermarrec, G., Dugény, S., & Visioli, J. (2024). **'I Still Have Tears in My Eyes': A Situational Psychological Approach of Teachers' Emotional Labour in Special Needs Education**. *European Journal of Education*, 59(4), e12810. https://doi.org/10.1111/ejed.12810
Special needs education represents an emotion-laden context for teachers. The aim of this study was to analyse the forms and inducers of teachers' emotional labour in this specific context. Using a situational psychological approach, we analysed 167 critical incidents experienced by 50 special education teachers. Qualitative analysis revealed three passive forms of emotional labour (52.3%), particularly 'To feel and express the positive emotions generated by a pleasant situation', and three active forms (47.7%), especially 'To master the negative emotions generated by an unpleasant situation'. These forms of emotional labour emerged from four categories of positive inducers (55.9%), particularly 'Teachers' successful interventions with students', and from four categories of negative inducers (44.1%), especially 'Students' displays of aggressiveness'. Statistical analysis highlighted a strong association between passive forms and positive inducers, and between active forms and negative inducers. These results are discussed in relation to the specificities of teaching in special needs education.

Peyrotte, M. (2024). *Examiner les variations des empathies des enseignants depuis la perspective de la formation initiale* (Phdthesis, Université du Mans). Consulté à l'adresse https://hal.science/tel-04797738
Plusieurs recherches récentes suggèrent que l'empathie des enseignants pourrait jouer sur la satisfaction au travail de ces derniers, ainsi qu'améliorer les compétences psychosociales et les résultats scolaires des élèves (Andreychik, 2019 ; Cornelius-White et al., 2017 ; Tavant, 2021). Cependant, fort peu d'études à ce jour s'attachent à décrire et comprendre en quoi les capacités d'empathie des enseignants peuvent varier et évoluer, à la hausse comme à la baisse. Cette thèse propose d'examiner la manière dont les expériences socioculturelles, vécues par les enseignants au cours de leur parcours de professionnalisation, influencent leur(s) empathie(s), et également l'effet de ces empathies sur leur propre bien-être. Les éléments de théorisation retenus proviennent d'une revue de la littérature systématisée, réalisée avec la méthodologie PRISMA 2020.

Analysant le niveau de preuve de 240 études incluses à partir d'une recherche, en anglais, d'occurrences des termes « empathie » et « enseignant », elle a pour dessein de développer un modèle conceptuel. Ce dernier s'articule autour de plusieurs axes: « relationnel », de « distance » et d'« expérience », eu égard aux contextes scolaires et sociaux. En réponse au manque de consensus théorique autour du terme « empathie », nous choisissons de retenir une définition exhaustive, inspirée des travaux de Batson (2009), en distinguant onze interprétations différentes. Après cet état de l'art, la thèse se concentre sur trois questions de recherche : la première, méthodologique, révèle la présence de biais affectifs, cognitifs et motivationnels dans l'évaluation de l'empathie utilisant des tâches dessinées et le Basic Empathy Scale. L'analyse de 4 tâches d'empathie sous forme de comic-strips permet d'identifier principalement des biais liés au genre. Par ailleurs, une comparaison des niveaux d'empathie entre étudiants en éducation marocains et français met en lumière une différence de scores de 10%, attribuable à des biais interculturels, exacerbés par l'usage du français comme langue de test au Maroc. Les résultats d'un second ensemble d'études, répondant à la seconde question avec plus de 3000 enseignants, mettent en évidence une tendance à la hausse de l'empathie tout au long de la formation initiale. De surcroît, le type d'établissement, le niveau d'enseignement, le cursus de formation et le choix de pratiques pédagogiques coopératives seraient en lien avec ces variations d'empathie des enseignants, suggérant également l'émergence d'une « empathie collective » au-delà des aspects individuels. Enfin, la troisième question examine les relations entre empathie, autocompassion et bien-être subjectif de type hédonique des enseignants. Les résultats indiquent que la nature du lien entre l'empathie des enseignants et leur propre bien-être pourrait être corrélée négativement. Avec une empathie affective élevée, leur tendance à l'autocompassion serait moindre, et ces facteurs, pris ensemble, nuiraient à leur bien-être. La discussion générale offre une réflexion autour de trois associations d'idées fréquemment utilisées par la littérature, à savoir les genres et l'empathie en sciences de l'éducation, la distinction des compétences d'empathie entre étudiants-médecins et - enseignants, et le bien-être et les gestes professionnels en début de carrière. Cette thèse propose par conséquent des pistes intégrant l'empathie à la formation des enseignants pour les soutenir dans la prise en main progressive de la classe, notamment par le biais d'une option en Master Métiers de l'enseignement.

Pov, S., Kawai, N., & Matsumiya, N. (2024). **Identifying Cambodian teachers' concerns about including students with disabilities in regular classrooms: Evidence from a nationwide survey**. *Journal of Research in Special Educational Needs, 24*(4), 1148-1160. https://doi.org/10.1111/1471-3802.12701

This study examined teachers' concerns about including students with disabilities (SWDs) in regular classrooms and identified the background variables that were significantly associated with their concerns. A total of 1008 primary school teachers from 236 schools across all 25 provinces and cities in Cambodia participated in the study. The Concern about Inclusive Education Scale (CIES) was used as a research instrument. Descriptive statistics, a principal component analysis, reliability tests, Pearson correlation coefficients and a multiple regression analysis were used for data analysis. The result of the principal component analysis confirmed a four-factor model for the CIES. The study found that Cambodian teachers had high levels of concern about including SWDs in regular classrooms. They expressed the deepest concerns about the inadequate availability of special education instructional materials and teaching aids, the lack of knowledge and skills required to teach SWDs, the increased workloads and the challenges of providing

equal attention to all students. The experience of inclusive education training, years of teaching in regular classrooms, and experience of teaching SWDs were significantly associated with their concerns about inclusion. The findings were discussed with practical implications for improved policy and practice to address Cambodian teachers' concerns and promote their inclusive practices.

Qin, H., Schoeps, K., & Yin, H. (2024). **Depicting the landscape of research on teacher emotion in early childhood education: A systematic review**. *European Journal of Education*, *59*(4), e12741. https://doi.org/10.1111/ejed.12741
Early childhood teachers' emotions have increasingly received the attention of researchers in the past decades. The present study conducted a systematic review of the research on early childhood teachers' emotions published in English up to 2022. Based on evidence from 103 empirical studies, the results presented the significant roles of early childhood teachers' emotions in teaching and learning in early childhood education. A conceptual model was developed to illustrate how early childhood teachers' emotions are viewed at the intrapersonal, interpersonal and sociocultural levels. Most of existing studies adopted quantitative methods to explore early childhood teachers' emotions at the intrapersonal level, and a strong link between research methods and research themes was revealed. Implications for future research are discussed.

Radley, K. C., Fischer, A. J., Dubrow, P., Mathis, S. N., & Heller, H. (2024). **Reducing Teacher Distress Through Implementation of the Good Behavior Game**. *Journal of Behavioral Education*, *33*(4), 890-911. https://doi.org/10.1007/s10864-023-09515-7
High rates of teacher turnover are of critical concern for education agencies on a national level. When surveyed, teachers commonly report that student problem behavior is a primary motivator for leaving the profession. Previous research indicates that efforts to promote classroom management skills that address disruptive student behavior may alleviate some of the stress that leads to teacher burnout. The purpose of this study was to assess the effects of the Good Behavior Game on self-reported stress levels in teachers. The rate of academically engaged behavior in students was also assessed as a secondary outcome measure. A multiple baseline design was used to evaluate the effects of teacher implementation of the Good Behavior Game within three elementary-level classrooms at a Title I school. Overall, the results indicate that the Good Behavior Game intervention procedures were effective in decreasing teacher stress levels and increasing academically engaged behavior in students.

Ralston, N., & Waggoner, J. (2024). **"Stretching Research Legs": Developing Practitioner-Scholars Through Engagement in Research-Practice Partnerships**. *Peabody Journal of Education*, *99*(3), 330-344. https://doi.org/10.1080/0161956X.2024.2357034
Research-practice partnerships (RPPs) are one potential strategy to support educational transformation or improvement, and this focus inherently requires new ways of working for both practitioners and researchers. This paper seeks to understand how RPP engagement within an EdD program supported the development of practitioner-scholars through a case study of the Multnomah County Partnership for Education Research (MCPER). The study describes the perceptions of 67 practitioner-scholars from eight different doctoral cohorts and how the RPP impacted them in terms of building capacity, serving the local community, and enhancing their identity as a researcher: 89% of respondents reported learning valuable information, 79% described how the

information learned was relevant to their professional lives, and 87% said completing the report developed their identity as a researcher. The practitioner-scholars also largely noted that completing a report improved their capacity to conduct data analysis (86% agreed), write a program evaluation report (84% agreed), and write a literature review (80% agreed). In terms of how participating in the RPP helped the practitioner-scholars, qualitative coding revealed participating in the project was a "real-world," "boots on the ground" process that involved "serving the greater good" and built their confidence as a researcher. Engagement with the Multnomah County Partnership for Education Research (MCPER) is one strategy to support practitioners to develop these practitioner-scholar capacities.

Ravez, C. (2024). **Savoirs sur le monde social, pratiques enseignantes et finalités émancipatrices**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
L'ouvrage Des savoirs pour agir sur le monde. Quels apprentissages des élèves face aux enjeux contemporains ?, paru aux Presses universitaires de Grenoble en 2022, s'inscrit dans le prolongement du colloque international de didactique de l'histoire, de la géographie et de la citoyenneté qui s'est tenu à Genève en 2019. Coordonné par Jean-Charles Buttier et Alexia Panagiotounakos, membres de l'Équipe de didactique de l'histoire et de la citoyenneté (EDHICE) de l'université de Genève, cet ouvra...

Ray, A. B., & Mason, T. (2024). **Teaching middle school students with learning disabilities argumentative writing using SRSD with technology supports**. *Journal of Research in Special Educational Needs*, *24*(4), 908-921. https://doi.org/10.1111/1471-3802.12681
Teaching middle school students with learning disabilities strategies for writing essays that incorporate information from source texts helps prepare them for academic success. The purpose of this pilot study was to investigate the effects of self-regulated strategy development (SRSD) writing instruction using technology tools implemented by special education teachers on the source-based argumentative writing performance of middle school students with learning disabilities. In this quasi-experimental, pretest–posttest design study, three middle school special education teachers engaged in online Practice-Based Professional Development. The teachers then implemented SRSD writing instruction to teach source-based argumentative writing with technology tools. Implementation of the SRSD writing instruction by special education teachers positively impacted the number of argumentative elements, quality, number of transitions and length of students' source-based argumentative essays. Teachers implemented the intervention with high fidelity and quality and felt that the intervention supported their students' writing. Teachers and students were positive about the SRSD writing instruction. This study adds to the evidence base that SRSD is an effective writing intervention for middle school students with learning disabilities.

Ré, T. C., Rieken, C. J., Brandt, J. A., Pacitto, G. O., & Yepez, J. (2024). **Differential Reinforcement of Low Frequency Behavior as an Interdependent Group Contingency for Children Diagnosed with Autism Spectrum Disorder**. *Journal of Behavioral Education*, *33*(4), 949-964. https://doi.org/10.1007/s10864-023-09512-w
An ABAB reversal design was employed to evaluate the effect of differential reinforcement of low (DRL) frequency behavior as an interdependent group contingency on the frequency of vocal disruptions of five males, 6–14-years old, diagnosed with an autism spectrum disorder. The results showed lower frequencies of

vocal disruptions during intervention conditions as compared to baseline conditions; the combination of DRL and interdependent group contingency was effective at reducing the target behavior from baseline levels. Implications of concurrent interventions for the applied setting are discussed.

Riedy, R., & Penuel, W. R. (2024). **Dignity-Affirming Care in Research-Practice Partnerships**. *Peabody Journal of Education*, 99(3), 259-273. https://doi.org/10.1080/0161956X.2024.2357008
Research-practice partnerships (RPPs) have the potential to affirm the dignity of participants through caring interactions, which support good relationships. A key ethical principle to guide the cultivation of good relationships in an RPP is a quality of relating that we call dignity-affirming care. We define dignity-affirming care as speech, actions, and dispositions that demonstrate concern for another and their expressed needs and goals in a manner that affirms their essential worth or value. We provide evidence that RPPs can embody the principle of dignity-affirming care while also noting some ways partners experienced ways of relating that did not reflect this kind of care. Further, we describe four underlying mechanisms that support care: the intensity of and concentration of relationships, a willingness to recognize social identities, and the ability to take on new roles.

Robbes, B. (2024). **Contractualisation et dynamique d'un projet de recherche en collaboration dans une école élémentaire pratiquant des pédagogies différentes**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Situant la pédagogie comme un objet de recherche pour les sciences de l'éducation et de la formation, nous menons des recherches sur les pédagogies différentes, dont les pratiques actuelles restent peu renseignées. Après avoir présenté brièvement une typologie des recherches en sciences de l'éducation qui étudient les pédagogies différentes en France, nous expliciterons notre choix de pratiquer la recherche en collaboration pour étudier ces pédagogies en approfondissant le processus de contractualisation et la dynamique de ce dispositif de recherche « avec ». Pour cela, nous nous appuierons sur la recherche en collaboration que nous avons conduite à l'école élémentaire de la rue d'Oran à Paris, entre septembre 2014 et février 2019. À travers un retour sur le processus de contractualisation de cette recherche, nous examinerons sa mise en œuvre et ses enjeux, les conditions favorables à la validation du projet, les rôles et les positionnements des chercheurs et des praticiens, les types de savoirs coproduits. Puis, nous aborderons la dynamique qui s'est enclenchée entre l'équipe des chercheurs et celle des enseignants grâce au processus déployé, en revenant sur certaines évolutions du projet (pôles, objets et objectifs, calendrier, modalités de recherche conduite) et en analysant ce qui les a rendus possibles. Il s'agira de dégager ce que nous avons appris d'un tel dispositif et ce que nous en retenons dans la perspective de recherches ultérieures.

Romano, R. (2023). *Pratiques d'évaluation en FLE à travers l'implication de l'intelligence artificielle : les enjeux de l'enseignement à distance* (Phdthesis, Aix Marseille Université (AMU)). Consulté à l'adresse https://theses.hal.science/tel-04786915
L'évaluation est au cœur de nos sociétés. Tout est noté, soupesé et jaugé. Cela s'illustre souvent dans des dispositifs institutionnels et sociétaux, où l'explicabilité des mécanismes d'élaboration et de fabrication de la note, face à l'activité humaine, sujet, voire objet

d'évaluation, reste, pour la plus grande partie de ses éléments constituants, floue. Notre travail a essayé de vérifier quel a été l'impact de la pandémie sur les pratiques évaluatives des enseignants italiens de Français Langue Étrangère. Plus de 700 enseignants interrogés ont évoqué la problématique de l'évaluation lors la première et de la seconde vague de pandémie, ses retombées sur les gestes professionnels et les pratiques pédago-didactiques aménagées durant et après cette expérience. La recherche se proposait aussi d'évaluer quel a été l'importance des TICE, intégrant une partie grandissante de systèmes d'intelligence artificielle (IA), dans la réalisation d'un espace-classe adapté aux besoins des élèves durant le confinement. Ces articulations, entre les pratiques d'évaluation descendantes de modèles savants, et celles plus profanes (Vial), mises en place par les enseignants pour dépasser la distance et la difficulté intrinsèque à la situation, font l'objet de notre recherche. Nous avons aussi considéré, en cherchant à évaluer leur impact sur les pratiques didactiques, la place des émotions ressenties durant cette période, qui a bouleversé la plus grande partie des sociétés du monde entier, en modifiant profondément leurs approches à la gestion du travail en classe et des dynamiques éducatives. Finalement, l'étude montre le rôle capital de médium joué par les TICE, l'appropriation responsable et réfléchie de l'outil technique par les enseignants, leur volonté de ne pas cantonner ces instruments à des rôles ancillaires, mais de leur donner l'importance qu'ils méritent pour l'animation de la classe de langue et de la pratique pédagogique et didactique en général.

Roques, N. (2024). **Les essais contrôlés randomisés au Royaume-Uni : évaluer les interventions efficaces pour favoriser l'apprentissage des mathématiques**. *Éducation & didactique*, (3), 77-89. https://doi.org/10.4000/12n8k
Sapir, A., & Mizrahi-Shtelman, R. (2024). **'We are not babysitters': Meaningfulness and meaninglessness in homeroom teachers' identity work**. *European Journal of Education*, 59(4), e12714. https://doi.org/10.1111/ejed.12714
This study explores how homeroom teachers construct meaningfulness in their work and in their professional identity, and how this meaningfulness serves them as they interpret and react to public criticism of their profession. Our study relies on interviews with 95 teachers working in Israeli elementary-, middle- and high schools, and draws on the theoretical lens of discursive identity work. We argue that meaningfulness is at the heart of homeroom teachers' identity. Accordingly, when faced with public criticism that questions the meaningfulness of their work, teachers experience threats to their professional identity. Notably, such identity threats are of a gendered nature, as teachers make sense of public criticism by conceptualising it through the gendered stereotype of 'babysitting'. Furthermore, female teachers are much more likely than male teachers to face criticism from family members and friends. We identify remedial identity work strategies that teachers employ in the face of such identity threats.

Schmoll, L., & di Filippo, L. (2024). *Les mondes ludiques : Constructions et détournements*. Consulté à l'adresse https://www.editions-harmattan.fr/catalogue/livre/les-mondes-ludiques/77473?srsltid=AfmBOooIcRyJT44lhhweakzRGV2iN13TOt-OUUBKAFqXNjnIBUE1kGhk
Depuis plus de deux décennies, les recherches sur les jeux ont élargi leurs perspectives à différentes facettes des activités ludiques. À partir de plusieurs disciplines, les auteurs de cet ouvrage abordent aussi bien les mondes fictionnels déployés dans les jeux contemporains que les mondes sociaux au sein desquels ils sont créés. Pour ce faire, ils ont choisi d'étudier tous types de jeux, comme les jeux vidéo, les jeux de rôle, les jeux de

stratégie et les jeux de société.Ce livre s'intéresse plus spécifiquement à deux aspects des mondes ludiques : d'un côté, les constructions d'univers fictionnels, les processus de production de jeux et les positionnements des employés ; de l'autre, leurs détournements, qui peuvent être aussi bien à visée créative, voire artistique, que des usages sérieux à portée pédagogique ou de médiation.

Siani, M., Dubovi, I., Borushko, A., & Haskel-Ittah, M. (2024). **Teaching immunology in the 21st century: a scoping review of emerging challenges and strategies**. *International Journal of Science Education*, *46*(17), 1826-1847. https://doi.org/10.1080/09500693.2023.2300380
Immunology, a complex and rapidly evolving biological field, serves dual educational goals: training healthcare professionals and immunologists as well as promoting immune literacy among laypeople. This study conducted a scoping review of the literature to explore different aspects of immunology education, examining various contexts, levels, and content areas, including cognitive and motivational challenges. In addition, analysis covered different teaching strategies and research methodologies. Eight hundred and seventy-four articles were screened, and 20 articles proceeded to full-text analysis. Notably, the majority of the analysed studies concentrated on undergraduate education, emphasising strategies for teaching immunology, with a heavy reliance on quantitative research methods. Teaching strategies that were influential for improving the knowledge of the students were, for example, using games, using simulations and visualisations, using hands on experiments and self-directed learning. The content of the reviewed articles primarily revolved around topics related to innate and adaptive immunity, basic immunology, and immune system diseases. There was less emphasis on advanced immunology and on addressing the inherent complexity of the subject and even less on methods to motivate students to engage with immunology. Practical implications and suggestions for future research are described considering both healthcare practitioner training and immune literacy for laypeople.

Spyropoulou, N., & Kameas, A. (2024). **Leveraging Communities of Practice for STEAM Education: A Study on Engagement and Professional Development**. *European Journal of Education*, *59*(4), e12806. https://doi.org/10.1111/ejed.12806
This study investigates the multifaceted roles and competences of STEAM (Science, Technology, Engineering, Arts and Mathematics) educators and their engagement in Communities of Practice (CoPs). Through an online survey of Greek educators who have implemented STEAM educational projects, employing both closed and open-ended questions, this research uncovers the complexities of the STEAM educators' role and illustrates how engagement in CoPs can be critical for their professional development and pedagogical practices. The findings highlight the benefits of collaboration, experience exchange and the adoption of best practices within these communities, emphasising CoPs' transformative potential in enhancing STEAM education. By focusing on the educators' perceptions and the contributions of CoPs to teaching, learning and professional growth, this study offers insight that may benefit other European countries without a formal STEAM curriculum, advocating for the integration of art in STEM fields and the importance of CoPs in advancing educational practices towards a more equitable, inclusive and vibrant society.

Tang, S., Zeng, S., Li, S., & Potměšil, M. (2024). **The research status of augmentative and alternative communication for children with special needs in mainland China: A**

bibliometric analysis. *Journal of Research in Special Educational Needs*, 24(4), 936-947. https://doi.org/10.1111/1471-3802.12680
Augmentative and alternative communication (AAC) refers to methods and tools that facilitate communication for individuals with limited functional speech. This study aims to present and analyse the research status of AAC interventions for children with special needs in mainland China using a bibliometric analysis approach. The researcher conducted a literature search in the China National Knowledge Infrastructure (CNKI) database to identify relevant studies. Based on the literature search, 80 articles met the inclusion criteria. The research literature spans from 2007 to 2022, with a notable increase in publications after 2015. The majority of studies focus on children with autism, while other disabilities, such as intellectual disabilities and cerebral palsy, receive less attention. AAC interventions primarily utilize low-technology communication aids, with limited use of high-technology tools. Research on AAC interventions for children with special needs in mainland China has grown recently. However, it still falls short of meeting the potential demand to promote the application and development of AAC. More diverse research is needed, including various disabilities and higher-technology AAC tools. The effectiveness of AAC in impacting users and their communication partners will increase their quality of life and social interactions.

Tant, M. (2024). **Quand un coenseignement interroge la forme scolaire au profit de l'éducation inclusive**. *Recherches en éducation*, (56). https://doi.org/10.4000/12qxz
L'objectif de cette étude est de voir en quoi et comment l'évolution d'un coenseignement sur une année scolaire entre un professeur des écoles et un enseignant d'éducation physique et sportive (EPS) vient bouleverser la forme scolaire au profit de l'éducation inclusive. Pour ce faire, des observations participantes sur trente-deux séances d'EPS et vingt-huit sessions de coplanification traitées à l'aide de l'analyse comparative constante ont permis de faire émerger trois thématiques. Premièrement, à condition que le coenseignement soit soutenu par les établissements, les coplanifications sont progressivement plus efficientes favorisant ainsi la construction d'un climat de classe inclusif. Deuxièmement, à condition que les enseignants soient compatibles et complémentaires, les remédiations pédagogiques sont plus créatives au service de la participation sociale des élèves. Enfin, suite à la construction d'habitudes de travail entre les enseignants, les formes de co-interventions in situ gagnent en diversité au bénéfice des apprentissages moteurs des élèves.

Thien, L. M., Chuah, S. T., & Low, M. P. (2024). **Understanding Middle Leaders' Distributed Leadership Factors as Necessary and Sufficient Conditions for Fostering Teacher Commitment to Change**. *European Journal of Education*, 59(4), e12757. https://doi.org/10.1111/ejed.12757
This study aims to examine which middle leaders' distributed leadership factors (cohesive leadership team, participative decision-making, leadership support and leadership supervision) are sufficient and to what degree these four factors are necessary for fostering high teacher commitment to change (TCTC). Data were gathered from 1018 Malaysian primary school teachers. The partial least squares analysis indicated positive relationships between the four middle leaders' distributed leadership factors and TCTC. The necessary condition analysis revealed that cohesive leadership team and participative decision-making are necessary and sufficient conditions for fostering TCTC. While leadership support and leadership supervision were identified as necessary conditions, they were deemed less important. This study shifts the focus from principal-

centric distributed leadership to middle leaders' distributed leadership. This theoretical shift underscores the unique contributions of middle leaders' distributed leadership in driving TCTC in primary school settings by employing an expanded analytical approach.

Tolmacz, R., Ben-Eliyahu, A., Mikulincer, M., & Efrati, Y. (2024). **Student–teacher relational entitlement and its association with students' and teachers' characteristics**. *British Journal of Educational Psychology*, *94*(4), 1109-1131. https://doi.org/10.1111/bjep.12708
Introduction One's sense of entitlement—the subjective perception of what one deserves from another person—can contribute to social attitudes and behaviour in positive or negative ways, depending on the way in which one construes this subjective sense. Previous work has examined how adolescents' sense of entitlement towards their parents contributes positively or negatively to their well-being. In this study, we extend this line of research and focus on adolescents' sense of entitlement towards another important authority figure—teachers, while examining its associations with both students' and teachers' characteristics and implications for students' functioning at school. Method We adapted the Adolescents' Sense of Relational Entitlement towards Parents scale to tap students' relational entitlement towards their teachers. We then examined the factor structure of the adapted scale and its associations with students' and teachers' relevant psychological measures in three samples (N = 1588). Results Findings confirmed the three-factor structure of student–teacher entitlement. Studies 2–3 also revealed that students' sense of entitlement was associated with both students' variables (e.g., psychological well-being, self-esteem, perceptions of teachers' acceptance of them and students' school engagement) and teachers' emotional difficulties. Study 3's findings indicated that students' sense of entitlement was associated with their school engagement. Conclusion Students' sense of entitlement towards teachers seems to be associated with teachers' emotional makeup and attitudes towards students. In addition, this subjective sense is associated with students' school engagement. These findings suggest that there is theoretical value and practical implications for further unpacking both teachers' and students' factors associated with students' sense of entitlement and examining its association with academic functioning at school.

Tran, T. T., Nguyen, T. C., & Luong, D.-H. (2024). **Global Perspectives on Teacher Emotions and Agency in Higher Education: A Content and Bibliometric Analyses Over the Past Five Decades**. *European Journal of Education*, *59*(4), e12768. https://doi.org/10.1111/ejed.12768
This study dives deep into the evolution of research on teacher emotions (TE), teacher agency (TA) and their role within higher education institutions (HEIs) from 1975 to the present. Combining a meticulous bibliometric and content analysis, the paper has painted a detailed picture of how the academic conversation has developed over nearly half a century. The approach did not just count publications but looked at how they connected globally. The study reveals a rich tapestry of international collaborations, with the United States, Australia and China standing out as key players, showcasing the global interest in this field and its interconnected insights. Another fascinating finding is the uncovering of the multifaceted dimensions of research on TE and TA and the significance of regional and global perspectives in shaping the holistic landscape of the field. The emergent themes, such as 'Language Teacher Emotion' and the significant impact of 'COVID-19' on educational dynamics, are even more intriguing. These themes strongly indicate the field's evolution and responsiveness to the emerging challenges in the contemporary academic landscape.

Vadcar, A., Frier, C., & Thevenet, A. (2024). **Émergence et mise en route d'une communauté de pratique autour de la médiation à la lecture en REP. Le rôle des alliances relationnelles visibles et invisibles dans « Le Rhizome » de Pont-de-Claix**. *Diversité*. *Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
L'objet de cet article est de rendre compte de la mise en route d'une recherche collaborative nommée « Le Rhizome » et portant sur la question de la médiation au livre en REP. Plus précisément, il sera question de décrire les mécanismes ayant permis la genèse et le déploiement fructueux de cette collaboration au sein d'une communauté éducative située à Pont-de-Claix, en région grenobloise. La démarche méthodologique choisie s'inspire du modèle des communautés de pratiques (Wenger, 2009) et tente de mettre en évidence les ingrédients relationnels complexes ayant présidé au démarrage du « Rhizome » et à ses premières réalisations et qui témoignent avant tout de l'augmentation du pouvoir d'agir de l'ensemble des acteurs éducatifs ainsi que des élèves.

van Brederode, M., Cazassus, F., Chapeira, A., & Gavaland, M. (2024). **Construire ensemble une classe puzzle et analyser ses effets potentiels sur les apprentissages des élèves**. *Diversité*. *Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Cet article s'intéresse à un dispositif de type « classe puzzle » mis en œuvre dans une classe de 1re (élèves de 16-17 ans) en spécialité de sciences physiques et chimiques. L'article a une double focale : il traite de la collaboration des élèves au sein des groupes de travail et de celle d'un groupe composé de trois enseignant·e·s et d'une chercheuse travaillant selon un modèle emprunté aux lessons studies. La première partie de l'article présente la façon dont le dispositif pédagogique a été construit ainsi que les résultats et les premières analyses de notre recherche exploratoire sur l'activité des élèves au sein de celui-ci. La seconde partie de l'article expose les apports et les difficultés de la collaboration au sein de notre collectif.

Vasel, H., & Ragonis, N. (2024). **Empowering hearing-impaired students: A mobile learning intervention in Israeli Arab elementary education**. *Journal of Research in Special Educational Needs*, *24*(4), 1093-1104. https://doi.org/10.1111/1471-3802.12697
This study evaluates an intervention program that uses mobile learning, designed for Israeli Arab hearing-impaired elementary school students, focused on language and mathematics. Participants included 23 hearing-impaired students, 39 teachers, and 46 parents. The evaluation combined quantitative and qualitative methods, using questionnaires, knowledge mapping, observations, individual semi-structured interviews, and focus group discussions. Findings revealed: (1) integrating mobile learning promoted learning enjoyment of learning, and satisfaction with program implementation; (2) content knowledge development contributed to mathematical knowledge and all language components except grammar; (3) inequality among students persisted since only hearing-impaired students benefited from the program, leading to another kind of inequality; (4) teachers coped with various challenges: lack of technological skills, need for differential teaching for different populations in the classroom, and general lack of attention in the classroom when using apps with audible instructions and (5) parents have vital role in implementing new learning approaches for special needs students.

Verret, C., Massé, L., Roure, C., & Bergeron, G. (2024). **L'importance des croyances pour favoriser les pratiques inclusives au sein d'une communauté d'apprentissage professionnelle en éducation physique**. *Revue hybride de l'éducation*, 8(5), 1-24. https://doi.org/10.1522/rhe.v8i5.1623
Cette étude qualitative interprétative phénoménologique documente les croyances de 16 personnes enseignantes d'éducation physique et à la santé (EPS) qui ont participé à une communauté d'apprentissage professionnelle (CAP) visant des pratiques inclusives. Ancrés dans la théorie du comportement planifié, les résultats dévoilent les croyances préalables positives et une meilleure sensibilité aux besoins des élèves après la CAP. Certaines attitudes négatives ont persisté envers les difficultés comportementales. Des obstacles liés à la charge de travail supplémentaire et au temps ont été relevés. Néanmoins, la CAP a renforcé la contrôlabilité des personnes enseignantes. Cette étude éclaire l'apport distinctif des dimensions des croyances sur les pratiques inclusives.

Vogel, J., & Bouhnik, D. (2024). **Prize-Based Learning in an Introductory Computer Course—A Case Study**. *European Journal of Education*, 59(4), e12792. https://doi.org/10.1111/ejed.12792
Introduction to Computer Science is traditionally the first course that all computer science and software engineering majors take. The course introduces many problem-solving techniques which can be challenging for many freshman students. In order to mitigate some of the issues of this course, we, at the Higher Education Institute, introduced a new prerequisite course, Introduction to Programming Logic, which is a required course for all students who have not taken any previous computer science course. In the Summer Session of 2022, we included prize-based learning in one of the sections of the course. Prize-based learning is similar to both problem-based learning and project-based learning in many aspects, including the principle of student-centred learning. However, it differs with respect to the motivation for student success. This approach utilises the students' ambition to win, to encourage students to work harder and learn more both inside as well as outside the classroom.

Webb, V., Thuilier, O., Kerbrat, E., & Hache, C. (2024). **L'implication dans une recherche collaborative : raisons, conditions et conséquences de l'engagement**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Faire de la recherche collaborative, c'est avant tout une autre façon de faire de la recherche. Cet article présente les résultats d'un projet au cœur d'une recherche-action participative autour de la relation école-famille et de la lutte contre l'absentéisme. Un sous-collectif composé de deux chercheuses, d'une enseignante et d'une conseillère pédagogique s'est créé afin de questionner les raisons, les conditions et les conséquences de l'engagement des acteurs impliqués dans une recherche collaborative. Un entretien croisé fondé sur une grille d'entretien coconstruite par les participantes a permis de recueillir un discours sur le quotidien en recherche collaborative. L'analyse des données présente ce qui fait communauté de sens dans la pluralité des professionnels engagés, entre développement professionnel, éthique de la recherche et temporalités contrastées. Le traitement de la notion d'engagement fait ressortir une boucle de rétroaction entre l'influence des participantes sur le projet, et l'influence que la participation au projet a sur les participantes. Enfin, cet article interroge le savoir coproduit dans le cadre d'une recherche-action participative.

Wigham, C. R., & Whyte, S. (2024). **Teacher role in synchronous oral interaction: Young learner telecollaboration**. *Language Learning & Technology*, *28*(1), 1-27. Consulté à l'adresse https://hdl.handle.net/10125/73599

The potential of synchronous technology-mediated oral interaction for second language (L2) acquisition by young learners interests researchers and classroom teachers alike. Research highlights the utility of live telecollaborative exchange for motivating learners, but also underlines the challenges teachers face in supporting young beginners in interaction tasks. However, few studies focus on actual learning opportunities created in telecollaborative task-based language teaching (TBLT) and on the role of teachers in creating such opportunities. This paper presents two case studies on synchronous telecollaboration in primary schools (7-10 year olds, A1 CEFR level). Interaction data from small-group telecollaborative interactions is examined using multimodal (inter)action analysis (MIA, Norris, 2019) to investigate how teachers' choices with respect to task implementation affect opportunities for learner autonomy, the outcome of particular tasks, and learners' L2 usage. Analysis highlights how co-verbal actions are used to manage different interactional spaces and reveal learners' active roles, and how teacher presence/absence can affect task outcome and influence opportunities for either focus on form or spontaneous L2 production. Our discussion shows that synchronous interaction can drive language learning with young learners, not only motivation and participation, and focuses on implications for further research combining MIA with TBLT.

Xiang, B., Xin, M., Fan, X., & Xin, Z. (2024). **How does career calling influence teacher innovation? The chain mediation roles of organizational identification and work engagement**. *Psychology in the Schools*, *61*(12), 4672-4687. https://doi.org/10.1002/pits.23302

Teacher innovation is closely related to the improvement of basic education quality, and the cultivation of innovative talent for the nation. However, few studies have employed the causes of teacher innovation from the perspective of intrinsic motivation. To explore the factors and mechanisms affecting teacher innovation, we surveyed 421 middle school teachers to investigate the mediating roles of organizational identification and work engagement in the relationship between career calling and teacher innovation. The results indicate that career calling has a significantly positive impact on teacher innovation and that both organizational identification and work engagement mediate the effect of career calling on teacher innovation. Moreover, organizational identification and work engagement act as chain mediators in the relationship between career calling and teacher innovation. Therefore, to promote teacher innovation in middle school, it is important to emphasize the sense of calling, organizational identification, and work engagement. Practical implications for how to promote teacher innovation are also discussed.

Xie, Q. (2024). **Using Interdisciplinary Approach in Business English Courses for China's English Majors**. *European Journal of Education*, *59*(4), e12782. https://doi.org/10.1111/ejed.12782

This study reports an empirical case study about using interdisciplinary approach in business English courses with 41 English majors in the Chinese university context. The methodologies are two-stage surveys, teacher reflection and participant observation. The results show that participants most preferred using specialist vocabulary and cross-cultural business communication as learning activities in using interdisciplinary approach.

The challenges and difficulties in interdisciplinary learning included lack of professional vocabulary, business or interdisciplinary knowledge, business thinking skills and inadequate language skills. A majority of the participants perceived the interdisciplinary approach as effective, as they had improvements in business language, knowledge, communication and English ability. For improving and refining the interdisciplinary approach, participants suggested more practical and detailed business knowledge, practice-based activities, oral simulation and role-play activities, more detailed guidance and feedback in the writing tasks, more business cases with interesting videos, increasing Chinese native language explanation and producing a business English language corpus.

Xue, Y. (2024). **Towards automated writing evaluation: A comprehensive review with bibliometric, scientometric, and meta-analytic approaches**. *Education and Information Technologies*, *29*(15), 19553-19594. https://doi.org/10.1007/s10639-024-12596-0
The new era of generative artificial intelligence has sparked the blossoming academic fireworks in the realm of education and information technologies. Driven by natural language processing (NLP), automated writing evaluation (AWE) tools become a ubiquitous practice in intelligent computer-assisted language learning (CALL) environments. Based on the self-set corpus of the plain text file encompassing 1524 documents from the Web of Science core collection, the current study adopts quantitative and qualitative methods and integrates bibliometric, scientometric, and meta-analytic approaches aiming to comprehensively review automated writing evaluation (AWE) over fifteen years from 2008 to 2023. Feedback literacy is the theoretical framework of automated written corrective feedback (AWCF). Through VOSviewer, this study bibliographically visualized AWE-relevant keywords, documents, authors, organizations, and regions at a macro level. Science mapping analysis (SMA), mapping knowledge domain (MKD), and author co-citation analysis (ACA) are the theoretical foundations of visualization on VOSviewer. Through Stata/SE 16 and SPSS 29, this study meta-analytically investigated moderator effects of various AWE tools, feedback types, intervention duration, target language learners, educational levels, genres of writing, regions, document types, and publication year at a micro level. It is concluded that AWE tools could facilitate writing proficiency at a statistical significance level ($SMD = 0.422$, $p < 0.001$) based on 29 experimental studies. The findings illuminate future research directions and provide heuristic implications for practitioners, researchers, and AWE technology developers.

Yang, Y., & Zheng, J. (2024). **Unfolding the Moderating Role of Gender in the Relationship Between Teacher Support and Students' Well-being: Evidence from PISA 2022**. *Child Indicators Research*, *17*(6), 2503-2526. https://doi.org/10.1007/s12187-024-10172-z
Teacher support has a vital impact on students' well-being. However, the role of gender in the relationship between teacher support and students' well-being remained unstudied in East Asia. The present study aims to unravel the relationship between three types of teacher support (i.e., autonomy, competence, relatedness) and four dimensions of students' subjective well-being (i.e., life satisfaction, positive affect, negative affect, and eudaemonism), as well as identify the moderating effect of gender. Multiple linear regression with a moderation analysis was implemented for 34,968 fifteen-year-old students from five East Asian economies participating in the Programme for International Student Assessment (PISA) 2022. Results indicated that teacher support significantly influenced students' subjective well-being in East Asia. Moreover, gender significantly

moderated the relationship between teacher support (i.e., autonomy, competence, relatedness) and students' eudaemonism. Compared with males, teacher competence support was more effective in fostering females' eudaemonism in East Asia. This study provides new insights into developing students' well-being from the gender perspective.

Yeboah, S., Awaah, F., Foli, J. Y., Tetteh, A., & Ekwam, E. K. (2024). **Does students' understanding of corporate governance in Ghanaian higher education relate to teacher knowledge and teaching methods?** *European Journal of Education*, *59*(4), e12717. https://doi.org/10.1111/ejed.12717
There is empirical evidence on the factors influencing students' understanding of various subjects in higher educational institutions. However, there is a deficit in studies about the link between teacher knowledge and teaching methods on students' understanding of corporate governance course. Thus, this study investigates whether students' understanding of corporate governance in Ghanaian universities is related to teacher knowledge and teaching methods. This study adopts quantitative approach and cross-sectional design to collect from 1,050 sampled students from three public universities in Ghana. We use descriptive statistics and Pearson correlation techniques to analyse the data. The results show that there is a significant positive correlation between teacher knowledge and students' understanding of corporate governance. Furthermore, teaching methods have significant positive correlation with students' understanding of corporate governance. This study has provided a conceptual framework that indicates how teacher knowledge and teaching methods may relate to students' understanding of corporate governance in higher education from the perspective of a developing country. Additionally, this study shows that to promote students' comprehension of corporate governance, there must an understanding of how teacher knowledge and teaching methods can overlap to address the challenges confronting governance education in developing countries.

Yu, S. (2024). **Improving writing teacher feedback literacy: The role of an L2 writing teacher education course**. *European Journal of Education*, *59*(4), e12705. https://doi.org/10.1111/ejed.12705

Yuan, C., & Wang, L. (2024). **Group Instruction for Young Children with Autism: A Systematic Review**. *Journal of Behavioral Education*, *33*(4), 831-861. https://doi.org/10.1007/s10864-023-09510-y
Given the importance of social integration and participation in inclusive settings for young children with autism spectrum disorder (ASD), the purpose of this systematic review was to examine instructional outcomes and participant, teacher, group, and instructional characteristics that may be pertinent to successful group instruction for young children with ASD. The studies eligible for inclusion were peer-reviewed journal articles that used an experimental or quasi-experimental design and aimed to improve one or more skills or performance outcomes for young children with ASD below the age of 8 who participated in group instruction with their peers with ASD or other developmental disabilities. A search was conducted on November 1, 2021, using ProQuest databases—PsycINFO, ERIC, and PsycARTICLES. Risks of bias were assessed using the revised Cochrane risk-of-bias tool for randomized trials, the Risk of Bias in Nonrandomized Studies of Interventions, and the single case design risk of bias tool. A total of 33 studies with 237 participants were identified. We found that student performance improved across different instructional domains, and untaught targets

were also acquired during group instruction. More importantly, we identified different participant, teacher, group, and instructional characteristics that may be pertinent to successful group instruction. We noted risks for various bias domains for the majority of the studies, limiting the conclusion and generalizability of the intervention effects in these studies. Practical implications were discussed based on the instructional outcome domains and participant, teacher, group, and instructional characteristics.

Yue, M., Jong, M. S.-Y., & Ng, D. T. K. (2024). **Understanding K–12 teachers' technological pedagogical content knowledge readiness and attitudes toward artificial intelligence education**. *Education and Information Technologies*, 29(15), 19505-19536. https://doi.org/10.1007/s10639-024-12621-2
Artificial intelligence (AI) education is increasingly being recognized as essential at the K–12 level. For better understanding teachers' preparedness for AI education and effectively developing relevant teacher training programs, teachers' technological pedagogical content knowledge (TPACK) readiness and attitudes toward AI teaching must be determined. However, limited research has been conducted on this topic. To address this research gap, we recruited 1,664 K–12 teachers to obtain a comprehensive view of teachers' readiness for and attitudes toward teaching AI in K–12 classrooms. These teachers differed in terms of their gender, teaching subject, teaching grade, teaching experience, and experience in teaching AI. The findings of this study indicated that a substantial gap exists in the AI-related content and technological knowledge of the recruited teachers. Moreover, intriguing relationships were found between the teachers' pedagogical knowledge, content knowledge, and attitudes toward teaching AI. The effects of demographic factors on the teachers' TPACK and attitudes were also examined. On the basis of the findings of this study, recommendations were formulated for developing effective teacher professional development programs in the field of AI education.

Yuniarti, N., Rahmawati, Y., Anwar, M., Al Hakim, V. G., Hidayat, H., Hariyanto, D., … Wang, J.-H. (2024). **Augmented reality-based higher order thinking skills learning media: Enhancing learning performance through self-regulated learning, digital literacy, and critical thinking skills in vocational teacher education**. *European Journal of Education*, 59(4), e12725. https://doi.org/10.1111/ejed.12725
Preparing high-quality graduates is a pressing challenge in teacher education, particularly among vocational high school graduates in Indonesia who face elevated unemployment rates. This experimental study explores the impact of integrating augmented reality (AR) and higher order thinking skills (HOTS) into vocational teacher education, empowering future educators with essential skills to meet evolving educational demands. The proposed learning media served to assist students in better comprehending abstract content through HOTS-based learning activities, improving subject mastery. We investigated the effects of AR-based HOTS learning media on learning performance based on self-regulated learning, digital literacy, and critical thinking, using a mixed-method research design with 241 participants. Our results demonstrate a positive impact on these factors, underscoring the significance of effective AR-based learning tools in enhancing the quality of vocational teacher education.

Zheng, Y., & Yu, S. (2024). **Understanding Teachers' Practices of Implementing Collaborative Writing in L2 Classrooms: A Case Study**. *European Journal of Education*, *59*(4), e12764. https://doi.org/10.1111/ejed.12764
Despite the burgeoning research interest in collaborative L2 writing, it is underrepresented in the literature regarding how teachers use such activities within real-world classroom settings. This case study seeks to offer a comprehensive understanding of the practices adopted by two EFL teachers in implementing collaborative writing within Chinese university contexts. Drawing upon Activity Theory, the study delineates the teachers' practices into two distinct activity systems, elucidating the production, distribution and exchange aspects of their activities taken in implementing a collaborative writing project. The findings reveal that while both teachers utilised a variety of instructional tools and pursued similar outcomes, they exhibited different features in the exchange and distribution aspects of their activity systems. The differences were manifested in their adherence to the norms, regulations and principles governing collaborative writing in their teaching environments, wherein the teacher, students and university each assumed distinct roles. Implications are provided for the effective integration of collaborative writing practices in language education.

Zhou, C., & Hou, F. (2024). **Can AI Empower L2 Education? Exploring Its Influence on the Behavioural, Cognitive and Emotional Engagement of EFL Teachers and Language Learners**. *European Journal of Education*, *59*(4), e12750. https://doi.org/10.1111/ejed.12750
Artificial intelligence (AI) is transforming L2 education, yet its specific impacts on English as a foreign language (EFL) teachers and language learners' engagement remain understudied. To address this deficiency, this study, grounded in Fredricks, Blumenfeld, and Paris's (Review of Educational Research, 74, 109) three-dimensional engagement model, explored the impacts of AI on the behavioural, cognitive and emotional engagement of EFL teachers and language learners through semi-structured interviews with 24 EFL teachers and 38 college language learners, followed by a thematic analysis with MAXQDA to uncover the effectiveness of AI. The study found that behavioural engagement showcased the integration of AI tools, highlighting increased frequency of use and their practical applications in enhancing language acquisition tasks. Cognitive engagement was marked by the recognition of AI capacity to augment teaching strategies and learning processes, although it also surfaced concerns about the potential overreliance on technology. Emotional engagement reflected a complex interplay of attitudes, with most informants viewing AI positively but acknowledging concerns about job displacement, and its impacts on emotions of students and teachers as well as the relations between them. The study concluded that while AI held promise for L2 education, the integration must consider its limitations and ethical implications. The research provided valuable insights for educators, learners, technology developers and policymakers, encouraging innovative practices and informed decision-making in L2 education.

Relation formation-emploi

Burke, C., & Scurry, T. (2024). **Reconceptualising graduate resilience – an integrated multi-level framework for future research**. *British Journal of Sociology of Education*, *45*(7-8), 1125-1145. https://doi.org/10.1080/01425692.2024.2406204

This paper draws on Bourdieusian social theory to reconceptualise graduate resilience in post-industrial societies to provide a fresh perspective on a concept that has gained increasing prominence in recent years. Through a review of sociological critiques of resilience, this paper argues that graduate resilience is a complex social phenomenon shaped by a range of factors, including material and social resources. In response, we propose an integrated multi-level framework that identifies different stages of graduate resilience, in the context of early transitions into the labour market, and how these stages are shaped at the micro, meso, and macro levels. This framework places resilience in the context of neo-liberalism and highlights structural barriers that hinder the building and signalling of graduate resilience. We argue that the framework enables current representations and understandings of graduate resilience within research, policy, and practice to be problematised and provides a critical starting point for advancing understanding.

Champy-Remoussenard, P., Starck, S., Baeza, C., & Asquin, A. (2024). *L'enseignement supérieur, une fabrique d'entrepreneurs ?* Consulté à l'adresse https://www.pulm.fr/index.php/default/l-enseignement-superieur-une-fabrique-d-entrepreneurs.html
Quand l'enseignement supérieur s'intéresse à l'entrepreneuriat et entend développer l'esprit d'entreprendre des étudiants que fabrique-t-il ? Des entrepreneurs ? Des professionnels plus compétents ? Des citoyens entreprenants ? C'est tout l'enjeu de cet ouvrage que de tenter de répondre à ces questions. Les travaux pluridisciplinaires réunis ici donnent des clés pour comprendre l'actualité en la matière et dessiner des perspectives pour l'avenir d'un point de vue critique au sens scientifique. L'ouvrage offre un panorama représentatif de l'essor contemporain de l'entrepreneuriat dans l'enseignement supérieur en explorant cinq dimensions : les politiques et contextes en France et aux États-Unis ; l'ingénierie et la mise en œuvre de dispositifs dédiés ; les effets et impacts des formations à l'esprit d'entreprendre ; leur évaluation ; la transformation ou construction de la professionnalité des intervenants de l'enseignement supérieur. L'ouvrage offre de nombreuses entrées pour permettre aux chercheurs, acteurs de l'enseignement supérieur et grand public de comprendre les changements à l'œuvre, les discuter, depuis des points de vue pluriels.

Dorner, M., Görlitz, K., & Jahn, E. J. (2024). **The impact of a missing school graduation cohort on the training market**. *Economics of Education Review*, *103*, 102580. https://doi.org/10.1016/j.econedurev.2024.102580
This study analyzes whether the training market responds to a reduced supply of trainees by decreasing the number of hired trainees and increasing their wages based on administrative data. The empirical identification uses exogenous regional and time variation in the occurrence of a missing school graduation cohort that shifts the supply of potential trainees downwards. The results show that the missing cohort decreases new hires by 10 % and raises wages by 1 %. Further robustness results reveal that the opposite case of excess supply (that is caused by dual cohorts) increases hirings and decreases wages. Our results also document that high and low wage firms respond differently to the supply shocks. While only high wage firms stop hiring when labor supply decreases, it is the low wage firms who hire a larger number of trainees in case of excess supply.

Kebede, A., Asgedom, A., & Asfaw, A. (2024). **Is linking technical and vocational training with industry a bridge to employability? Lessons from a literature review for Ethiopia**. *Cogent Education*, *11*(1), 2406721. https://doi.org/10.1080/2331186X.2024.2406721
Skill demand and supply mismatch is a global problem identified as a root cause of unemployment, urging education and training institutions to revise their curriculum with the collaboration of industries. This article aimed to analyze prior research outputs on the effective Linkage of technical and vocational training institutions with industries and extract lessons for Ethiopia. The study covered 30 purposefully selected articles and analyzed thematically to identify lessons and implications that fit Ethiopia. The findings highlighted Linkage as a platform for sharing powers and responsibilities between education and training institutions and serve as a workplace transition. Linkage can be through qualification standard setting, curriculum development, internship, and apparent ship programs. The industry serves as a laboratory that allows trainees to analyze, synthesize, and reflect on the technological needs and challenges of industries, enables them to solve problems of industries, creates employment opportunities, allows industries to select competent workers, helps to share training costs and exchange expertise, builds the image of technical and vocational training. The findings further identified the challenges of Linkage and its coping strategies. Finally, the review concluded that Linkage is necessary rather than the choice to minimize skill mismatches, reduce unemployment, and increase productivity, especially in countries like Ethiopia that run short of training resources. However, further research is needed to monitor the situation continuously and determine appropriate policy changes for skill development interventions. Technical and Vocational Education and Training is the best human resource development strategy that plays a crucial role in enhancing the competency and employability of individuals through updating and upgrading their skills, knowledge, and attitude. Fostering collaboration between TVET institutions and industries through internships and apprenticeships enables learners to gain practical experience, make valuable connections between theory and practice, and ensure graduates are adequately prepared for the workforce. However, ensuring a successful and sustainable partnership between educational institutions and industries is facing various challenges, including changing industrial demands and technological advancements, misalignment of curriculum and industry needs, limited resources and infrastructure, weak quality assurance and accreditation systems, and a lack of awareness and understanding among educational institutions and industries about the benefits of the linkage. They are addressing these challenges and ensuring employability, which requires collaboration between academic institutions, industries, and government agencies.

Réussite scolaire

Albert, A. (2024). **Peer effects and honor probation: Evidence from USAFA**. *Economics of Education Review*, *103*, 102601. https://doi.org/10.1016/j.econedurev.2024.102601
Academic cheating is a troubling phenomenon in higher education because it undermines the value of grades and degree completion as a signal of academic ability and skills accumulated. This study uses administrative data from the United States Air Force Academy to estimate the causal effect of honor probation of one's peers. Using conditionally random squadron assignment, I find that students in a squadron with more peers that have experienced honor probation are less likely to end up on honor probation themselves. This decrease in honor probation is highest for students with low college preparation. These results suggest that increased awareness and salience of

punishment for honor probation may discourage academic cheating in higher education.

Arneton, M., Siméon, T., & Lectores, É. (2024). **Les facteurs longitudinaux de la réussite en lecture au CP**. *Conditions de vie, littératie et apprentissage de la lecture de la naissance au CP*. Présenté à Aubervilliers. Consulté à l'adresse https://hal.science/hal-04767215

Bächtold, M., Cross, D., & Munier, V. (2024). **The relationships between the practice of different scientific activities and students' scientific knowledge, inquiry skills, view of the nature of science and attitude towards science: a study in primary school**. *International Journal of Science Education*, 46(18), 1922-1943. https://doi.org/10.1080/09500693.2024.2303623

Data from PISA and TIMSS have recently fuelled the debate on the efficacy of Inquiry-Based Science Teaching (IBST). Some analyses of these data show that the effects of different scientific activities related to IBST carried out with students vary according to the frequency of their implementation. Extending this research, the present study focuses on several scientific activities (Conception, Problem, Hypothesis, Model, Manipulation, Discussion-IBST, Interaction), some of which have not been considered previously. It investigates the extent to which these activities are implemented in teachers' practices and their relationships with student learning. The study is based on self-reported practices of primary school teachers in France (98) and data on their students (2250) measuring their scientific knowledge, inquiry skills, views of the nature of science (NOS) and attitudes towards science. Findings show that teachers' practices are diverse, with some teachers implementing scientific activities frequently and others rarely. However, no profile of teaching practices could be associated with high or low levels of student learning. The only scientific activity for which converging positive relationships with student learning were found was modelling. This finding calls for further studies to explore the relationships of the different modelling sub-practices with student learning.

Banerjee, R., Blunch, N.-H., Cassese, D., Datta Gupta, N., & Pin, P. (2024a). *The Effectiveness of Teamwork for Student Academic Outcomes: Evidence from a Field Experiment* [Cambridge Working Papers in Economics]. Consulté à l'adresse Faculty of Economics, University of Cambridge website: https://econpapers.repec.org/paper/camcamdae/2463.htm

An enduring question in education is whether team-based peer learning methods help improve learning outcomes among students. We randomly assign around 10,000 middle school students in Karnataka, India, to alternative peer learning treatments in Math and English that vary the intensity of collaboration. Teamwork with co-coaching outperforms simple teamwork and incentive treatments by increasing the test scores by about 0.25 standard deviation, but only in Math. This is both statistically and economically significant for students at the bottom of the ability distribution. We develop theoretical conditions under which teamwork with co-coaching outperforms simple teamwork as a peer-learning method.

Banerjee, R., Blunch, N.-H., Cassese, D., Datta Gupta, N., & Pin, P. (2024b). *The Effectiveness of Teamwork for Student Academic Outcomes: Evidence from a Field Experiment* (IZA Discussion Paper N° 17362). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp17362.htm

An enduring question in education is whether team-based peer learning methods help improve learning outcomes among students. We randomly assign around 10,000 middle

school students in Karnataka, India, to alternative peer learning treatments in Math and English that vary the intensity of collaboration. Teamwork with co-coaching outperforms simple teamwork and incentive treatments by increasing the test scores by about 0.25 standard deviation, but only in Math. This is both statistically and economically significant for students at the bottom of the ability distribution. We develop theoretical conditions under which teamwork with co-coaching outperforms simple teamwork as a peer-learning method.

Barwick, P., Chen, S., Fu, C., & Li, T. (2024). ***Digital Distractions with Peer Influence: The Impact of Mobile App Usage on Academic and Labor Market Outcomes*** (NBER Working Paper N° 33054). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/33054.htm
Concerns over the excessive use of mobile phones, especially among youths and young adults, are growing. We present, to our knowledge, the first estimates of both behavioral spillover and contextual peer effects, as well as the first comprehensive evidence of how own and peers' mobile app usage affects academic performance, physical health, and labor market outcomes. Our analysis leverages administrative data from a Chinese university of three cohorts of students over up to four years merged with mobile phone records, random roommate assignments, and a policy shock that affects peers' peers. App usage is contagious: a one s.d. increase in roommates' in-college app usage raises own app usage by 5.8% on average, with substantial heterogeneity across students. High app usage is detrimental to all outcomes we measure. A one s.d. increase in app usage reduces GPAs by 36.2% of a within-cohort-major s.d. and lowers wages by 2.3%. Roommates' app usage exerts both direct effects (e.g., noise and disruptions) and indirect effects (via behavioral spillovers) on GPAs and wages, resulting in a total negative impact of over half the size of the own usage effect. Extending China's minors' game restriction of three hours per week to college students would boost their initial wages by 0.9%. Using high-frequency GPS data, we identify one underlying mechanism: high app usage crowds out time in study halls and increases late arrivals at and absences from lectures.

Bautier, E., & van Brederode, M. (2024). ***Des différences curriculaires en classe de 6ème: Une analyse de cahiers d'élèves d'établissements socialement différenciés***. Consulté à l'adresse https://pur-editions.fr/product/9887/des-differences-curriculaires-en-classe-de-6e
Une analyse de cahiers d'élèves d'établissements socialement différenciés.L'ouvrage propose de penser les phénomènes de construction des inégalités scolaires et sociales à partir de l'analyse du travail demandé aux élèves de 6e figurant dans des cahiers de français et de sciences de la vie et de la Terre au sein d'établissements aux populations socialement contrastées. En première lecture, les écrits paraissent presque identiques, mais leur analyse qualitative puis quantitative permet de mettre au jour des différences significatives dans la nature du travail cognitif et langagier sollicité chez les élèves en fonction du contexte social. Des aspects scientifiques et de méthodes sont ici également développés. Les enseignants en formation initiale ou en poste pourront y trouver des réponses à leurs questions concernant les différences potentiellement à l'oeuvre entre les publics scolaires.Avec le soutien du Réseau RESEIDA et des laboratoires CIRCEFT-ESCOL des universités Paris 8 et Paris Est Créteil, du laboratoire LAB-E3D de l'université de Bordeaux et du laboratoire CREAD - université Rennes 2.

Bilici, S., & Yilmaz, R. M. (2024). **The effects of using collaborative digital storytelling on academic achievement and skill development in biology education**. *Education and Information Technologies*, 29(15), 20243-20266. https://doi.org/10.1007/s10639-024-12638-7

The purpose of the study is to investigate the effect of the use of digital storytelling on academic achievement, critical thinking dispositions, co-regulation, and narrative skills of 10th grade students. To this end, the study was conducted using a semi-experimental design with a convenience sample. The participants consisted of 64 students (33 in experimental and 31 in control group) who were studying in a high school. After the groups were trained, a two-week pilot study was conducted by forming collaborative groups among the students. This was followed by eight weeks of main implementation, during which students presented their projects to the class every two weeks. Following the digital story presentations in the experimental group, feedback was provided by the course instructor and peers. In addition, rubric scores were generated by the researchers for each digital story. Academic achievement test, critical thinking disposition scale, co-regulatory skills scale, and digital story evaluation rubric were used as data collection tools at the end of the process. Independent samples t-test, repeated ANOVA, and regression analysis were performed on the collected data. According to the results, digital story activities had moderate positive effects on students' academic achievement and critical thinking, and high positive effects on co-regulation. In addition, the narrative skills of the students in the experimental group increased significantly over the weeks with a difference of 27.44 points. There was also evidence that storytelling ability was a significant predictor of academic achievement and that this ability increased significantly over the weeks. The results showed that the collaborative creation of a digital story by the students had a positive effect on their academic achievement and the development of their skills.

Cabioch, J. (2024, novembre 19). **Maths : les garçons plus forts dans la gestion de données ?** Consulté 21 novembre 2024, à l'adresse Le Café pédagogique website: https://cafepedagogique.net/2024/11/19/maths-les-garcons-plus-forts-dans-la-gestion-de-donnees/

« En mathématiques, à la rentrée 2024, le score moyen des garçons est supérieur à celui des filles, il s'élève à 254 points contre 244 pour les filles, soit une

Chen, C.-H., & Chu, Y.-R. (2024). **VR-assisted inquiry-based learning to promote students' science learning achievements, sense of presence, and global perspectives**. *Education and Information Technologies*, 29(15), 19421-19441. https://doi.org/10.1007/s10639-024-12620-3

Due to globalization, emerging technologies, and the knowledge economy, there has been a growing emphasis on students having global competencies and perspectives to succeed in an increasingly interconnected world. On the other hand, a variety of technologies have been adopted for inquiry-based learning (IBL) activities. An interactive e-book environment can provide an interface with multimedia for promoting meaningful learning. Virtual reality (VR) can support situated learning by placing learners in an interactive realistic-like environment for promoting student learning. The sense of presence in the environment enhances motivational variables, thereby impacting learning achievements. However, rare exploratory research methods have been used to investigate the sense of presence and academic performance, representing a significant research gap. Thus, we designed a VR-assisted inquiry-based learning (VR-IBL)

approach to enhance students' learning. Furthermore, a quasi-experimental design setting was carried out to investigate the influences of the implemented approach on students' learning effectiveness, compared to an e-book-assisted inquiry-based learning (eB-IBL) approach. The experimental results evidenced that the VR-IBL approach significantly improved the students' science learning achievements and enhanced their sense of presence; moreover, the VR-IBL approach benefited the global perspectives of the students with initial moderate and low global perspectives. This could be a good reference for utilizing VR technology in education.

Chen, J., Lin, C.-H., & Chen, G. (2024). **Extramural ICT factors impact adolescents' academic performance and well-being differently: Types of self-regulated learners also matter**. *Education and Information Technologies*, *29*(15), 20459-20491. https://doi.org/10.1007/s10639-024-12642-x
Most studies have explored how information and communication technology (ICT) factors impact adolescents' schooling, but often ignore the potential influences on their well-being; no research has further scrutinized the moderating role of self-regulated learning (SRL) as a multi-dimensional combination, that is, different types of SRL learners. This cross-cultural study simultaneously scrutinized how distinct outside-of-school ICT factors influenced adolescents' digital reading and multi-dimensional well-being. It also took a person-centered approach to identify different types of SRL learners and examined whether the influences varied across the learner types. Data were based on 10,527 students in 308 schools from one East Asian region and one Western country participating in Programme for International Student Assessment (PISA) 2018. Multivariate multiple regression analysis revealed that overall, outside-of-school ICT factors impacted adolescents' digital reading and well-being differently, which also varied across cultures. Latent profile analysis detected culturally-mixed four profiles of SRL learners: High Profile (high in all indicators), Metacognitive Profile (in-between, optimal metacognition), Cognitive Profile (in-between, optimal cognition), and Low Profile (all low). It was the relatively weaker SRL learners in the East but the stronger SRL learners in the West that were particularly susceptible to the influences, either in a beneficial or detrimental way. Moreover, the cognitive, eudemonic, emotional and social dimensions of adolescents' well-being were all affected by ICT factors, without recurring trends in patterns. The findings provide implications to strictly monitor and guide adolescents' Internet use to enhance their academic and subjective well-being.

Cheng, N., Zhao, W., Xu, X., Liu, H., & Tao, J. (2024). **The influence of learning analytics dashboard information design on cognitive load and performance**. *Education and Information Technologies*, *29*(15), 19729-19752. https://doi.org/10.1007/s10639-024-12606-1
Learning analytics dashboards are becoming increasingly common tools for providing feedback to learners. However, there is limited empirical evidence regarding the effects of learning analytics dashboard design features on learners' cognitive load, particularly in digital learning environments. To address this gap, we developed goal-based, explanatory, and instructional learning analytics dashboards in authentic online courses based on cognitive load theory, and evaluated the effects of the three information designs on cognitive load and performance. The study adopted a quasi-experimental approach over a semester-long course, involving 93 learners divided into four groups, each provided with differently designed information on their learning analytics dashboard. The results show that the incorporation of goals, explanations, and

instructional information as support elements in the learning analytics dashboard did not have a significant impact on learners' cognitive load and performance. Both cognitive load and learning performance results were consistent and mutually validating. Additionally, the study found that compared to a control group without additional information, the group using the explanatory dashboard experienced an increase in germane cognitive load, and evidenced the effectiveness of explanatory information design. Overall, this study provides important insights for the enhancement and practical design of learning analytics dashboards and feedback methods.

Cho, S. Y., & Im, T. (2024). **The structural relationships among online class related factors, zoom fatigue, learning engagement, perceived achievement, and class satisfaction in university online classes**. *Education and Information Technologies*, 29(15), 19987-20003. https://doi.org/10.1007/s10639-024-12658-3
The purpose of this study is to identify the structural relationships among online class related factors, zoom fatigue, learning engagement, perceived achievement, and class satisfaction in a university distance learning context. The study analyzed 265 responses from K University in Korea. The key findings of the study are first, situational factors of online class usage, personal factors of online class attitudes, agreeableness and conscientiousness, technical issue of environmental factors, and non-verbal overload (cognitive) factors of interaction factors had significant effects on zoom fatigue. Second, personal characteristics directly affect the study's outcome variables, perceived achievement and class satisfaction in online classes. Third, online class attitude, agreeableness, conscientiousness, technical issue, and non-verbal overload (cognitive) had significant indirect effects on perceived achievement and class satisfaction through the dual mediation of zoom fatigue and learning engagement. Fourth, zoom fatigue did not have a direct effect on perceived achievement and class satisfaction, but had a negative and significant effect on learning engagement, and learning engagement had a positive and significant direct effect on perceived achievement and class satisfaction. Fifth, learning engagement fully mediated the relationship between zoom fatigue, perceived achievement, and class satisfaction. Zoom fatigue has a negative and significant effect on learning engagement, and learning engagement has a positive and significant effect on perceived achievement and class satisfaction. Based on these findings, the study discusses implications for university instructors on effective design and implementation of real-time video lectures and proposes avenues for future research, considering the study's significance and limitations.

Claracq, I. (2024). *Améliorer les performances en résolution de problèmes arithmétiques à l'école élémentaire : agir sur la compréhension des énoncés* (Thesis). Consulté à l'adresse https://pepite-depot.univ-lille.fr/LIBRE/EDSHS/2024/2024ULILH030_diffusion.pdf
Contini, D., & Salza, G. (2024). **Children left behind. New evidence on the (adverse) impact of grade retention on educational careers**. *European Sociological Review*, 40(6), 1046-1066. https://doi.org/10.1093/esr/jcae014
This article analyzes the effect of grade retention in high school on later school outcomes in Italy. Grade retention is a strong signal of poor performance, so retained students should revise downwards their perceived probability of success in school. Grade retention also implies an increase in costs. Therefore, we expect a negative effect on future educational careers. However, the evidence from the existing literature is mixed. Using longitudinal administrative data, we propose a matching strategy to assess the impact of grade retention on institutional settings with considerable leeway in

promotion/retention decisions. Following this strategy, we can interpret our results as estimates of the impact for students close to the threshold between retention and promotion. Our results add to the existing evidence that grade retention in high school has a negative impact on student's educational outcomes by dramatically increasing dropout rates. Consistent with the compensatory advantage hypothesis, the negative effects are stronger for students with low educated or immigrant parents. Our findings suggest that alternatives to grade retention should be found to address underachievement.

Croguennec, F., Landry, G., & Bounadere, M. (2024). **La mise en place de la différenciation pédagogique, dans deux classes multiniveaux, au primaire et la collaboration entre deux enseignantes engagées pour la réussite de leurs élèves: Entrevue**. *Revue hybride de l'éducation*, *8*(5), 1-15. https://doi.org/10.1522/rhe.v8i5.1632
Cet article présente les pratiques de différenciation pédagogique de deux enseignantes d'une école primaire québécoise, Mayggy Bounadere et Gabrielle Landry, à qui nous avons laissé la parole. L'article prend la forme d'une entrevue. Elles nous présentent comment elles parviennent à gérer les niveaux hétérogènes de leurs élèves et comment elles collaborent quotidiennement pour se doter de grilles d'évaluation et d'autoévaluation communes au profit de la reconnaissance des besoins de leurs élèves et de leur progression. L'article présente les pratiques qu'elles mettent en œuvre et leurs moyens pour offrir des rétroactions. Elles ont été accompagnées par des formatrices deux années consécutives.

Cueto, S., Beuermann, D., Cristia, J. P., Malamud, O., & Pardo, F. (2024). *Laptops in the Long-Run: Evidence from the One Laptop per Child Program in Rural Peru* (IDB Publications (Working Papers) N° 13786). Consulté à l'adresse Inter-American Development Bank website: https://econpapers.repec.org/paper/idbbrikps/13786.htm
This paper examines a large-scale randomized evaluation of the One Laptop Per Child (OLPC) program in 531 rural primary schools, as implemented by the Peruvian government starting in 2009. We use administrative and survey data on academic achievement and grade progression through 2019 to estimate the long-run effects of educational technology on i) academic performance and grade progression in schools over time and ii) student trajectories as they progress from primary school to university. We find negative and significant effects on completing primary and secondary education on time but no effects on achievement. We find positive and significant impacts on students' computer skills but no effects on broader cognitive skills. Information on teacher training and computer utilization suggests limited benefits of providing educational technology without sufficient pedagogical support.

Dräger, J., Schneider, T., Olczyk, M., Solaz, A., Sheridan, A., Washbrook, E., … Waldfogel, J. (2024). **The relevance of tracking and social school composition for growing achievement gaps by parental education in lower secondary school: a longitudinal analysis in France, Germany, the United States, and England**. *European Sociological Review*, *40*(6), 964-980. https://doi.org/10.1093/esr/jcad076
There is substantial variation in the degree of social stratification in students' achievement across countries. However, most research is based on cross-sectional data. In this study, we evaluate the importance of social origin, namely, parents' education, for achievement inequalities during lower secondary school using recent longitudinal microdata form the French Direction de l'Evaluation de la Prospective et de la

Performance panel, the German National Educational Panel Study, the US-American Early Childhood Longitudinal Study 1998, and the British Millennium Cohort Study. We evaluate whether country differences can be attributed to different tracking systems or the social composition of schools. We find substantial SES gaps in math achievement progress in all four countries but more pronounced gaps in England and Germany. Yet, within-school SES gaps are similar across countries suggesting that the allocation of students to schools drives country differences. Moreover, we find that between-school tracking in Germany accounts for a large share of the SES gaps, whereas course-by-course tracking seems less important in the other countries. The role of schools' social composition is similar across countries.

Egara, F. O., & Mosimege, M. (2024). **Effect of blended learning approach on secondary school learners' mathematics achievement and retention**. *Education and Information Technologies*, 29(15), 19863-19888. https://doi.org/10.1007/s10639-024-12651-w
The study investigated how blended learning affected secondary school students' achievement and retention in mathematics. The study used a non-equivalent control group pre-test-post-test quasi-experimental design. The participants in the study were learners drawn from two secondary schools purposively chosen. Using a simple random sampling technique, the SS 1 classes from each school were then divided into experimental and control groups. Learners in the experimental group utilised the blended learning approach, whereas those in the control group utilized the conventional method. The groups received a pretest in week 1, followed by a 4-week intervention period. A posttest was administered in week 6, and a retention test (post-post-test) occurred 4 weeks after the posttest. The Mathematics Achievement Test (MAT), which has a reliability score of 0.86, was used for data collection. Data were analysed and the study questions were reported using the mean and standard deviation, and the hypotheses were tested using analysis of covariance. Results revealed that learners tutored mathematics utilising blended learning improved their mathematics achievement and retention scores more than learners tutored utilising the conventional means. Results indicated no significant gender disparity in the mean achievement scores of learners tutored mathematics utilising blended learning. Results also showed a significant gender difference in the mean retention scores of learners who learnt mathematics using blended learning, favouring female students. Based on the findings, recommendations were made.

Evans, C. (2024). **Care experienced students' transitions to university: learning identities, prior educational experiences and socio-cultural contexts**. *British Journal of Sociology of Education*, 45(7-8), 1059-1073. https://doi.org/10.1080/01425692.2024.2392148
Care experienced students are one of the most under-represented groups in higher education (HE) in the UK. Research in this field has sought to understand why some care experienced young people successfully transition to higher education and achieve good outcomes in it, despite experiencing considerable adversities and inequalities. To date, there has been scant detailed attention to the role of students' wider social contexts in their transitions to university. Drawing on the voices of 14 care experienced students and graduates from UK universities, the paper highlights the role of their learning identities and social and cultural capitals and resources in their transitions to HE. The data provides an opportunity to critique individualising accounts of successful transitions to HE which have foregrounded notions of resilience or self-determination, by highlighting the role of wider social circumstances in care experienced students' higher education decisions and transitions.

García-Machado, J. J., Martínez Ávila, M., Dospinescu, N., & Dospinescu, O. (2024). **How the support that students receive during online learning influences their academic performance**. *Education and Information Technologies*, *29*(15), 20005-20029. https://doi.org/10.1007/s10639-024-12639-6

In recent years educational institutions are increasingly using online learning and because of this trend it is necessary to investigate its impact on student academic performance. Although this topic has been addressed in different educational fields before, there is an objective justification for our approach. Thus, the reasoning behind this particular research is the fact that recent findings have shown that the academic performance of students using online education is affected by a series of motivating factors which can have an impact on their performance. The main goal of this paper is to highlight and analyze the mediating effect of intrinsic student motivation and student academic engagement and how they affect the relationship between the range of support, which students receive during their online learning and thus their academic performance. This study was conducted in two higher educational institutions in Mexico and Romania, with a sample of 822 students. The data was analyzed using a second generational PLS-SEM technique. The results confirm that the support students enjoy during online learning has no direct impact on their academic performance, unless it is fully mediated by their own intrinsic motivation and academic engagement. The influence of Gender was also analyzed, but it was not found to be a determining factor of academic performance in both higher educational institutions. These findings not only have theoretical and practical implications for students, teachers and education authorities, they also help us to broaden the field of knowledge in the e-learning environment.

Girès, J. (2024). **Inégalités sociales de réussite à l'Université. La performance académique au prisme des conditions de vie étudiante**. *Brussels Studies. La revue scientifique pour les recherches sur Bruxelles / Het wetenschappelijk tijdschrift voor onderzoek over Brussel / The Journal of Research on Brussels*, (195). https://doi.org/10.4000/12aez

Cet article a pour objectif de documenter la réalité actuelle des inégalités dans l'enseignement universitaire, en focalisant son attention sur la manière dont les difficultés proprement matérielles conditionnent les performances académiques des étudiant·es. L'analyse statistique est réalisée à partir de données d'enquête récoltées à l'Université libre de Bruxelles (ULB) ; elle a la particularité de partir de la situation de vie vécue par les étudiant·es, en les catégorisant selon les privations qu'ils et elles subissent. L'enquête a été réalisée pendant la pandémie de covid-19, accentuant les difficultés des plus précaires et créant ainsi un effet de loupe sur la question des conditions de vie. L'analyse montre qu'il existe effectivement des inégalités académiques marquées entre étudiant·es selon leurs conditions de vie : plus les privations sont grandes, plus les points des étudiant·es sont bas. Les étudiant·es en plus grande privation sont plus souvent d'origine modeste, mais on observe que les privations peuvent agir indépendamment de l'origine sociale et familiale, indiquant que les contraintes matérielles constituent un obstacle "en soi" à la bonne conduite des études supérieures. L'analyse révèle par ailleurs que les inégalités face à l'institution universitaire sont multiples, et relèvent de rapports sociaux différents : il existe notamment, à niveau social égal, des inégalités proprement ethnoraciales.

Gurgand, L., Peyre, H., Ecalle, J., Fischer, J.-P., & Ramus, F. (2024). **Sibling Effects on School Achievement: Evidence From Two Large French Cohorts**. *Mind, Brain, and Education*, *18*(4), 387-398. https://doi.org/10.1111/mbe.12427
We studied the effect of the number and characteristics of siblings (sex, age) on school achievement in several grades (kindergarten, first grade, and fifth grade), in two large French cohorts, with more than 16,000 children. Running linear mixed-effects models, we find that, independently of socioeconomic status, having more siblings is negatively associated with school achievement. We found a stronger negative association between the number of siblings and the achievement in older compared to younger siblings. This finding is in line with the resource dilution model, where families with more children have fewer resources available per child, but contradicts the confluence model (i.e., a child's intellectual ability is influenced by the average intellectual ability in the family). The negative association between the number of siblings and achievement was moderated by family income, with weaker effects in wealthier families.

Hadden, I. R., Harris, P. R., & Easterbrook, M. J. (2024). **Expected and unexpected long-term effects of values affirmation in school**. *British Journal of Educational Psychology*, 94(4), 1177-1191. https://doi.org/10.1111/bjep.12711
Background An earlier study in a school in England found that a series of brief values affirmation writing exercises, performed over the course of a school year by students aged 11–14, increased the mathematics attainment of students of low socioeconomic status (SES). Aims This pre-registered follow-up of the original study aims to investigate the long-term effects of values affirmation on low-SES students' attainment. Sample The sample consisted of all students in the analytical sample of the original study who remained at the school and for whom the necessary data were available, N = 409 (95 low-SES). Methods The students' results in high-stakes national standardized assessments at age 16, taken two to four years after the affirmation, were analysed. Results The evidence did not support the pre-registered hypotheses that values affirmation would raise the attainment of low-SES students in mathematics and English. However, exploratory analyses suggested that for low-SES students in two of the three-year groups, the intervention increased Attainment 8, a broad policy-relevant measure of academic attainment, and increased the attainment of boys in English (in particular English Literature) but reduced the corresponding attainment of girls. Conclusions The results suggest that the benefits of values affirmation can differ by student cohort and by school subject and that they might be time-limited in some circumstances. This suggests a set of hypotheses that future research could test in order to advance understanding of when values affirmation is, and is not, successful for school students over a sustained period.

Henrion-Latché, J. (2024). **Les promesses de la philosophie face aux attentes d'adolescents décrocheurs de lycée professionnel**. *Education et socialisation - Les cahiers du CERFEE*, *73*(Former la jeune génération via le philosopher). https://doi.org/10.4000/12def
Le projet de l'enseignement de la philosophie et du dialogue philosophique en baccalauréat professionnel a fait émerger de récentes directives ministérielles introduisant les ateliers de philosophie facultatifs visant à répondre « aux besoins des adolescents » (sic). Mais si la moitié des élèves décrocheurs du système éducatif est issue des lycées professionnels avec une surreprésentation d'adolescents issus de quartiers prioritaires de la ville, de quels besoins parle-t-on ? Parlent-ils ? Les adultes parviennent-ils à dialoguer avec ceux qui décrochent ? Notre contribution s'attache à questionner les

vulnérabilités adolescentes au sein des lycées dits sensibles situés en QPV par l'entrée de la population des décrocheurs. Afin d'approcher ces vulnérabilités conduisant au décrochage scolaire, nous proposons les résultats d'une expérimentation basée sur l'analyse de lettres de démission rédigées par les adolescents permettant d'illustrer, par la langue employée, les questionnements et mobilisations adolescentes, tout en situant les thématiques porteuses lors des dialogues philosophiques.

Huangfu, Q., Luo, S., Huang, W., He, Q., & Xia, Z. (2024). **How Does Perceived Social Support Influence Students' Science Academic Outcomes? A Cross-Sectional Study**. *European Journal of Education*, 59(4), e12787. https://doi.org/10.1111/ejed.12787
Students' perceived social support from important others may be an important protective factor in science self-handicapping. This study examined the extent to which science self-handicapping mediates the relationship between perceived social support and science academic outcomes (engagement and achievement). The study used a cross-sectional survey design with self-report data from 2654 participants in elementary schools and 2781 participants in high school from China. The results indicated that (1) perceived social support had an effect on students' science academic engagement and achievement; (2) self-handicapping in science mediated the entire process; (3) at different stages, different social support would not be equally important for the effects of adolescents' self-handicapping in science. The findings indicate that social support can create a positive academic environment to weaken the effect of self-handicapping on students' science academic outcomes, and educators need to consider the entire influence process differently in different academic stages of their students.

Islam, A., Kwon, S., Masood, E., Prakash, N., Sabarwal, S., & Saraswat, D. (2024). **All pain and no gain: When goal setting leads to more effort but no gains in test scores**. *Economics of Education Review*, *103*, 102594. https://doi.org/10.1016/j.econedurev.2024.102594
We conducted an at-scale randomized control trial among 18,281 secondary students in Tanzania to examine the effects of self-set academic goals on students' efforts and academic outcomes. We also tested the impact of combining goal setting with non-financial rewards. We found that goal-setting had a significant positive effect on self-reported student time use, study effort, and self-discipline, along with a positive but statistically insignificant impact on test performance. We also found that combining goal setting with recognition awards for achieving the goals did not demonstrate any complementary effects. Heterogeneity analysis suggested that goal-setting had a higher impact on test performance for students in the middle of the distribution of baseline learning levels. We also found that the impact of the treatment did not vary significantly across students' gender, socioeconomic background, or type of chosen goals.

Klipfel, J. (2024). **Parcours et réussite en IUT : les résultats de la session 2023**. *Note flash du SIES*, (2024-29), 1-2. Consulté à l'adresse https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-en-iut-les-resultats-de-la-session-2023-97979
Près de trois néo-bacheliers inscrits en DUT à la rentrée 2020 sur quatre obtiennent leur diplôme après deux ou trois années d'études.

Kristensen, S. M., Jørgensen, M., & Haug, E. (2024). **I want to play a game: Examining sex differences in the effects of pathological gaming, academic self-efficacy, and academic initiative on academic performance in adolescence**. *Education and*

Information Technologies, 29(15), 19711-19728. https://doi.org/10.1007/s10639-024-12632-z

Although research has investigated the association between pathological gaming and academic performance in adolescence, the complexity of the relationship has not been thoroughly examined. This short longitudinal study aimed to investigate the interactions between pathological gaming, academic self-efficacy, academic initiative, and academic performance in an adolescent sample, focusing on sex differences. The participants (N = 2853; 50.1% boys) were students in the second and third years of upper secondary school. Their grade point average (GPA) at graduation the same year was obtained. The moderated mediation structural equation model results showed that academic self-efficacy, directly and indirectly through academic initiative, impacted later GPA. There was no direct effect of pathological gaming on academic initiative or GPA. However, academic self-efficacy moderated the impact of pathological gaming on GPA for boys. In other words, boys with increased pathological gaming tended to achieve poorer grades in school if they experienced a strong academic self-efficacy. This study contributes to the understanding of the complex interplay between sex, pathological gaming, academic self-efficacy, academic initiative, and academic performance. We suggest that future research examines confidence or other relevant factors as explanatory mechanisms in the relationships between pathological gaming, academic self-efficacy, and GPA, particularly in male samples.

Lindström-Sandahl, H., Samuelsson, J., Danielsson, H., Samuelsson, S., & Elwér, Å. (2024). **A randomized controlled study of a second grade numeracy intervention with Swedish students at-risk of mathematics difficulties**. *British Journal of Educational Psychology*, 94(4), 1052-1071. https://doi.org/10.1111/bjep.12705

Background Early numeracy interventions including basic arithmetic are crucial for young students at risk for early mathematics difficulties (MDs), yet few studies have evaluated numeracy interventions in second grade with a randomized controlled design. Aim This pre- and post-test randomized controlled study evaluated the effects of an intensive 9-week numeracy and arithmetic programme for second-grade students at risk for early MDs. The focus of the programme was students' foundational understanding of numbers and mathematical concepts and procedural fluency with arithmetic tasks. Sample A total of 753 first-grade students from 21 schools in Sweden were screened for low achievement in number knowledge and arithmetic. Methods Students considered at risk for MDs (≤25 percentile on two consecutive first-grade mathematics screenings) were individually randomized to an intervention group (n = 32) or control group (n = 30) at the beginning of second grade (7–8 years old). Trained teachers administered the one-to-one, explicit programme to intervention group students in elementary school settings. The intervention group received numeracy instruction emphasizing foundational mathematics concepts and procedures. Controls received teaching as usual with potential special education support provided by their schools. Results The intervention group demonstrated significantly greater improvements in conceptual knowledge, arithmetic calculations and problem-solving compared to the control group, with medium size effects observed. Conclusions A supplemental and intensive programme, with explicit instruction emphasizing numeracy, substantially improved knowledge and skills essential for arithmetic learning. Instruction in conceptual number knowledge and procedures also shows a significant impact on basic arithmetic problem-solving.

Luo, Q., & Xie, H. (2024). *Test Scores, Noncognitive Outcomes, and the Stereotyping of Non-Local Students* (RF Berlin - CReAM Discussion Paper Series N° 2420). Consulté à l'adresse Rockwool Foundation Berlin (RF Berlin) - Centre for Research and Analysis of Migration (CReAM) website: https://econpapers.repec.org/paper/crmwpaper/2420.htm

This study investigates the impact of teachersâ€™ stereotyping of non-local students in terms of both academic performance and noncognitive outcomes using a random assignment of Chinese middle school students to teachers. We find that biased beliefs against non-local students, particularly among Chinese teachers, negatively affect non-local students by decreasing academic performance and increasing behavioral problems, with no significant effects on local students. Mechanism analysis suggests that these negative outcomes result from reduced teacher engagement with non-local parents, weaker classroom integration, and diminished self-confidence among non-local students. The negative effects are especially pronounced for non-local boys while non-local girls show resilience by increasing their efforts. These results highlight the critical role of teachersâ€™ stereotyping in shaping disparities in human capital development between local and non-local students.

Maufrais, O. (2024). **« Pourquoi les élèves racisé·e·s de classe sociale défavorisée étaient-ils souvent en difficulté scolaire dans les autres disciplines que l'EPS alors que les élèves assigné·e·s comme blanc·he·s de classe sociale favorisée étaient souvent en réussite ? »** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id

Diversité : Qu'est-ce qui vous a amenée à « entrer » dans la recherche ? Odile Maufrais : J'ai toujours été attirée par la recherche, mais deux facteurs ont été les déclencheurs de mon entrée en thèse. Le premier est à attribuer à mon statut de formatrice à l'IUFM. Les propositions d'interventions d'autres formateur·rice·s (analyse de pratique, gestes professionnels, climat scolaire, etc.) m'ont amenée à sortir de la zone de confort de ma spécialité, l'EPS, et à m'inscrire en master 2. Le tra...

Requena, M., & Valdés, M. T. (2024). **Are Younger Students More Likely to Drop Out? Spanish Evidence on the Moderator Role of Gender and Social Origin**. *European Journal of Education*, 59(4), e12753. https://doi.org/10.1111/ejed.12753

Early school leaving (ESL) is considered one of the most serious problems in the functioning of European education systems. In particular, Spain has traditionally exhibited one of the largest ESL rates in Europe. This study aimed to shed light on the role of the month of birth as a factor conditioning the probability of ESL. Using high-quality census data and a regression discontinuity design, we documented that Spanish males from lower social strata born before the school-entry cut-off are substantially more likely to be observed as early school leavers than their counterparts born after that date. We do not find such effect among females or males from other social strata. Overall, educational policy should target more seriously the inequalities associated with the month of birth as they do not vanish before affecting relevant decisions such as leaving education early, at least for males from lower social strata.

Sabol, T. J., Chor, E., Sommer, T. E., Tighe, L. A., Chase-Lansdale, P. L., Morris, A. S., … King, C. (2024). **Does adding parent education and workforce training to Head Start promote or interfere with children's development?** *Child Development*, 95(6), 2102-2118. https://doi.org/10.1111/cdev.14141

This study explores the effects of the two-generation program CareerAdvance—which combines education and training for parents in healthcare with Head Start for children—on children's academic, language, mathematics, and inhibitory control followed for 3 years. The sample (collected in Tulsa, Oklahoma from 2011 to 2018) includes 147 children in the CareerAdvance group and 139 children in a matched comparison group (n = 286; 40% Black, 17%, White, 10% Hispanic, 33% Mixed Race, or Other Race; M = 3.6 years old; 47% female). Overall, the effect of CareerAdvance on child outcomes is neither greater nor less than Head Start alone. These findings suggest that children's developmental outcomes do not worsen or improve in the short term when their parents return to school.

Tarifa-Rodriguez, A., Virues-Ortega, J., Perez-Bustamante Pereira, A., Calero-Elvira, A., & Cowie, S. (2024). **Quantitative Indices of Student Social Media Engagement in Tertiary Education: A Systematic Review and a Taxonomy**. *Journal of Behavioral Education*, 33(4), 769-797. https://doi.org/10.1007/s10864-023-09516-6
Recent studies have evaluated the use of social media as learning aids in tertiary education. Emerging research in this area has focused primarily on non-quantitative approaches to student social media engagement. However, quantitative engagement outcomes may be extracted from student posts, comments, likes, and views. The goal of the present review was to provide a research-informed taxonomy of quantitative and behavior-based metrics of student social media engagement. We selected 75 empirical studies comprising a pooled sample of 11,605 tertiary education students. Included studies used social media for educational purposes and reported student social media engagement outcomes (source databases: PsycInfo and ERIC). We used independent raters and stringent interrater agreement and data extraction processes to mitigate bias during the screening of references. Over half of the studies (52%, n = 39) utilized ad hoc interviews and surveys to estimate student social media engagement, whereas thirty-three studies (44%) used some form of quantitative analysis of engagement. Based on this literature, we present a selection of count-based, time-based, and text-analysis metrics. The proposed taxonomy of engagement metrics resulting provides the methodological basis for the analysis of social media behavior in educational settings, particularly, for human operant and behavioral education studies. Implications for future research are discussed.

Tissot, P. (2024). **Accueillir et accompagner l'errance des étudiants lors de l'entrée à l'université**. *Spiral-E*, (73), 57-69. Consulté à l'adresse https://spirale-edu-revue.fr/Pascaline-TISSOT-Accueillir-et-accompagner-l-errance-des-etudiants-lors-de-l
À partir de l'analyse d'entretiens menés avec des étudiants néo-bacheliers inscrits en première année de licence, ce texte aborde les résultats d'une recherche menée dans une approche clinique référée à la psychanalyse sur la question du décrochage universitaire. Une première lecture des verbatims permet d'entendre l'entrelacement de deux trajectoires : le passage adolescent ayant pour enjeu le devenir adulte et le cheminement universitaire dont l'issue détermine la place occupée dans le social. Les étudiants évoquent l'importance de la fonction symbolique de l'entrée à l'université tout en insistant sur l'absence de transitionnalité que représente ce passage d'un seuil vers l'âge adulte. L'analyse des matériaux vise à proposer des pistes de réflexion d'une pédagogie universitaire répondant au temps d'errance ou d'immobilisation que certains connaissent lors du passage de ce seuil.

Wang, X.-M., Yu, D.-D., Yu, X.-H., Hwang, G.-J., & Li, F. (2024). **Impacts of augmented reality-supported STEM education on students' achievement: A meta-analysis of selected SSCI publications from 2010 to 2023**. *Education and Information Technologies*, 29(15), 20547-20585. https://doi.org/10.1007/s10639-024-12641-y

Augmented reality (AR) technology has potential advantages for application in STEM education. However, existing relevant studies lack a comprehensive quantitative analysis of the impact of AR on student achievement in STEM education. In this study, a meta-analysis of 33 studies published in eight SSCI journals of educational technology between 2010 and 2023 found that AR had a moderate impact (ES = 0.586) on student achievement in STEM fields, and the overall impact tended to increase gradually over time across years. Analysis of the six moderator variables revealed that AR had a more positive effect on student achievement in science and math, and that its intervention effects were better in primary and lower secondary education. The positive effects of AR were better with the integration of tablet and smartphone-like mobile devices. AR was predominantly multimedia-based in presenting STEM-related content, but integration of other pedagogical approaches had the potential to achieve better results. AR had the strongest contribution to student STEM achievement when the duration of the experiment was 1 week-1 month. In informal environments, AR was more effective in terms of intervening in student achievement in STEM education. Finally, this study offers some suggestions for future research and application of AR in STEM education.

Valeurs

ADB: Asian development bank. (2024). *Climate Change and Education Playbook: Investing in Education and Skills for Climate Resilience in Asia and the Pacific*. Consulté à l'adresse https://www.adb.org/sites/default/files/publication/1009861/climate-change-education-playbook.pdf

Ce rapport souligne la nécessité d'investir dans des installations scolaires résilientes au changement climatique et d'intégrer l'action climatique dans l'enseignement primaire, secondaire, professionnel et supérieur. Il fournit ainsi aux décideurs politiques des stratégies pour préparer les systèmes éducatifs aux défis climatiques, afin de permettre la transition vers une économie à faible émission de carbone. Plusieurs appels à l'action sont proposés, tels que : promouvoir une littératie climatique pour les enfants et les jeunes ; développer des compétences vertes pour la main-d'œuvre actuelle et future ; soutenir l'éducation et la formation des femmes, des jeunes défavorisés et des populations marginalisées afin qu'ils puissent emprunter des voies résilientes face au climat. Enfin, des études de cas montrent comment l'éducation axée sur le climat favorise un avenir prospère, inclusif, résilient et durable pour l'Asie et le Pacifique.

Amjad, A. I., & Malik, M. A. (2024). **Interviewing students with special needs: Developing ethical considerations and interviewing protocols**. *Journal of Research in Special Educational Needs*, 24(4), 1161-1174. https://doi.org/10.1111/1471-3802.12702

Interviewing students with special needs (SSNs) comes with a unique set of ethical and practical challenges that require highly specialised skills and interviewing protocols. Our objectives were to identify the most appropriate tools for collecting data from SSNs, key differences in interviewing students with and without special needs, and ethical and practical challenges during it. The ultimate goal was to develop ethical considerations and interviewing protocols for SSNs (ECIP4SSN). It was done through a two-step Delphi method, collecting data from 11 special education experts from 11 different countries.

The experts believed the tools should be selected based on the study's nature; however, many of them preferred the interviews. They believed that interviewing special students is challenging due to their special needs. Challenges pertaining to consent, hyperactivity, emotional distress, and wrong and irrelevant answers were among the top challenges mentioned by them. Final ECIP4SSN consisted of the key ethical considerations and interviewing protocols i.e. obtaining the background information and support, training and preparations, consent, data collection, building rapport, emotional support, confidentiality, and anonymity, using supporting tools, language, methods of asking questions and validating responses. The ECIP4SSN will guide the university teachers, students and researchers in interviewing special students.

Blanchard, M., Bouchet-Valat, M., Cartron, D., Greffion, J., & Gros, J. (2024). **La recherche française est-elle prête pour la sobriété ? Les enseignements d'une enquête nationale**. *Natures Sciences Sociétés*. https://doi.org/10.1051/nss/2024041
Dans quelle mesure une recherche sobre peut-elle advenir ? Cet article considère la propension déclarée des acteurs et actrices du monde de la recherche à réduire leurs pratiques de recherches les plus émettrices de gaz à effet de serre telles que les déplacements en avion ou l'utilisation d'équipements énergivores. Nous nous appuyons pour cela sur les résultats d'une enquête conduite en 2020 auprès de plus de 6 000 répondants. Ceux-ci montrent qu'il existe un consensus fort sur la nécessité de transformer les activités de recherche, ainsi que sur de nombreuses mesures concrètes à appliquer, pour répondre à l'urgence climatique. La sobriété semble cependant plus difficile à envisager au niveau individuel pour les activités qui concernent la collecte et la production de données, ainsi que pour les disciplines aux pratiques les plus émettrices, et les personnes occupant une position dominante dans la recherche.

Brust, C. M., & Widmaier, H. (2024). **US Higher Education's Civic Responsibility to Educate for Informal Political Representation**. *Educational Theory*, *74*(5), 715-734. https://doi.org/10.1111/edth.12661
In this paper, Caitlin Murphy Brust and Hannah Widmaier begin with the assumption that highly selective institutions of higher education in the United States have a duty to promote civic equality. They employ Wendy Salkin's theory of informal political representation to examine how highly selective institutions should go about promoting civic equality. According to Salkin's theory, someone serves as an informal political representative (IPR) when they speak or act on behalf of others, without having been selected to do so via a systematized selection procedure. Brust and Widmaier argue that as part of their civic educational missions, highly selective institutions should educate their students for informal political representation, and this includes equipping students to (1) serve as effective IPRs, (2) be responsible audience members to others' informal political representation, and (3) deliberate carefully and with open-mindedness about when they should or should not take on the role of IPR. Brust and Widmaier examine two types of injustice that students from marginalized communities face at highly selective institutions, and they explore how education for informal political representation might ameliorate those injustices. The authors conclude by offering some practical suggestions to institutional policymakers and educators.

Chalmeau, R., Lafitole, M., Mourgues, S., Ramos Béato, M., Bergamaschi, G., Mortelecque, L., & Sales-Hitier, D. (2024). **Les élevages pour questionner la relation à**

l'animal avec des élèves de maternelle. *Recherches en éducation*, (56). https://doi.org/10.4000/12qxr
Dès l'école maternelle, les élevages sont recommandés et particulièrement appropriés à la construction d'une démarche d'observation et à une première responsabilisation à l'égard de l'animal. La relation entre humains et non-humains constitue une thématique de recherche renouvelée au regard d'enjeux contemporains liés à la place des humains dans le vivant et à la protection de la biodiversité. Cette question est à l'interface des apprentissages scolaires scientifiques, de la prise en compte de la dimension affective dans ces apprentissages, et de l'acquisition d'une responsabilité vis-à-vis du vivant. Nous présentons les résultats d'une recherche collaborative menée dans quatre classes de maternelle multi-âges sur la construction d'une relation à l'animal. Les données relèvent d'entretiens avec des élèves afin de recueillir leur perception par rapport aux animaux élevés dans la classe (interview ante et post séquence) et d'une discussion autour des soins aux animaux. L'analyse des données permet d'identifier la nature des relations avec les animaux à travers l'implication de dimensions affectives, cognitives et morales dans leur perception de l'animal. Nous discutons de l'intérêt de développer une empathie interspécifique et de sa contribution à la construction d'une posture éthique vis-à-vis des animaux non humains.

DeCesare, T. (2024). **The Adults Are Not Alright: Theorizing Adult Democratic Education from the Capability Approach**. *Educational Theory*, *74*(5), 735-758. https://doi.org/10.1111/edth.12664
Education-related responses to our current democratic crisis have largely been focused on schooling children and youth. This narrow focus has foreclosed or diverted our attention from other possibilities for democratic education, especially as it relates to adult citizens and the ways in which such education can — and must — extend beyond schools and other formal educational institutions. In this paper, Tony DeCesare aims to theorize these possibilities in order to lay some philosophical groundwork for an idea of adult democratic education (ADE) that can help us combat our current democratic crisis and, more generally, strengthen our commitment to and practice of democracy. Drawing on the capability approach, he argues for prioritizing two related capabilities in our theorizing of ADE: (1) democratic capability, and (2) the capability to participate in ADE. These two capabilities are both deeply interconnected and central to a theoretical framework for ADE that is grounded in the capability approach.

Diez Ojeda, M., Queiruga-Dios, M., & Queiruga-Dios, M. Á. (2024). **Changing Spanish preservice teachers' environmental attitudes with a citizen science program integrated in Environmental Education subject**. *European Journal of Education*, 59(4), e12746. https://doi.org/10.1111/ejed.12746
This research analyzes the effect of the implementation of citizen science activities in the Environmental Education (EE) subject program of the Degree in Primary Education applying Experiential Learning Theory. Environmental Attitudes Inventory (EAI) was used to measure the change in environmental attitudes (EA) of 173 preservice teachers through a pre-test–post-test experimental design without a control group. Participation in the training program significantly improved EA in the 12 dimensions defined in the EAI. Of the dimensions included in the second order factor Preservation, Enjoyment of nature reached the largest effect size and Environmental movement activism is the one that obtains the smallest effect size. With regard to Utilization, all dimensions presented a large effect size. No significant differences were found in EA based on the gender variable. It

can be concluded that the incorporation of citizen science activities in the EE program significantly improves EA.

El Ganbour, M., & Belouali, S. (2024). **Élaboration et validation d'un référentiel éthique de l'intelligence artificielle en Éducation : cas du contexte marocain**. *Médiations et médiatisations*, (18), 125-147. https://doi.org/10.52358/mm.vi18.403
Cet article présente l'élaboration d'un référentiel éthique destiné à encadrer l'utilisation de l'intelligence artificielle (IA) en éducation, en mettant particulièrement l'accent sur le contexte marocain. La méthodologie adoptée englobe une revue exhaustive de la littérature portant sur l'éthique dans le domaine de l'IA, de l'éducation, ainsi que dans le contexte spécifique du Maroc. Cette littérature a été traitée et analysée au moyen des logiciels NVivo et Tropes. Par la suite, une enquête a été menée auprès d'acteurs clés tels que les enseignants-chercheurs, les ingénieurs en IA et les responsables de l'enseignement supérieur dans l'objectif de la validation du référentiel éthique élaboré. Les résultats de cette enquête ont été analysés à l'aide de l'outil statistique SPSS pour définir des indicateurs éthiques prioritaires. Le référentiel éthique élaboré vise à orienter les praticiens et les décideurs vers des pratiques éducatives éthiques, en tenant compte des spécificités culturelles et sociales du Maroc.   ,   This article presents the development of an ethical framework designed to guide the use of artificial intelligence (AI) in education, with a particular emphasis on the Moroccan context. The adopted methodology includes a comprehensive review of the literature on ethics in the fields of AI, education, and specifically within the Moroccan context. This literature was processed and analyzed using Nvivo and Tropes software. Afterwards, a survey was carried out with key stakeholders such as teacher-researchers, AI engineers, and higher education officials, with the aim to validate the developed ethical framework. Survey results were analyzed using the SPSS statistical tool to define priority ethical indicators. The resulting ethical framework aims to guide practitioners and decision-makers toward ethical educational practices, taking into account the cultural and social specificities of Morocco.   ,   Este artículo presenta el desarrollo de un marco ético diseñado para guiar el uso de la inteligencia artificial (IA) en la educación, con un énfasis particular en el contexto marroquí. La metodología adoptada incluye una revisión exhaustiva de la literatura sobre ética en loscampo de la IA y la educación y específicamente dentro del contexto marroquí. Esta literatura fue procesada y analizada utilizando los softwares Nvivo y Tropes. Posteriormente, se realizó una encuesta a actores clave, como docentes-investigadores, ingenieros en IA y responsables de la educación superior, con el objetivo de validar el marco ético elaborado. Los resultados de la encuesta se analizaron utilizando la herramienta estadística SPSS para definir los indicadores éticos prioritarios. El marco ético resultante tiene como objetivo guiar a los docentes y a los responsables de la toma de decisiones hacia prácticas educativas éticas, teniendo en cuenta las especificidades culturales y sociales de Marruecos.   ,   Este artigo apresenta o desenvolvimento de um quadro ético projetado para orientar o uso da inteligência artificial (IA) na educação, com ênfase particular no contexto marroquino. A metodologia adotada inclui uma revisão abrangente da literatura sobre ética nos campos da IA, educação e especificamente no contexto marroquino. Essa literatura foi processada e analisada usando os programas Nvivo e Tropes. Posteriormente, foi realizada uma pesquisa com partes interessadas-chave, como professores-pesquisadores, engenheiros de IA e autoridades de ensino superior, com o objetivo de validar o quadro ético desenvolvido. Os resultados da pesquisa foram analisados usando a ferramenta estatística SPSS para definir os

indicadores éticos prioritários. O quadro ético resultante visa orientar os profissionais e tomadores de decisão em direção a práticas educacionais éticas, levando em consideração as especificidades culturais e sociais de Marrocos.

Erickson, J. D., & Thompson, W. C. (2024). **Enacting Civic-Minded Early Childhood Pedagogy in the Context of Chauvinistic Education Legislation**. *Educational Theory*, *74*(5), 662-681. https://doi.org/10.1111/edth.12667
Amid efforts to limit "divisive concepts" in educational settings, this article investigates the obstruction of a civic-focused early childhood curriculum. Joy Dangora Erickson and Winston Thompson analyze the challenges faced by a resourceful kindergarten teacher striving to uphold curriculum goals despite constraints imposed by the state legislature. Through an empirically informed exploration of political and pedagogical factors, this conceptual analysis elucidates the moral complexities of risks, costs, and outcomes as educators navigate non-ideal political conditions. By doing so, the authors provide valuable insights to scholars and practitioners, suggesting productive avenues for future research on these and related dilemmas of practice.

Fraser-Burgess, S., & Higgins, C. (2024). **Surrendering Noble Lies Where We Buried the Bodies: Formative Civic Education for Embodied Citizenship**. *Educational Theory*, *74*(5), 619-638. https://doi.org/10.1111/edth.12665
To enact democracy, which is to live in communication with difference, requires a formative process that involves an education of the whole person for and through civic life. Drawing on Charles Mills's theory of Herrenvolk ethics and Jonathan Lear's analysis of psychosocial lapses that ail us, Sheron Fraser-Burgess and Chris Higgins pursue a critical, historiographical, and psychosocial reading of our failures to live up to this aspiration, offering (1) a critique of our tendency to saddle ourselves with a false choice between a homogenizing unity and a differentiated but fractured republic; (2) a demonstration of why we must eschew a thin universalism of principles and confront difference as embodied; (3) an argument from the ethics of risk against the urge to reify and compartmentalize difference; and (4) an evocation of how deep pluralism itself might serve as a unifying creed. Civic education is not a matter of informing but of forming and cultivating vision and values. In pursuing the credal deep pluralism that is required to do justice to the prospects and perils of our democracy-in-the-making, the task of the formative educator may be more difficult; but by embracing this creed, teachers may inspire their students to do the same.

Hernández-Hernández, F., & Sancho-Gil, J. M. (2024). **L'« éthique en pratique » à l'appui d'une recherche collaborative sur la façon dont les étudiants apprennent**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (205). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
L'un des enjeux de la recherche en éducation est d'établir entre enquêteurs et enquêtés une relation qui ne soit ni colonisatrice ni limitée à des prélèvements de données, mais fondée sur une relation de réciprocité. Dans cette optique, le projet TRAY-AP, développé par les universités de Barcelone et du Pays basque, cherche à comprendre comment et où les jeunes étudiants universitaires apprennent, en adoptant une « éthique en pratique ». Cette perspective nous invite à prêter attention aux enjeux relationnels, discursifs et performatifs qui surgissent lors du développement de la recherche et de la rencontre avec ceux qui y collaborent. À cette fin, cet article commence par souligner le cadre dans lequel s'inscrit la recherche et d'où émerge la nécessité de revoir les

modes de relation entre membres de la recherche collaborative. Vous trouverez ci-dessous une présentation des recherches de TRAY-AP et des décisions qui ont été prises pour favoriser les relations de collaboration. Enfin, nous discutons quelques évidences pour montrer comment l'adoption d'une éthique en pratique implique d'assumer les tensions et les possibles relations enchevêtrées dans l'étude, de repenser les postures et les engagements éthiques dans la recherche sociale et de développer des pratiques de recherche coresponsables et politiquement engagées.

Massao, P. B., Sheshe, B. A., & Mkenda, T. B. (2024). **Gender and Active Citizenship in Tanzanian Teacher Education: Curriculum Analysis and Student Teachers' Reflections**. *European Journal of Education*, *59*(4), e12762. https://doi.org/10.1111/ejed.12762
Active citizenship is core to social justice for both women and men. This paper explores how gender and active citizenship are addressed in teacher education training programmes in Tanzania. We applied qualitative methods in analysing two teacher education institutions' curricula documents and conducted thee focus group discussions with final year teacher student teachers. Our review of the curricula focused on (1) the course names, (2) course aims, (3) learning outcomes, (4) teaching/learning contents or (5) reading lists. This was supported by the findings from focus group discussions. The findings show that, although both gender and active citizenship were incorporated in the existing teacher's education curricula in Tanzania, the weight given to these topics were marginal. We argue that more content in combination with contextualised and gender-responsive teaching and learning resources or materials could give student teachers better competence necessary for linking knowledge they get with everyday gender and citizenship challenges in Tanzanian schools and their communities.

McAvoy, P., & Taylor, R. M. (2024). **Symposium Introduction: Education for Democratic Sustainability and Transformation**. *Educational Theory*, *74*(5), 591-594. https://doi.org/10.1111/edth.12670

Mirabal-Cano, M., Chrétien, F., Gouttenoire, L., & Girard, N. (2024). **Developing farmers' autonomy to move towards more sustainable systems**. *SYSTEMIC CHANGE FOR SUSTAINABLE FUTURES*. Présenté à IFSA2024 | SYSTEMIC CHANGE FOR SUSTAINABLE FUTURES. Consulté à l'adresse https://hal.science/hal-04791338
Farmer autonomy has become a research issue and a key factor for the farming systems transition. However, there is no consensual definition of what farmer autonomy at work is, nor any way of describing it to promote it. To contribute to this challenge, the aim of this paper is to identify the underlying dimensions of farmers' work autonomy processes, as well as the conditions that have favored or prevented it. We approach it as a process of renormalization and learning at work. To this end, we have combined two methods of data collection: individual interviews of farmers and the confrontation of an individual trajectory with the collective. In this way, we identified how important it is for these farmers to choose their own system and finding meaning, in spite of being confronted with the norms of the local environment. Participating in collectives that set new professional norms is a way of promoting transition.We have shown that their posture is a condition conducive to experimentation and renormalization. Finally, articulating renormalization theories and valuation is essential to understanding autonomy at work. These results open up avenues for reflection on designing collective training settings that mobilize individual trajectories to achieve collective and individual learning.

Mundt, D., Albrecht, N., Körner, A., & Ebersbach, M. (2024). **Retrieval practice in education for sustainable development: Effects on retention, attitudes, and self-reported streaming behaviour**. *European Journal of Education*, *59*(4), e12735. https://doi.org/10.1111/ejed.12735
Education for Sustainable Development focuses on improving environmental knowledge to combat misinformation and promote sustainable behaviours. In two experiments, we investigated whether retrieval practice, known to foster lasting knowledge acquisition, is a useful tool for (1) increasing environmental knowledge and (2) for improving environmental attitudes and behaviour (i.e., spillover effect). Participants studied a text on the effects of online streaming behaviour by means of retrieval practice or by copying the text. Knowledge gain was assessed after one (Experiment 1) and two weeks (Experiment 2). Attitudes and behaviour were assessed pre- and post-intervention. In both experiments, participants recalled more environmental knowledge after retrieval practice compared to copying. Attitudes and behaviour did not differ between both groups, but attitudes increased after the intervention in both groups. Only Experiment 1 showed declining streaming times. Our findings suggest that retrieval practice enhances lasting knowledge acquisition but barely affects environmental attitudes and behaviour.

Örberg, M., Olsson, I., & Klang, N. (2024). **Viewing inclusion through the lens of democracy—Conceptualizations and enactments in three early childhood educational settings**. *Journal of Research in Special Educational Needs*, *24*(4), 1115-1127. https://doi.org/10.1111/1471-3802.12699
Research on inclusion in early childhood educational (ECE) settings points to the need for a deeper understanding of professionals' perceptions of the dilemmas and challenges situated in the varying contexts of these settings. Viewing inclusion as a complex phenomenon, this study uses the Deweyan theory of democracy as a lived experience to describe how professionals in three ECE settings understand the values of inclusion and democracy and how these values are enacted in their everyday practices of creating democratic communities. Three case studies were conducted, including individual interviews with head teachers, focus-group interviews with professionals and semi-structured observations in three ECE settings. The results show that the three settings present unique prerequisites and challenges for the building of democratic communities related to the varying views on inclusion and democracy. The understandings of values of inclusion and democracy and how these are enacted in the three ECE settings are discussed with regard to the possibilities and obstacles involved in the creation of democratic communities.

Potluri, S., & Phani, B. V. (2024). **Encouraging ecopreneurship through lifelong education: A qualitative constructivist grounded theory study**. *International Review of Education*, *70*(5), 767-794. https://doi.org/10.1007/s11159-024-10074-w
Roelens, C., & Zwang, A. (Éd.). (2024). **Citoyenneté(s)**. *Les Cahiers pédagogiques*, (596). Consulté à l'adresse https://www.cahiers-pedagogiques.com/sommaire-revue-596/
L'éducation à la citoyenneté doit-elle former de futurs citoyens émancipés et capables de se saisir des enjeux et défis de leur époque, ou des citoyens respectueux de la morale qu'on leur a inculquée étant enfants ? Ou les deux ? Face au développement du nombre de qualificatifs de la citoyenneté (écocitoyenneté, citoyenneté numérique, eurocitoyenneté, etc.), cette tension entre deux projets devient de plus en plus manifeste. Comment s'en accommoder dans les pratiques pédagogiques et comment répondre aux injonctions et impératifs parfois contradictoires ?

Romano, R. (2024). **Éducation civique et citoyenneté en classe de FLE. Et si on essaye avec l'IA générative ?** *Le Français dans Le Monde*, (456). Consulté à l'adresse https://amu.hal.science/hal-04787184
Éducation civique et citoyenneté en classe de FLE. Et si on essaye avec l'IA générative ?</p><p>L'éducation civique en Italie a connu des évolutions remarquables ces dernières années, notamment avec l'introduction d'une matière spécifique en 2019, devenue obligatoire en 2020. Pour connaitre ces changements, voici les grandes lignes de la réforme.</p><p>Depuis 2019, l'éducation civique est devenue une matière à part entière dans le cursus scolaire italien, de l'école primaire jusqu'au lycée. Elle est dispensée selon des calendriers spécifiques, le nombre d'heures dépend des disciplines et des filières, et elle est notée, tout comme les autres matières. L'objectif principal de la norme de 2019 est de former des citoyens actifs et responsables, capables de comprendre les enjeux de la société contemporaine, de participer à la vie démocratique et de respecter les droits et les devoirs de chacun.

Scuotto, C., Triberti, S., Iavarone, M. L., & Limone, P. (2024). **Digital interventions to support morality: A scoping review**. *British Journal of Educational Psychology*, 94(4), 1072-1090. https://doi.org/10.1111/bjep.12706
Background Morality and moral reasoning develop over the course of life, but such development may encounter obstacles. Psycho-educational interventions could be designed to improve moral reasoning and attitude towards prosociality. In the last decades, many interventions employed digital technologies ranging from multicomponent online platforms to serious games and virtual reality, making use of interactivity and immersive properties that could make moral stimuli more engaging. Aims This study aimed at reviewing the literature on digital interventions to support morality and moral reasoning, carried out with subjects of all age groups. Methods and results Two electronic databases were searched with a systematic approach, and retrieved publications were scanned by authors against inclusion criteria. Twenty-three articles were reviewed. In general, the literature describes encouraging results of digital interventions to support morality. Moreover, a huge variety of morality conceptualizations emerged across various contexts (e.g., professional, school and sports) as well as various outcome measurements (e.g., change in attitudes and change in behaviour). Conclusions Effectiveness of digital interventions may relate to immersive and interactive simulations in particular, in that they allow participants not only to learn about moral rules and principles but also to actively exercise their own morality to make decisions. Future research may build on the present scoping review to analyse specific types of interventions' effectiveness with a meta-analytical approach.

Skarzauskiene, A., Mačiulienė, M., & Kovaitė, K. (2024). **Citizen engagement in climate adaptation surveyed: Identifying challenges in education and capacity building**. *European Journal of Education*, 59(4), e12732. https://doi.org/10.1111/ejed.12732
The accelerating impacts of climate change present significant challenges to sustainable urban development, testing the resilience of current governance frameworks and stakeholder responsibilities. In alignment with the EU's Green Deal, robust adaptation strategies and proactive climate risk anticipation are essential. Traditional discussions emphasize overcoming technological, financial and institutional barriers; however, social and individual factors also significantly hinder adaptation. This study explores the pivotal role of citizen engagement in climate risk management and adaptation, focusing on the

Lithuanian context and comparing the results with a survey in Sweden. The research evaluates both external influences, such as experiences with climate-related hazards and adaptation actions, and internal factors, including beliefs, values and individual adaptive capacity. Key findings reveal that adaptation behaviour in Lithuania and in Sweden is deeply influenced by past experiences with extreme weather events and economic considerations, with a significant portion of the population having faced such events recently. Factors such as economic considerations (low costs, financial benefits) are identified as critical motivators for future adaptation actions in Lithuania. On the other hand, in Sweden, respondents first preferred ecological factors (such as contributing to climate change mitigation) when considering future adaptation actions. The study underscores the need for targeted educational interventions to enhance community resilience, highlighting the importance of socio-cultural contexts in shaping adaptation strategies. It emphasizes the necessity for comprehensive, inclusive educational programmes that address local climate impacts and promote proactive community involvement. The findings advocate for further comparative studies across diverse socio-cultural settings to deepen insights into effective adaptation measures and to support the development of resilient communities worldwide.

Stanistreet, P. (2024). **Changing the temperature: Adult education and solidarity in an era of climate inaction**. *International Review of Education*, *70*(5), 711-721. https://doi.org/10.1007/s11159-024-10119-0

Stitzlein, S. M. (2024). **Populist Challenges to Truth and Democracy Met with Pragmatist Alternatives in Citizenship Education**. *Educational Theory*, *74*(5), 595-618. https://doi.org/10.1111/edth.12614
Populists employ truth as a tool for aligning the people against the elite. Citizenship education rarely takes up critiques of liberal democracy, discussions of populism, or conversations about what truth is. This paper provides an alternative pragmatist vision of truth that builds on the populist call for democracy to better reflect the will of the people, while also pushing back against the harms potentially caused by populism. Students today need to learn how populism works performatively and through discourse. But more importantly, they also need to learn how to engage with populism by taking up some of the real challenges it poses in their communities today. Citizenship education that overtly talks about how truth operates and demonstrates how inquiry can be used to determine "what works" better prepares students for the flawed democracy we see at play today and provides pathways for improving it in the future.

Torres, E. (2024). **Teaching Controversial Issues under Conditions of Political Polarization: A Case for Epistemic Refocusing**. *Educational Theory*, *74*(5), 696-714. https://doi.org/10.1111/edth.12666
Educating students for democratic life requires teachers to make difficult judgment calls about whether controversial issues are appropriate for directive teaching (i.e., teaching that attempts to persuade students to adopt a particular view about the thing being taught). To help educators make these decisions, theorists have proposed criteria for systematically differentiating between issues that do and do not qualify for directive teaching. Unfortunately, the epistemic environment of political polarization degrades educators' abilities to reliably assess whether a broad class of politically contested issues meet these criteria for directive teaching. In this paper Eric Torres argues that, while making judgments about whether individual cases warrant directive teaching remains

essential and inevitable, educators can best address this problem by engaging in a practice of epistemic refocusing that makes the conditions of educators' own deliberations salient to students, thereby hedging against the effects of bad calls about which issues to teach directively while simultaneously illuminating the constraints of polarization on political cognition, an awareness that is essential to healthy democratic participation in the twenty-first century.

UNICEF. (2024). ***Investing in climate change education and infrastructure in Europe and Central Asia: an investment opportunity for the private and public sectors*** (p. 9). Consulté à l'adresse UNICEF website: https://www.unicef.org/eca/reports/investing-climate-change-education-and-infrastructure-europe-and-central-asia
An investment opportunity for the private and public sectors

WOMEN, O., & ONU WOMEN. (2024). ***Progress on the sustainable development goals: The gender snapshot 2024***. Consulté à l'adresse https://www.unwomen.org/sites/default/files/2024-09/progress-on-the-sustainable-development-goals-the-gender-snapshot-2024-en.pdf
Ce rapport d'une série annuelle met en avant de nouvelles données et preuves sur les tendances et les lacunes en matière d'égalité des sexes. Il souligne des avancées - le déclin de la pauvreté, la réduction des écarts entre sexes en éducation et une pression en faveur de réformes juridiques positives – mais aussi le fait qu'aucun indicateur d'égalité des sexes n'a été pleinement atteint six ans avant l'échéance de 2030 pour les ODD. Aucun pays ne dispose de lois pertinentes pour interdire la discrimination, prévenir violence basée sur le genre, défendre l'égalité des droits dans le mariage, garantir l'égalité de rémunération et assurer un accès complet à la santé sexuelle et reproductive. Le rapport souligne le coût élevé du non-investissement dans les droits des femmes pour les sociétés et prône une action radicale pour accélérer considérablement les progrès.

Yue, C.-J., & Zhang, Z.-W. (2024). **Integration of green techniques into undergraduate-level chemical design courses for practising the concept of sustainable development and developing green education**. *European Journal of Education*, 59(4), e12709. https://doi.org/10.1111/ejed.12709
Green engineering is an important direction for engineering education, especially in the field of chemical engineering, where green chemical is a necessary guarantee for achieving sustainable development in the industry. How to practice the principles of green engineering in curriculum education is a problem that needs to be faced in engineering education, due to the currently educated persons are the future practitioners. The aim of this study is to integrate green techniques into an undergraduate-level chemical design course, demonstrating how green engineering principles can be embedded in the curriculum to practice green engineering education, and thus disseminate the sustainability concept, resulting in a framework for achieving sustainable development. According to the training programme and design procedure, each student receives a product process design project and is guided by a teacher through the data review and discussion and then integrates green technologies in all aspects of the design, and the design result is evaluated. The good results of the students' design show that the undergraduate-level chemical design course can well integrate green engineering principles and green technologies in the design, enhance the green standard of process design, broaden the students' design vision and mobilize their

engineering creativity. It is a good form of green engineering education that the integration of engineering green technologies into an undergraduate-level chemical design course, as demonstrated by the design results, which achieve effective practice of the sustainability concept and develop green education.

Zembylas, M. (2024). **Recovering Anticolonialism as an Intellectual and Political Project in Education**. *Educational Theory*, *74*(5), 759-779. https://doi.org/10.1111/edth.12660
In this essay, Michalinos Zembylas revisits the tension between decolonization and other social justice projects in education scholarship, focusing in particular on the arguments for and against the notion of decolonization as land return. While different colonized communities are justifiably projecting their own political priorities in struggles against specific colonial forms of domination, Zembylas argues that education as scholarship and practice would be well served to recover the anticolonial as a shared intellectual and political project for understanding the different practices and experiences of resistance to colonialism and imperialism around the world. Anticolonial thought and praxis offer education scholars, activists, and practitioners an intellectual and political framework of connectivity and anticolonial solidarity that neither erases differences between decolonization and other political projects, nor fails to foreground community building between fields, approaches, and geographical regions. Instead of seeing different political projects as competing against one another — e.g., by considering social justice projects that do not prioritize land return as misguided or misplaced — anticolonialism seeks to theorize and act against a broad range of colonial practices and by-products that include racism, militarism, resources exploitation, land dispossession, and so on.