

# Veille de l'IREDU



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## Acquisition de compétences

Ávila Farfán, A., & Bacca Mejía, Á. (2022). **Réflexions sur une recherche participative menée dans le cadre d'expériences d'appropriation de l'espace public des tianguis (marchés) du Chopo et El Salado dans la ville de Mexico.** Sociologie et sociétés, 54(2), 125-152. <https://doi.org/10.7202/1113064ar>

Cet article présente une réflexion sur l'expérience de recherche des autrices dans deux études de cas menées au Tianguis culturel du Chopo et au Tianguis El Salado, dans la ville de Mexico, dans le cadre du projet international TRYSPACES. Nous y réfléchissons à l'apport qu'ont eu certains principes de l'action participative, de l'éducation populaire et des épistémologies féministes pour nous aider à surmonter les défis, les dilemmes et les conflits éthiques et méthodologiques rencontrés dans le cadre de ces expériences de recherche collaborative. Nous croyons que ce n'est qu'en adoptant une éthique située, critique, réflexive et enracinée dans le « sentir-penser » (de l'espagnol, sentipensar) que la recherche participative et collaborative peut parvenir à surmonter les dilemmes éthiques et méthodologiques. Ainsi, les décisions concrètes et la réflexivité constante contribuent à une éthique basée sur le soin mutuel et la responsabilité réciproque des personnes participant aux recherches, particulièrement lorsque des relations plus horizontales sont mises en place dans la production de connaissances universitaires.

Biermann, J., Franze, M., & Hoffmann, W. (2024). **Social-Emotional Skills in Five-to-Six-Year-Olds in Social Hotspots in Germany: Individual Trajectories in a Prospective Cohort.** International Journal of Early Childhood, 56(3), 403-420. <https://doi.org/10.1007/s13158-023-00367-w>

Social-emotional skills as valid predictors for subsequent school success should be promoted in early childhood. Preschools are a relevant setting to reach children from families with low socioeconomic status. The federal state law for children's day-care and preschools in the state of Mecklenburg-Western Pomerania offers preschools in difficult social areas financial support for the individual targeted promotion. Prospective longitudinal observational data of a cohort: annual application of Dortmund Developmental Screening for Preschools domains "social competence" and "social interaction" over two years of 5-to-6-year-olds. Calculation of prevalence rate ratios and ratios of rate of improvements are divided by rate of deteriorations after one year. The proportion of children with inconclusive findings in "social competence" decreases. > 50% have no finding after one year. In "social interaction," the proportion of children with inconclusive findings increases. Both domains detected more improvements than deteriorations for all children after one year. The indicated improvement of developmental risks is possibly associated with a reduction of social inequalities and tend to improve equal opportunities for all children at school start. Nevertheless, results of some children are deteriorating. More effective promotion of social-emotional skills is needed also for children without developmental risks—especially for children with internalizing problems. Trial registration: German Clinical Trials Register, ID: DRKS00015134, Registered on 29 October 2018, retrospectively registered.

David, L., Biwer, F., Crutzen, R., & de Bruin, A. (2024). **The challenge of change: understanding the role of habits in university students' self-regulated learning.** Higher Education, 88(5), 2037-2055. <https://doi.org/10.1007/s10734-024-01199-w>

Study habits drive a large portion of how university students study. Some of these habits are not effective in fostering academic achievement. To support students in breaking

old, ineffective habits and forming new, effective study habits, an in-depth understanding of what students' study habits look like and how they are both formed and broken is needed. Therefore, in this study, we explored these aspects among first-year university students in six focus group discussions ( $N = 29$ ). Using a thematic analysis approach, we clustered the data in five themes: Goals Matter, Balancing Perceived Efficiency and Effectiveness when Studying, Navigating Student Life: from Structured Routines to Self-Regulation Challenges, the Quest for Effective Habits with Trying to Break Free From the Screen as subtheme, and the Motivation Roller Coaster. Findings suggest that students had different study habits depending on their goals. Students had quite accurate metacognitive knowledge about effective learning strategies for long-term learning, but often used other learning strategies they deemed most efficient in reaching their goals. Students indicated intentions to change, but did not prioritize change as their current habits enabled them to pass exams and change was not perceived as adding value. Fluctuations in motivation and transitioning to a self-regulated life hampered students' intentions to form new and break old habits. Next to insights into factors affecting students' behavioral change intentions, the findings suggest the importance of aligning assessment methods with life-long learning and supporting students in their long-term academic goal setting to prioritize study habits which target lasting learning to optimally foster their self-regulated learning.

Dolignier, C. (2024). **Plagiat et auctorisation : Les étudiants face à l'écriture de recherche.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/plagiat-et-auctorisation/77610>

Avoir une écriture personnelle à partir de sources scientifiques : pour les nouveaux étudiants peu en connivence avec l'univers universitaire, l'écriture de recherche est un défi, le plagiat un écueil. Qu'est-ce que plagier et, plus spécifiquement, qu'est-ce que plagier à l'université ? Comment y devient-on auteur ? À rebours du point de vue juridico-moral traditionnel, cette recherche doctorale adopte un point de vue didactique dans une approche linguistique. Ses objectifs : décrire précisément l'écriture plagiatoire au cours de la rédaction du mémoire au niveau master et expliquer en quoi elle peut faire obstacle au devenir-auteur. Cette description veut à la fois outiller les étudiants et les formateurs qui les dirigent pour négocier l'enseignement/apprentissage de l'écriture de recherche. Le plagiat est ici une question épistémologique, une question de rapport à l'écriture et, à terme, une question de formation.

Gandit, M. (2024). **Chercher-débattre-prouver à partir d'un cycle 1 : des résultats issus d'un LEA.** Consulté à l'adresse <https://hal.science/hal-04819108>

Le texte présente des résultats issus d'un projet de recherche collaborative avec une équipe d'enseignant•es (à partir du cycle 1). L'objectif est de faire évoluer les pratiques enseignantes dans le cadre de la résolution de problèmes, de manière à amener les élèves à développer ce que nous nommons une attitude de preuve. Deux outils sont présentés, contribuant au développement professionnel des enseignant•es. Le premier est une progression double constituée, d'une part, de connaissances relevant de l'heuristique, des méthodes pour approcher un problème, du fonctionnement de la rationalité mathématique, de la validité des énoncés, de la sémiosis, d'autre part, de problèmes dans lesquels ces connaissances sont en jeu. Le second outil permet aux enseignant•es d'évaluer leurs pratiques concernant le pointage et l'institutionnalisation de ces connaissances, ainsi que la mise en place en classe du débat scientifique (Legrand, 1993).

Garganera, J. M. S., Ocampo, D. M., & Gueriba, C. D. (2024). **English Language Proficiency and Communicative Competence among Graduate Students in Bicol Region, Philippines: A Foundation for English Language Enhancement Program Development.**

Asian Journal of Education and Social Studies, 50, 164-175.

<https://doi.org/10.9734/ajess/2024/v50i111644>

Aims: To examine the English Language Proficiency and Communicative Competence of Graduate School Students in specific institutions within the Bicol Region of the Philippines, serving as the foundation for an English Language Enhancement Program.

Study Design: The study employed a descriptive-comparative-correlational design, utilizing content-validated and reliability-tested questionnaires alongside the English First Standardized English Test (EF SET), a standardized English proficiency test.

Place and Duration of Study: Naga College Foundation-Graduate school institution within the Bicol Region, Philippines. The timeframe of the study was, between April and June 2024.

Methodology: The study involved 118 graduate students selected through purposive sampling. Data collection utilized a content-validated, reliability-tested questionnaire alongside the EF SET, a standardized English proficiency test. Statistical analyses included frequency, percentage, weighted mean, Chi-Square, ANOVA, and posthoc analysis using Tukey's HSD.

Results: The findings indicated a significant gender disparity, with females constituting 86.44% of respondents. Most students were at an intermediate level of communicative competence and scored in the upper-intermediate range (EF SET scores averaging 52.32). Chi-square analysis found no significant relationship between communicative competence appraisal and proficiency level. However, a moderately positive correlation (Pearson's  $r = 0.4691$ ,  $p < 0.00001$ ) was observed between language proficiency and communicative competence.

ANOVA indicated a significant difference in proficiency across educational levels, with doctoral students scoring the highest. The posthoc analysis using Tukey's HSD further confirms the result of the ANOVA wherein two out of the three pairs of comparison have statistically significant difference.

It can also be interpreted as reinforcement of the results wherein the group PhD is ranked first since it has significant difference when compared to the groups, while the groups MAEd and Bachelors are close together, ranking second and third, respectively.

Conclusion and Recommendation: The study found that enhancing English proficiency and communicative competence can be achieved through a targeted English Language Enhancement Program; thus, the development of such a program. This approach could be beneficial in addressing skill disparities and improving communication effectiveness among graduate students.

Gonthier, M.-E., Jolicoeur, E., & Parent, S. (2024). **Usages des mesures liées à la compétence et au bien-être numériques par les personnes étudiantes du collégial à besoins particuliers au Québec.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-11>

Gunawardena, M., & Koivula, M. (2024). **Children's Social-Emotional Development: The Power of Pedagogical Storytelling.** International Journal of Early Childhood, 56(3), 625-646. <https://doi.org/10.1007/s13158-023-00381-y>

Research shows social-emotional learning (SEL) affects young students' positive behavior which influences students' academic achievement as well as their well-being. Australian primary school teachers use diverse pedagogical practices and whole-school approaches to promote SEL. This qualitative study enquired about two popular

approaches to SEL: whole-school approaches and pedagogical storytelling. The study thematically analyzed in-depth semi-structured interviews with eight primary school teachers and their classroom episodes of pedagogical storytelling interventions. The study found the whole-school approaches such as Positive Behavior for Learning and the Berry Street Education Model to achieve SEL were used to discipline students. Teachers also used pedagogical stories to promote SEL and increase students' positive behavior. This study highlighted the tremendous power within stories for igniting in-depth discussion to influence SEL. Pedagogical stories provide useful sources to foster children's emotional wisdom for self-awareness, social awareness, relationship building, and decision making.

Gutiérrez-Fresneda, R., Pozo Rico, T., García Tárraga, M. J., & Jiménez-Pérez, E. (2024). **Effect of the development of precursor skills for literacy in Spanish on learning to read in English.** *The Journal of Educational Research*, 117(5), 284-293. <https://doi.org/10.1080/00220671.2024.2387644>

The purpose of this study was to analyze the effects of Spanish literacy precursor skills on reading learning to read in the mother tongue and their degree of transfer to English. A quasi-experimental design was used, which allowed for a repeated measures comparison between two groups of students, who underwent a follow-up assessment one year after the end of the intervention. A total of 386 schoolchildren, aged 6–7 years at the time of the intervention, who were beginning to learn to read, participated in the study. The results show that the implementation of teaching models that favor the development of precursor reading skills in a first language, such as Spanish, contribute to the literacy process in a second language such as English, and that the benefits acquired are maintained over time.

Luo, L., Alain, F., Julien, M., Rachdi, M., & Langevin, E. (2024, octobre 7). **Students Time Use Research (STUR) project.** Présenté à 46th International Time Use Research Conference. Consulté à l'adresse <https://hal.univ-lyon2.fr/hal-04812492>

Mdarbi, S., Boufarouj, C., Simour, L., Belkebir, Z., Ennadi, M., & Stili, K. (2024). **Impact des dimensions de l'absorption cognitive sur l'appropriation des TICE: cas des étudiants et étudiantes des universités publiques au Maroc.** *Revue internationale des technologies en pédagogie universitaire*, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-03>

Michelot, F., & Collin, S. (2024). **La compétence numérique en contexte éducatif.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/competence-numerique-contexte-educatif-4245.html>

Plongez au cœur des évolutions contemporaines du numérique en éducation avec La compétence numérique en contexte éducatif: regards croisés et perspectives internationales. Articulé autour des 12 dimensions du Cadre de référence de la compétence numérique publié en 2019 par le ministère de l'Éducation et de l'Enseignement supérieur du Québec, ce livre rassemble les réflexions de 43 expertes et experts nationaux et internationaux en 24 chapitres. De la citoyenneté numérique à l'innovation pédagogique, en passant par la culture informationnelle et l'autonomisation des enseignants, chaque page aborde des aspects constitutifs de l'intégration du numérique en éducation et les enjeux qu'il suscite. Ce qui distingue cet ouvrage ? Son habileté à marier théorie et pratique, regard critique et pistes d'intervention concrètes. Les autrices et les auteurs n'hésitent pas à aborder de front les défis contemporains : intelligence artificielle, programmation éducative, réalité virtuelle en évaluation, etc.

Autant de sujets brûlants traités avec rigueur. Que vous vous consaciez à la recherche ou à l'enseignement ou que vous souhaitez assouvir votre curiosité par rapport aux enjeux numériques actuels, ce livre vous interpellera. Il vous offrira les clés pour comprendre et agir dans un monde éducatif en pleine mutation technologique.

Murat, F., Reboul, E., & Rosa, S. (2024). **Compétences des adultes en 2023 : quelle maîtrise de la recherche et de l'utilisation des informations à l'ère du numérique ? Note d'Information**, (24.50), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/competences-des-adultes-en-2023-quelle-maitrise-de-la-recherche-et-de-l-utilisation-des-informations-415997>

Selon l'enquête Piaac, en France hors DROM, en 2023, plus d'un adulte sur quatre témoigne d'une faible maîtrise des compétences que ce soit en littératie, numératie ou résolution adaptative de problèmes sur des supports informatiques.

OCDE. (2024). **Do Adults Have the Skills They Need to Thrive in a Changing World?** (p. 199). Consulté à l'adresse OCDE website: [https://www.oecd.org/en/publications/do-adults-have-the-skills-they-need-to-thrive-in-a-changing-world\\_b263dc5d-en.html](https://www.oecd.org/en/publications/do-adults-have-the-skills-they-need-to-thrive-in-a-changing-world_b263dc5d-en.html)

The 2023 Survey of Adult Skills, a product of the OECD Programme for the International Assessment of Adult Competencies (PIAAC), provides a comprehensive overview of adults' literacy, numeracy, and adaptive problem solving skills – skills that are fundamental for personal, economic, and societal development. These key information-processing skills provide the foundation for access to employment, higher wages and continuous learning, while enabling individuals to navigate the complexities of their personal and civic lives. A total of 31 countries and economies, mostly OECD members, participated in the 2023 survey. As 27 of these countries also participated in the previous cycle of the Survey of Adult Skills, the data provide valuable insights into how literacy and numeracy skills have evolved over the past decade. This publication presents the state of adult skills and their evolution over the last decade and explores the relationship between these skills and economic and social outcomes. It highlights the importance of developing and maintaining skills in today's dynamic world.

Simar, C., Monier, M., Doridant, S., Cury, P., Coudert-Chevreau, R., Jourdan, D., ... Pironom, J. (2024, novembre 12). **Developing Health-Promoting School in Alliance project: Mediation effects of life skills on health behaviours for French pupils aged 8-11 years old**. Présenté à 17th European Public Health Conference 2024: Sailing the waves of European public health: exploring a sea of innovation. Consulté à l'adresse <https://uca.hal.science/hal-04786951>

Pupils health indicators and behaviors are marked by social and territorial inequalities which develop early (DREES, 2015, 2019). In order to combat these inequalities and improve the health behaviors and well-being of pupils, the "health-promoting school" approach is recognized as convincing. It is endorsed by the World Health Organization (Langford, 2015; WHO, 2021). The health policy currently implemented in French schools is convergent (MEN, 2018, 2021). In order to disseminate this policy, since 2019, the Alliance project has been implemented in 101 French schools (9 – 12 years old) and 97 municipalities in the AURA region. Each school and community are trained and supported to promote the development of professional practices and a health promotion project to improve the health behaviors of pupils. The question arises as to the extent to which the development of health-promoting teaching projects and practices participating in the strengthening of health protective factors – life skills and health

literacy – of pupils would have a mediating effect from the point of view of socio-economic level and health behaviors of pupils? Each year, data are collected from pupils by questionnaire, measuring their well-being, health habits, psychosocial competencies and their families' socio-economic level. 11500 questionnaires collected during 3 years have been analyzed. Descriptive and bivariate analysis indicate several improvements between years in their health habits like for example daily physical activities (6% for T0 and 16% for T2) or daily consumption of sweets (17% for T0 and 13% for T2). They confirm negative influence of risk factors as low socio-economic level on health habits. But mediation analysis show that psychosocial competencies, especially emotional and social competencies, mediate significantly this influence (mediation effect range from 5% to 21%).

Vaahtera, T., & Lappalainen, S. (2024). **Able-mindedness and citizenship in education policy discourses on digital skills.** *Pedagogy, Culture & Society*, 32(5), 1209-1223. <https://doi.org/10.1080/14681366.2022.2156583>

Drawing from critical disability studies and cultural studies, this article unpacks cultural understandings of digital abilities. We analyse policy documents on digital education as cultural texts which communicate cultural values. Methodologically, we understand policy ideas as deriving from the larger culture. Our analysis first explores how abilities are connected to economic growth, as well as what kind of history of ideas frames this presumption. Second, it explores the assumption of constantly changing technologies and the workers who must adapt themselves to such a situation. Third, the article interrogates citizenship as a cultural idea within the current policy ideas about digital skills. Our account offers new perspectives on the analysis of biocapitalism and provides a specific analysis of how able-mindedness is foregrounded in digital education. It argues that digitalisation, as a policy matter, intensifies discourses emphasising the development of abilities and that this social tendency is neither value neutral nor necessary.

Veraksa, A. N., Veresov, N. N., Sukhikh, V. L., Gavrilova, M. N., & Plotnikova, V. A. (2024). **Play to Foster Children's Executive Function Skills: Exploring Short-and Long-Term Effects of Digital and Traditional Types of Play.** *International Journal of Early Childhood*, 56(3), 687-709. <https://doi.org/10.1007/s13158-023-00377-8>

The purpose of this study was to determine what types of play ensure stable progress in executive functions in preschoolers. Experimental design included six study groups according to the type of play: role play (Free Play group, Adult-Directed Play group, Child-Directed Play group), play with rules, digital play, and control group. All groups were equalized based on the initial level of executive functions. One hundred and thirty-six senior preschoolers aged five to seven years attended 14 play sessions, 20–30 min each. The post-tests on executive functions were conducted immediately after the end of training and 4 months later. The results have shown a sustainable positive effect on the executive functions development for role play and play with rules, while digital play have shown a lasting result only for inhibition. In addition, long-term effects of role play and play with rules were significantly higher than in control group. These data point to the developmental potential of role play and play with rules in working with preschoolers.

Wiederhold, S., & Langer, C. (2023). **The Value of Early-Career Skills** (Growth Lab Working Paper N° 204). Consulté à l'adresse Harvard's Growth Lab website: <https://econpapers.repec.org/paper/glhwpfacu/204.htm>

We develop novel measures of early-career skills that are more detailed, comprehensive, and labor-market-relevant than existing skill proxies. We exploit that skill requirements of apprenticeships in Germany are codified in state-approved, nationally standardized apprenticeship plans. These plans provide more than 13,000 different skills and the exact duration of learning each skill. Following workers over their careers in administrative data, we find that cognitive, social, and digital skills acquired during apprenticeship are highly – yet differently – rewarded. We also document rising returns to digital and social skills since the 1990s, with a more moderate increase in returns to cognitive skills.

## Aspects économiques de l'éducation

Cavaglia, C., Macmillan, L., Maragkou, K., Murphy, R., & Wyness, G. (2024). **The mismatch earnings penalty** (CEPEO Working Paper Series N° 24-09). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: <https://econpapers.repec.org/paper/uclcepeow/24-09.htm>

We disentangle the relationship between student ability, course quality and the match between the two on earnings, estimating the first mismatch parameter in the literature. Using administrative data on all state-educated students in England linked to tax records, we show that high ability students attending low quality courses earn significantly less than their well-matched counterparts. By contrast, we find no evidence that lower ability students that overmatch to high quality courses go on to earn any less than well-matched students. This is evidence that affirmative action does not appear to have a detrimental effect on students' future earnings.

Clasing-Manquian, P. (2024). **How free tuition became a policy in Chile: the importance of policy actors and their beliefs.** Higher Education, 88(5), 1829-1849. <https://doi.org/10.1007/s10734-024-01188-z>

In recent decades, there has been a revival of free tuition policies around the world. Understanding the current revival of these policies is particularly important as it positions higher education as a social right or public good challenging the predominant discourse that situates higher education as a private good. Chile, a country often characterized as a neoliberal laboratory, implemented a free-tuition policy in 2016 and offers a case study to understand the policy formation and the political dynamics behind it. Based on the advocacy coalition framework and using discourse network analysis and in-depth interviews, this paper focuses on identifying the main actors involved in the policy discussion, their beliefs about free college in Chile, and how they interact during the policy development. Findings show that the Chilean free tuition policy was the result of the joint actions of actors who shared similar beliefs and formed coalitions to try to influence the policy design. Findings also highlight the formation of two opposite coalitions that were able to introduce their beliefs into the policy design at political and technical levels. Implications for policymakers and researchers are discussed.

Le Bayon, D., & Rousselon, J. (2024). **Régulation financière des centre de formation d'apprentis** (p. 121). Consulté à l'adresse Inspection générale des affaires sociales website: <https://www.vie-publique.fr/rapport/296317-regulation-financiere-des-centre-de-formation-dapprentis-rapport-igas>

À la suite de récents travaux d'expertise par l'Inspection générale des affaires sociales (Igas) et l'Inspection générale des finances, qui démontrent le caractère fortement dynamique des dépenses des centres de formation des apprentis (CFA), l'Igas a été

missionnée pour proposer des scénarios d'évolution des modalités de financement des CFA par les deniers publics. Ce rapport présente deux scénarios pour un financement des CFA simplifié, plus équitable entre organismes, adaptable à la stratégie macroéconomique. Dans le premier scénario, ce sont les branches professionnelles qui fixeraient le niveau de prise en charge par les finances publiques des coûts de formation des CFA, en fonction du type de formation poursuivie. Dans le deuxième scénario, les niveaux de prise en charge des coûts de formation seraient définis par des textes réglementaires, à la suite de concertations approfondies avec les acteurs (branches professionnelles, représentants des organismes de formation par apprentissage notamment) : ils seraient déterminés en tenant compte des coûts constatés pour chaque type de formation, potentiellement ajustés en fonction des priorisations de politiques de formation ou de politique économique. Les deux scénarios garantissent une logique de soutenabilité financière de la dépense de formation des CFA : la détermination des niveaux de prise en charge devrait respecter au global un coût moyen de l'ensemble des formations, qui évoluerait chaque année pour tenir compte de l'inflation, de l'évolution de la masse salariale ou des gains d'efficience réalisés. Ils respectent également la logique d'enveloppe ouverte mise en place par la loi du 5 septembre 2018 pour la liberté de choisir son avenir professionnel, le coût de la formation de tout apprenti supplémentaire étant pris en charge par les deniers publics (dans la limite des niveaux de prise en charge retenus), logique qui a facilité le fort développement de l'apprentissage sur les derniers exercices. Enfin, les deux pistes proposées permettent de simplifier les modalités de fixation des niveaux de prise en charge par rapport à la situation actuelle. Le rapport recommande également de lancer rapidement l'expérimentation d'une enveloppe de financement à la qualité de la formation dispensée par les CFA, fondée sur les taux d'insertion et de poursuite d'études, d'une part, de recueil de la satisfaction des apprentis et de leurs employeurs, d'autre part. La mission établit également des recommandations pour améliorer la qualité des données de comptabilité analytique déclarées par les CFA auprès de France Compétences, condition indispensable pour garantir une plus grande équité dans l'allocation des financements entre CFA et contribuer ainsi à l'acceptabilité du modèle.

Lynch, K. (2024). **The Application of Behavioral Economics to Teacher Professional Development.** *Educational Researcher*, 53(9), 508-520.  
<https://doi.org/10.3102/0013189X241282296>

Teacher professional development (PD) is among the most prominent levers used to improve teaching quality. The findings of research studies examining PD interventions are heterogeneous, with meta-analyses indicating mean positive impacts but also the existence of many ineffective programs. Educational Researcher has served as a critical platform for conversations on strengthening the research base on teacher PD. In this article, we argue that insights from behavioral economics have the potential to improve professional development research by pointing toward solutions that can strengthen the implementation of well-designed PD. We provide illustrative examples of how concepts from behavioral economics can inform our understanding of barriers to effective PD implementation and discuss behavioral-economics-based tools to mitigate these barriers. We conclude by discussing future applications and research directions.

Machin, S., & Sandi, M. (2024). **Crime and education** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website:  
<https://econpapers.repec.org/paper/cepcdp/cepcdp2046.htm>

Research studying connections between crime and education is a prominent aspect of the big increase of publication and research interest in the economics of crime field. This work demonstrates a crime reducing impact of education, which can be interpreted as causal through leveraging research designs (e.g., based on education policy changes) that ensure the direction of causality flows from education to crime. A significant body of research also explores in detail, and in various directions, the means by which education has a crime reducing impact. This includes evidence on incapacitation versus productivity raising aspects of education, and on the quality of schooling at different stages of education, ranging from early age interventions, through primary and secondary schooling and policy changes that alter school dropout age. From this evidence base, there are education policies that have been effective crime prevention tools in many settings around the world.

Mériade, L. (2024, octobre 14). **«Universités en danger»: face au déficit, un modèle économique à réinventer.** Consulté 5 décembre 2024, à l'adresse The Conversation website: <http://theconversation.com/universites-en-danger-face-au-deficit-un-modele-economique-a-reinventer-240843>

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

Molénat, X. (2024, décembre 3). **Les universités alertent sur l'imminence d'une catastrophe financière.** Consulté 5 décembre 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/universites-alertent-limminence-dune-catastrophe-financiere/00113313>

De façon inédite, les présidents d'université appellent ce 3 décembre à la mobilisation face à un manque de moyens qui pourrait faire basculer leurs établissements dans des difficultés irrémédiabes.

Nasi, M. (2024, décembre 10). **A l'École polytechnique, du flou et des doutes autour du remboursement de la «pantoufle».** Le Monde. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2024/12/10/a-l-ecole-polytechnique-du-flou-et-des-doutes-autour-du-remboursement-de-la-pantoufle\\_6439196\\_4401467.html](https://www.lemonde.fr/campus/article/2024/12/10/a-l-ecole-polytechnique-du-flou-et-des-doutes-autour-du-remboursement-de-la-pantoufle_6439196_4401467.html)

Après la réforme de 2015, une première promotion de polytechniciens est appelée à rembourser la rémunération perçue pendant leur scolarité s'ils n'ont pas suffisamment travaillé pour l'Etat.

Paoli-Gagin, V., & Rapin, J.-F. **Projet de loi de finances pour 2025: Recherche et enseignement supérieur.**, Pub. L. No. Rapport général n° 144 (2024-2025), tome III, annexe 24 (2024).

Wiederhold, S., & Langer, C. (2023). **The Value of Early-Career Skills** (Growth Lab Working Paper N° 204). Consulté à l'adresse Harvard's Growth Lab website: <https://econpapers.repec.org/paper/glhwpfacu/204.htm>

We develop novel measures of early-career skills that are more detailed, comprehensive, and labor-market-relevant than existing skill proxies. We exploit that skill requirements of apprenticeships in Germany are codified in state-approved, nationally standardized apprenticeship plans. These plans provide more than 13,000 different skills and the exact duration of learning each skill. Following workers over their careers in administrative data, we find that cognitive, social, and digital skills acquired during apprenticeship are highly

– yet differently – rewarded. We also document rising returns to digital and social skills since the 1990s, with a more moderate increase in returns to cognitive skills.

## Aspects psychologiques de l'éducation

Barabasch, A., Cygan-Rehm, K., & Leibing, A. (2024). **Timing of School Entry and Personality Traits in Adulthood** (IZA Discussion Paper N° 17387). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17387.htm>

This paper investigates the long-run consequences of a later school entry for personality traits. For identification, we exploit the statutory cutoff rules for school enrollment in Germany within a regression discontinuity design. We find that relatively older school starters have persistently lower levels of neuroticism in adulthood. This effect is entirely driven by women, which has important implications for gender gaps in the labor market, as women typically score significantly higher on neuroticism at all stages of life, which puts them at a disadvantage. Our results suggest that family decisions regarding compliance with enrollment cutoffs may have lasting implications for gender gaps in socio-emotional skills.

Bertieaux, D., Lambeaux, M., Beauset, R., Wauthia, E., & Duroisin, N. (2024). **Bien-être, engagement académique et perception des technologies en formation initiale à l'enseignement: enquête dans le contexte de la Belgique francophone**. Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-05>

Boily, É., Dumouchel, G., Mailloux, A.-S., Desjardins, É., Jacob, É., & Giroux, P. (2024). **Retombées perçues de personnes étudiantes et enseignantes à propos de l'utilisation des classes d'apprentissage actif (CLAAC) sur l'engagement affectif des personnes étudiantes universitaires en sciences de l'éducation**. Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-02>

Boufarouj, C. (2024). **L'impact de la formation à la technologie sur le technostress et l'engagement organisationnel: cas des enseignants et enseignantes universitaires au Maroc**. Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-07>

Brunello, G., Crocè, C., Giustinelli, P., & Rocco, L. (2024). **Teacher Personality and the Perceived Socioeconomic Gap in Student Outcomes** (IZA Discussion Paper N° 17331). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17331.htm>

We randomly assign student profiles to teachers and elicit teachers' beliefs about the student's likelihood of success in alternative high school tracks. We document a large and statistically significant gradient in teachers' beliefs about students' high school prospects with respect to students' socioeconomic background (SEB), ceteris paribus. We find that this gradient varies with teacher's personality, a hard-to-observe and understudied teacher trait. Specifically, higher levels of teacher's extraversion and openness are associated with a steeper negative SEB gradient in teachers' beliefs about

students' success prospects in an academic track. Conversely, more conscientious and agreeable teachers assign to low-SEB students, on average, a higher probability of success in a vocational track. We discuss some policy implications of our findings.

Civitillo, S., Jugert, P., Yip, T., Lui, P. P., & Titzmann, P. F. (2024). **A daily diary study on associations between school-based ethnic discrimination and school engagement.** *Social Psychology of Education*, 27(6), 3047-3072. <https://doi.org/10.1007/s11218-024-09919-x>

Being the target of discriminatory actions because of their ethnicity can lead ethnic minority students to disengage from school. Research has relied on cross-sectional survey data to show that students who experience more frequent discrimination are more likely to be disengaged from school (i.e., between-person associations). Less is known about whether ethnic discrimination is responsible for day-to-day dynamic fluctuations in school engagement (i.e., within-person associations). The current study focuses on within-person processes to assess how different types (i.e., overt- vs. subtle behavior) and sources (i.e., peer vs. teacher) of school-based ethnic discrimination are linked to behavioral, emotional, and cognitive school engagement at the same- and next-day levels. Participants were secondary school students of Turkish and Arab descent ( $N = 87$ , Mage = 15, 62% female) in an ethnically diverse area of north-west Germany. Using an interval-contingent design, participants completed a daily diary once a day over a two week-period using a smartphone application. At the within-person level, multilevel models indicated that more frequent discrimination from teachers was associated with lower levels of cognitive engagement on the same day and emotional engagement on the next day. We found little evidence for links between any discrimination types and sources and behavioral school engagement. This study documents the negative consequences of experiencing school-based ethnic discrimination on student school engagement.

Costa, A., Moreira, D., Casanova, J., Azevedo, Â., Gonçalves, A., Oliveira, I., ... Dias, P. C. (2024). **Determinants of academic achievement from the middle to secondary school education: A systematic review.** *Social Psychology of Education*, 27(6), 3533-3572. <https://doi.org/10.1007/s11218-024-09941-z>

Because it is crucial for psychosocial adjustment and lifelong learning, education is the most relevant tool for ensuring inclusion and reducing inequalities. Due to its relationship with positive outcomes, such as life satisfaction, mental health, job performance or SES, academic achievement is a significant phenomenon that impacts students, families, and educational institutions. The present study sought to contribute to the field by reviewing the literature on the determinants that influence the objective achievements of a typical population of middle- to high-school students. Based on the PRISMA statement, a search for related studies was performed in the WoS, EBSCO, and PubMed databases, and 771 studies published between 1930 and 2022 were identified. After screening based on the analysis of abstracts, 35 studies met the selection criteria. The Bronfenbrenner ecological model served as the theoretical rationale for organizing the studies' findings. The results of this review highlight the following determinants of school achievement: (i) Personal factors—gender, personality traits, cognitive abilities and academic background, motivation and self-constructs, stress and problem-solving strategies, and substance use; (ii) Contextual microsystem factors—(a) Family—parental educational background; parenting practices and interactions; parental involvement and support; (b) School—school location; school conditions, responsiveness, and practices; (c) Peers—peer-group disagreement management. This systematic review updates the existing empirical

evidence on this topic and highlights the complexity of the phenomenon of academic achievement.

Coulibaly, M. (2024). **Analyse de l'engagement et du bien-être des personnes apprenantes en enseignement à distance en fonction de leur niveau d'études.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-04>

Dafreville, M., Guidetti, M., & Bourjade, M. (2024). **Attention-sensitive signalling by 7- to 20-month-old infants in a comparative perspective.** Frontiers in Psychology, 15. <https://doi.org/10.3389/fpsyg.2024.1257324>

Attention-sensitive signalling is the pragmatic skill of signallers who adjust the modality of their communicative signals to their recipient's attention state. This study provides the first comprehensive evidence for its onset and development in 7-to 20-month-olds human infants, and underlines its significance for language acquisition and evolutionary history. Mother-infant dyads ( $N = 30$ ) were studied in naturalistic settings, sampled according to three developmental periods (in months); [7–10], [11–14], and [15–20]. Infant's signals were classified by dominant perceptible sensory modality and proportions compared according to their mother's visual attention, infant-directed speech and tactile contact. Maternal visual attention and infant-directed speech were influential on the onset and steepness of infants' communicative adjustments. The ability to inhibit silent-visual signals towards visually inattentive mothers (unimodal adjustment) predated the ability to deploy audible-or-contact signals in this case (cross-modal adjustment). Maternal scaffolding of infant's early pragmatic skills through her infant-directed speech operates on the facilitation of infant's unimodal adjustment, the preference for oral over gestural signals, and the audio-visual combinations of signals. Additionally, breakdowns in maternal visual attention are associated with increased use of the audible-oral modality/channel. The evolutionary role of the sharing of attentional resources between parents and infants into the emergence of modern language is discussed.

Duchaine, M.-P., Gaudreau, N., Frenette, É., & Dia, F. (2024). **Le MOOC : un dispositif prometteur pour favoriser le bien-être du personnel scolaire?** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-08>

Duchaine, M.-P., Laforme, C., Samson, J., & B-Lamoureux, B. (2024). **Récits de pratiques et d'expériences étudiantes favorisant le bien-être et la persévérance aux cycles supérieurs en éducation.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/recits-pratiques-experiences-etudiantes-favorisant-bien-4330.html>

À travers 12 récits captivants, découvrez des témoignages uniques représentant une diversité de parcours et d'expériences. Des premières incursions dans la recherche aux défis de la parentalité, en passant par la construction...

Frozzini, J., Lévy, J., Côté, D., & Bérubé, F. (2023). **Usages académiques des TIC et qualité de vie des étudiant·e·s internationaux·e·s résident·e·s au Québec pendant le confinement COVID-19.** Revue des sciences de l'éducation, 49(3). <https://doi.org/10.7202/1114359ar>

Cet article rend compte des usages académiques des TIC ainsi que de leurs répercussions sur la qualité de vie des étudiant·e·s internationaux·les (EI) fréquentant des universités québécoises en période de confinement lié à la COVID-19. Les résultats de l'analyse de 40 entrevues semi-dirigées, dans cette recherche exploratoire qualitative, indiquent qu'il y a eu des répercussions significatives sur les finances des EI et les conditions d'enseignement et d'apprentissage. La démotivation, le manque de concentration, la fatigue ainsi que l'apparition ou l'amplification de problèmes physiques divers sont soulevés. Ces résultats illustrent l'importance de l'environnement technologique dans les études et la qualité de vie dans une situation de confinement.

Gao, C., & Lv, J. (2024). **Classroom-level adversity, instructional clarity and student outcomes: A multilevel mediation model based on TIMSS 2019.** *Social Psychology of Education*, 27(6), 3491-3512. <https://doi.org/10.1007/s11218-024-09918-y>

Classroom group characteristics are not only related to student outcomes, but also have an impact on classroom instruction. This study investigates an integrated model that examines the direct or indirect relationships among classroom-level adversity (CLA), instructional clarity, student academic self-concept and achievement in math lessons. Using TIMSS 2019 data from five East Asian regions and five Western countries, this study examined eighth-grade students ( $N = 30,115$  in Western;  $N = 21,340$  in Eastern) and their teachers in math lessons ( $N = 2,082$  in Western;  $N = 1,242$  in Eastern). Through multilevel analyses, we found the relationship between CLA and math self-concept was negatively mediated by instructional clarity. In the Eastern regions, CLA did not have a significant indirect effect on math achievement through instructional clarity, but in Western countries, a positive indirect effect was observed. In addition, a direct negative relationship between CLA and student outcomes in both Eastern and Western samples was detected.

Gaussel, M. (2024). **Le corps au cœur de l'école.** *Edubref*, (24), 1-4. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/EB-Veille/Edubref-decembre-2024.pdf>

Élément oublié des préoccupations éducatives et scientifiques, supplanté par la supériorité – supposée – de l'esprit, le corps peine à trouver sa place au sein de l'école. Mal considéré parce que perturbateur, encombrant, mouvant, le corps de l'élève est assujetti aux nombreuses contraintes imposées par l'ordre scolaire. Il apprend à s'adapter, parfois à s'effacer ou au contraire à résister à ce carcan rigide. Pourtant, si le cerveau de l'élève est bien indissociable du corps de la personne qu'il incarne, la distinction historique entre ces deux éléments vient brouiller leur articulation en tant qu'entité globale. Les usages du corps sont néanmoins multiples et nécessitent de prendre en considération les préoccupations qu'ils provoquent. D'une vision dualiste à l'image d'un corps idéalisé, les regards scientifiques contemporains nous permettent d'apporter quelques clarifications sur les divers statuts accordés au corps dans l'enceinte scolaire.

Ghasemy, M. (2024). **How do you feel during these hard times? A longitudinal study to examine the ebb and flow of academics' affect during a COVID-19 lockdown.** *Higher Education*, 88(5), 1969-1995. <https://doi.org/10.1007/s10734-024-01196-z>

The COVID-19 pandemic and its consequences have put a lot of strain on the world's population, including academics. Universities were closed or went online worldwide due to lockdown regulations. In Malaysia, the first strict lockdown started on March 18th 2020

and was extended until May 12th 2020. The purpose of this four-month study is to examine the hypothesized change in affective states among academics during and after the initial lockdown in this country. To explore patterns of change in both positive and negative affective states, we employed multivariate latent growth curve (LGC) modeling and analyzed data from 214 academics at three distinct time points: at the onset of the COVID-19 lockdown, at its conclusion, and two months thereafter. While we did not observe a significant linear change in affective states, the considerable variability around the means of academics' positive and negative affective states prompted us to adopt an exploratory approach to further investigate whether four time-invariant covariates assumed to remain constant throughout the four-month study period (i.e., academic rank, disciplinary background, gender, and experience outside higher education) could account for these variations. Our results showed that academic rank significantly accounted for differences in academics' affective states. From a practical perspective, our results suggest that policies should be revisited to increase the positive affect level as well as to minimize the negative affect level experienced by academics during any future pandemics. These policies, irrespective of academics' disciplinary background, can be universally implemented for male and female academics or academics with and without previous work experience outside higher education. Nevertheless, the policies for high and low rank academics should be tailored to those groups.

Gondo, D. (2024). **Techniques de relaxation : études de leurs influences sur le stress des étudiants** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2828>

Gonthier, M.-E., Jolicoeur, E., & Parent, S. (2024). **Usages des mesures liées à la compétence et au bien-être numériques par les personnes étudiantes du collégial à besoins particuliers au Québec**. Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-11>

Guigui, D., Faas, D., Darmody, M., & Fhlannchadha, S. N. (2024). **(No) time to engage: an exploratory mixed-method study into factors predicting the engagement of postgraduate research students in Ireland**. Higher Education, 88(5), 1673-1693. <https://doi.org/10.1007/s10734-023-01103-y>

Worldwide, HEIs strive to provide the best possible training for their PGRs, the next generation of researchers. PGRs engagement is crucial for a successful completion of their training, however, research on the experiences of PGRs is limited. Moreover, the number of international PGRs has increased steadily over the last decade, which poses the question whether international PGRs have different engagement levels compared to local PGRs. Therefore, thus study is aimed at filling this research gap by investigating the mechanisms that influence the engagement of these groups of students. The paper focuses on the dimensions of (1) students' engagement with the supervisor, (2) their engagement within the department, and (3) their cognitive engagement, by taking a mixed-method approach that draws on the Irish PGR StudentSurvey.ie 2019 data and 14 semi-structured interviews conducted with PGRs at Trinity College Dublin (TCD) in 2021. The findings indicate that differences in engagement between Irish and international students are mainly influenced by perceived financial security and familiarity with institutional structures and environments, are mediated by their relationship with the supervisor, and ultimately influence the time available for engagement. Therefore, the findings will be relevant to policymakers and HEIs as they offer insights into how

challenges for PGR students can be mitigated through supervisor support to encourage higher levels of engagement.

Gunawardena, M., & Koivula, M. (2024). **Children's Social-Emotional Development: The Power of Pedagogical Storytelling.** *International Journal of Early Childhood*, 56(3), 625-646. <https://doi.org/10.1007/s13158-023-00381-y>

Research shows social-emotional learning (SEL) affects young students' positive behavior which influences students' academic achievement as well as their well-being. Australian primary school teachers use diverse pedagogical practices and whole-school approaches to promote SEL. This qualitative study enquired about two popular approaches to SEL: whole-school approaches and pedagogical storytelling. The study thematically analyzed in-depth semi-structured interviews with eight primary school teachers and their classroom episodes of pedagogical storytelling interventions. The study found the whole-school approaches such as Positive Behavior for Learning and the Berry Street Education Model to achieve SEL were used to discipline students. Teachers also used pedagogical stories to promote SEL and increase students' positive behavior. This study highlighted the tremendous power within stories for igniting in-depth discussion to influence SEL. Pedagogical stories provide useful sources to foster children's emotional wisdom for self-awareness, social awareness, relationship building, and decision making.

Hoult, E. C., & Gibson, M. (2024). **The education and exclusion of heathcliff: a lesson on 'looked after' and 'previously looked after' children in schools from nineteenth-century literature.** *Pedagogy, Culture & Society*, 32(5), 1377-1392. <https://doi.org/10.1080/14681366.2023.2177325>

Children who are currently, or were previously, 'looked after' by the state, are educationally disadvantaged, with exclusion rates historically higher than in other groups in the UK. A conventional way of thinking about these children is that they have been affected by trauma and attachment issues in their early years, and that they import their problems into a neutral educational space. A less conventional explanation would be that the school itself is a key player in the production of problematic behaviours and identities that individual children may exhibit. This article attempts to demonstrate how the identity of the excluded care experienced child is formed by the discursive practices of the learning community. We ask: what are the micro-processes and cultural assumptions that might contribute to the levels of exclusion? Emily Brontë's novel Wuthering Heights provides an interrogative framework. It is argued that the learning environment is far from neutral, and that the young Heathcliff is framed by the discursive practices of those who tell his story, most notably those who teach him whether formally or informally. By presenting this stark, fictional example, it is hoped that the 'normal' practices of the contemporary school can be defamiliarized and reconsidered.

Hung, S.-J., & Wang, H.-F. (2024). **The Mediation Role of Executive Functioning on the Association Between Parental Responsiveness and Compliance in Preschoolers.** *International Journal of Early Childhood*, 56(3), 667-685. <https://doi.org/10.1007/s13158-023-00376-9>

Compliance is an important skill of social competence for young children as it reflects children's ability to understand others' expectations and to display cooperative behaviors. Existing research has shown that parental responsiveness and child executive functioning separately make contributions to child compliance, but less is known about the relationships among these three variables. Therefore, this study tested a theoretical

model by investigating the direct and indirect relationships among parental responsiveness, compliance, and executive functioning in preschoolers. This study utilized the data of parental self-reports from Kids in Taiwan: National Longitudinal Study of Child Development & Care (KIT), a nationwide longitudinal study designed to collect data on the development and care of children in Taiwan. 1,747 four-year-old preschoolers (857 boys, 890 girls, mean age 48.77 months) and their parents (either father or mother) were included in this study for analysis. The results from the structural equation model revealed that parental responsiveness was directly and indirectly (via child executive functioning) related to child compliance. For preschoolers, responsive parenting was associated with better executive functioning skills, which, in turn, led to increased compliant behaviors. Our findings highlighted the need to enhance parental responsiveness and child executive functioning when addressing compliance in young children.

Jónsson, Í. R. (2024). **Student involvement in assessment and power relations: teacher's perspective.** *Pedagogy, Culture & Society*, 32(5), 1433-1454. <https://doi.org/10.1080/14681366.2023.2186930>

Student involvement in assessment is considered essential to assessment for learning (AfL), mainly for developing a shared understanding of what it means to be a competent learner. However, translating AfL into practice has been difficult because teachers are reluctant to co-share assessment responsibilities with students. Thus, this paper explores secondary teachers' perceptions of student involvement in assessment and feedback from the angle of power relations and highlights the conflicting positions and challenges of inviting students into the decision-making process and negotiations on assessment. The data set was purposefully collected from three focus groups of teachers from three upper secondary schools in Iceland. The findings indicate that power relations influence teachers' perception of student involvement. Power relations are mediated by teachers' positions and their knowledge, language, and space. Moreover, the findings show that developing relationships of trust is critical in creating a space for dialogue and student involvement.

Kim, S., Lee, H. J., & Bong, M. (2024). **Parental mindsets as determinants of children's achievement goals and performance in math.** *Social Psychology of Education*, 27(6), 2943-2965. <https://doi.org/10.1007/s11218-024-09953-9>

Parents' beliefs about the nature of ability are communicated to their children through parent-child interactions. Parental mindsets are one of the parental beliefs that have received increasing attention over recent years. However, their role in children's motivation and achievement outcomes remains relatively underexplored. Moreover, most existing studies have measured parental mindsets as either reported by parents themselves or perceived by children only, making it difficult to develop a comprehensive understanding of their role. Yet, parents' mindsets and children's perceptions of their parents' mindsets may not be identical, and one may be more important than the other in shaping children's motivation and achievement. Using the data from 507 third- and fourth-graders and their parents in Korea, we examined how parents' growth and fixed mindsets, both self-reported and child-perceived, predicted children's achievement goals, persistence, and achievement in mathematics. Whereas the growth and fixed mindsets of parents correlated negatively with each other, there was no significant relationship between self-reported and child-perceived parental mindsets. Parents' growth mindset positively predicted children's mastery goals. In contrast, parents' fixed mindset negatively predicted children's mastery goals and positively predicted

children's ability-focused and normative performance goals. Children's mastery goals in turn positively predicted their persistence and achievement. The indirect paths from parental mindsets to children's persistence and achievement through children's mastery goals were also significant. In general, the child-perceived mindsets of parents demonstrated a stronger predictive power than the self-reported mindsets of parents. The underexplored role of parental mindsets is discussed concerning children's achievement goal adoption and learning.

Kristensen, S. M., & Jeno, L. M. (2024). **The developmental trajectories of teacherautonomy support and adolescent mental well-being and academic stress.** *Social Psychology of Education*, 27(6), 1-32. <https://doi.org/10.1007/s11218-024-09923-1>

This study investigated the developmental impact of teacher autonomy support on changes in students' mental well-being and academic stress throughout uppersecondary school. The sample consisted of 1453 Norwegian students (baseline Mage = 17.00; 60.6% girls; 80.9%Norwegian-born). The unconditional latent growth curve model results showed thatperceived teacher autonomy support and mental well-being decreased during thethree-year-long education. Academic stress, on the other hand, increased during thisperiod. Findings from the parallel process latent growth curve model indicated that theinitial status and change in teacher autonomy support were positively and negativelyrelated to the initial levels and trajectories of mental well-being and academic stress,respectively. Girls experienced a higher level of academic stress and lower mentalwell-being and teacher autonomy support at the beginning of upper secondary school. Students with a higher socioeconomic status reported higher initial mental well-beingand teacher autonomy support than others but also a more rapid decline in teacherautonomy support throughout upper secondary school. This study provides new insightsinto academic, psychological, and affective processes and their interrelationshipsduring upper secondary school.

Levinsson, H., Nilsson, A., Mårtensson, K., & Persson, S. D. (2024). **Course design as a stronger predictor of student evaluation of quality and student engagement than teacher ratings.** *Higher Education*, 88(5), 1997-2013. <https://doi.org/10.1007/s10734-024-01197-y>

Research on Student Evaluation of Teaching (SET) has indicated that course design is at least as important as teachers' performance for student-rated perceived quality and student engagement. Our data analysis of more than 6000 SETs confirms this. Two hierarchical multiple regression models revealed that course design significantly predicts perceived quality more strongly than teachers, and that course design significantly predicts student engagement independent of teachers. While the variable teachers is a significant predictor of perceived quality, it is not a significant predictor of student engagement. In line with previous research, the results suggest it is important to highlight the vital impact of course design. The results are discussed particularly in relation to improved teaching practice and student learning, but also in terms of how student evaluations of teaching can be used in meaningful ways.

Li, M., Johnson, T., & Adegoke, A. S. (2024). **The structure of psychosocial factors in academic success: A gaussian graphical model approach.** *Social Psychology of Education*, 27(6), 3175-3201. <https://doi.org/10.1007/s11218-024-09917-z>

Past research identified various psychosocial indicators of college students' academic success. Using the affordance ecology framework, the present study explored the complex relations among different psychosocial indicators with a Bayesian Gaussian

Graphical Model approach. Specifically, this study aims to uncover the general patterns of the psychosocial indicators, central variables, and the network centrality indices (network betweenness, closeness, and strength). The final sample consisted of 997 college students. Results showed that after accounting for the complex covariances of all indicators, sense of belonging, having the highest strength, was one of the most central factors in the network of psychosocial indicators and demonstrated a strong direct link to the rest of the psychosocial indicators. Variables relating to the family background and socioeconomic status, including perceived parental support, perceived family social status, and perceived personal financial situation, demonstrated high betweenness and closeness in the network. Implications for higher education research on the psychosocial experiences of students were discussed.

Missaoui, R. (2024). **Impacts de l'usage des technologies éducatives numériques sur le bien-être scolaire des étudiants et étudiantes en sciences de l'éducation.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-06>

Molinari, G., Mamprin, C., & Poellhuber, B. (2024). **Bien-être et technologies numériques : quels enjeux pour l'apprentissage et l'enseignement au postsecondaire? Introduction au numéro thématique.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-01>

Normand, C. L., Desbiens, N., & Papazian-Zohrabian, G. (2024). **Stratégies d'adaptation scolaire et sociale d'orphelins : une étude exploratoire.** Revue internationale de l'éducation familiale, 53(1), 69-91. <https://doi.org/10.3917/rief.053.0069>

Rodríguez Herrero, P., Serrano Manzano, B. F., & de la Herrán Gascón, A. (2024). **'Death livens you up': death education through the eyes of adolescents.** Pedagogy, Culture & Society, 32(5), 1535-1548. <https://doi.org/10.1080/14681366.2023.2230965>

From a Pedagogy of Death perspective, this study focuses on education for a more conscious life that includes an awareness of death. The objective was to ascertain in depth the views of adolescents on teaching about death in their particular context. The methodology adopted was qualitative and phenomenological. Seven focus groups were organised with high-school students from 12 to 18 years of age from 7 different Spanish schools. Analysis of their views yielded valuable findings: death was interesting to them in the areas of gender violence, health, sustainability and suicide. Participants called for organised guidance from trained educators through which they would be able to discuss this taboo topic, have meaningful encounters with others, create humanising educational environments and raise their individual and collective awareness. The study found that the adolescents were interested in death and in death education; that the creativity and relevance of their observations could produce significant educational knowledge; and that training for educators and their good rapport with students were seen as key to the inclusion of death in a more developed curriculum and for counselling and guidance in situations of bereavement.

Severinsson, S. (2024). **Assemblages of security? – A study about starting school and feeling safe and secure at school.** Pedagogy, Culture & Society, 32(5), 1573-1592. <https://doi.org/10.1080/14681366.2023.2235684>

To explore issues of safety and security at school the research reported here investigated the way a sense of security was created in school, how security was linked to different locations and situations, and the influences that acted on pupils' sense of security. Pupils in year 1 in Sweden took photographs associated with insecurity and security, and these were used as starting points for small-group discussions. Analysis makes use of Deleuze and Guattari's (1987) theoretical concepts including assemblage, affect, rhizome and desire. This article provides an insight into the vulnerability of little bodies, in which materiality and thing-power played a large part. Security was created in assemblages, in the interplay between locations, things and pupils. It varied between different points in time and also increased or decreased depending on the risks the pupils dared expose themselves to. Happiness, freedom, self-assertiveness, status, and self-preservation were examples of desires arising in the assemblage and influencing the sense of security. The article provides examples of how the sense of security may be affected and follows a molecular rhizome of understanding the appearance of emotions of security in school.

Simar, C., Monier, M., Doidant, S., Cury, P., Coudert-Chevreau, R., Jourdan, D., ... Pironom, J. (2024, novembre 12). **Developping Health-Promoting School in Alliance project: Mediation effects of life skills on health behaviours for French pupils aged 8-11 years old.** Présenté à 17th European Public Health Conference 2024: Sailing the waves of European public health: exploring a sea of innovation. Consulté à l'adresse <https://uca.hal.science/hal-04786951>

Pupils health indicators and behaviors are marked by social and territorial inequalities which develop early (DREES, 2015, 2019). In order to combat these inequalities and improve the health behaviors and well-being of pupils, the "health-promoting school" approach is recognized as convincing. It is endorsed by the World Health Organization (Langford, 2015; WHO, 2021). The health policy currently implemented in French schools is convergent (MEN, 2018, 2021). In order to disseminate this policy, since 2019, the Alliance project has been implemented in 101 French schools (9 – 12 years old) and 97 municipalities in the AURA region. Each school and community are trained and supported to promote the development of professional practices and a health promotion project to improve the health behaviors of pupils. The question arises as to the extent to which the development of health-promoting teaching projects and practices participating in the strengthening of health protective factors – life skills and health literacy – of pupils would have a mediating effect from the point of view of socio-economic level and health behaviors of pupils? Each year, data are collected from pupils by questionnaire, measuring their well-being, health habits, psychosocial competencies and their families' socio-economic level. 11500 questionnaires collected during 3 years have been analyzed. Descriptive and bivariate analysis indicate several improvements between years in their health habits like for example daily physical activities (6% for T0 and 16% for T2) or daily consumption of sweets (17% for T0 and 13% for T2). They confirm negative influence of risk factors as low socio-economic level on health habits. But mediation analysis show that psychosocial competencies, especially emotional and social competencies, mediate significantly this influence (mediation effect range from 5% to 21%).

Soruç, A., Yuksel, D., Horzum, B., McKinley, J., & Rose, H. (2024). **Linguistic and non-linguistic factors impacting EMI academic success: a longitudinal study.** Higher Education, 88(5), 1947-1968. <https://doi.org/10.1007/s10734-024-01195-0>

This study explored changes in English language proficiency and several non-linguistic factors during four years of English medium instruction (EMI) in two academic disciplines in a Turkish university setting. Moreover, it also investigated whether changes (if any) had a predictive impact on the academic success of EMI students. In addition, potential differences between disciplines were also investigated. The participants were 241 EMI students from Business Administration ( $n = 117$ ) and Mechanical Engineering ( $n = 124$ ) programmes. Our findings revealed that in addition to the language proficiency scores, various non-linguistic factors, including self-efficacy, ideal L2 self, motivation, self-regulation skills, and anxiety levels, changed throughout EMI education. However, only English proficiency and instrumental motivation emerged as positively significant predictors of EMI success. Our findings also revealed that the increase in participants' intrinsic motivation scores was a significant negative predictor of EMI success. These results are discussed and implications are given regarding the impact of linguistic and non-linguistic factors in EMI contexts.

Valle, R. C. (2024). **The triangle of lifelong learning: Strategies, motivation, and self-belief.** <https://doi.org/10.1787/45ec682f-en>

How prepared are students for life-long learning? Students learn many things at school, but one of the most crucial is learning how to learn. For students to continue learning independently beyond the classroom, three key aspects are essential: understanding effective learning strategies, staying motivated to learn, and having confidence in their own abilities and capacity to grow. These elements form what we call the triangle of lifelong learning. This PISA in Focus highlights some of the key findings from Volume V of PISA 2022. It explores these three critical components and provides insights into how well students are prepared to become self-directed learners capable of thriving in a rapidly changing world.

Vitalis, M., Rochat, N., Lima, L., & Bressoux, P. (2024a). **Contexte théorique des échelles de motivation (lecture et écriture).** Consulté à l'adresse <https://hal.science/hal-04801335>

Vitalis, M., Rochat, N., Lima, L., & Bressoux, P. (2024b). **Informations synthétiques sur l'échelle de motivation en écriture.** Consulté à l'adresse <https://hal.science/hal-04801348>

Vitalis, M., Rochat, N., Lima, L., & Bressoux, P. (2024c). **Livret de passation de l'échelle de motivation en écriture (CE2-CM1-CM2).** Consulté à l'adresse <https://hal.science/hal-04801354>

Vitalis, M., Rochat, N., Lima, L., & Bressoux, P. (2024d). **Livret de passation de l'échelle de motivation en écriture (CP-CE1).** Consulté à l'adresse <https://hal.science/hal-04801430>

Vitalis, M., Rochat, N., Lima, L., & Bressoux, P. (2024e). **Présentation détaillée et analyses psychométriques de l'échelle de motivation en écriture.** Consulté à l'adresse <https://hal.science/hal-04801449>

Wang, J., Meng, W., Xing, Q., & Moè, A. (2024). **Motivating and demotivating teaching styles: A comparison among planned, adopted, and perceived.** Social Psychology of Education, 27(6), 2993-3017. <https://doi.org/10.1007/s11218-024-09943-x>

Grounded in Self-Determination Theory (SDT), this study aimed at comparing autonomy-supportive (e.g., the teacher allows students to choose a project they are interested in

from several options), structuring (e.g., the teacher breaks down problem-solving steps into manageable parts to help students understand), controlling (e.g., the teacher strictly enforces classroom rules and punishes non-compliance), and chaotic (e.g., despite some students being disruptive in class, the teacher does not intervene) planned, adopted, and student-perceived (de)motivating teaching styles. A mixed method was adopted by involving 20 secondary school teachers and their 38 students in focus group interviews and in filling in a measure of (de)motivating teaching styles. While the questionnaire data did not reveal significant differences, the focus group interviews uncovered noteworthy distinctions. The data from focus group interviews with teachers and students revealed that the proportion of teachers adopting a controlling teaching style is higher than those who had initially planned to use this style. Simultaneously, the proportion of teachers adopting a controlling style is lower than the proportion of students perceiving this style. Thematic analysis of data gathered from focus group interviews with teachers identified five main themes influencing teachers' adoption of teaching styles: "teacher factors", "school factors", "student factors", "management and relationships", and "teaching methods and design". Overall, this study provides a more comprehensive understanding of (de)motivating teaching styles in China. Educational implications are discussed.

Watkins, M. (2024). **Technē and technology: young men, literacy and the facility to write.** *Pedagogy, Culture & Society*, 32(5), 1361-1375.  
<https://doi.org/10.1080/14681366.2023.2177324>

With the fetishisation of computer technologies in education, the older sense of technology as pertaining to skill, what the Greeks termed 'technē', seems to have slipped from view. Technology is generally equated with the object itself rather than the facility to use it. A skill such as writing, for example, is rarely considered a technology and yet it is a vital tool for communication that aids understanding. Writing is also a technology that is framed in particular ways in relation to boys and young men. With constant concerns over 'boys' literacy', it is generally viewed as a 'feminine' activity. Drawing on interviews with a group of young men – all proficient writers reflecting on their schooling – this article examines their perspectives on writing and broader engagement with different technologies. In particular, it considers how writing by hand can promote forms of embodied cognition and the affordances this provides.

Wu, Y., Gilligan-Lee, K., Ng-Knight, T., & R. Tenenbaum, H. (2024). **Student-perceived parents' and teachers' expectancies and feedback influence homework motivation and effort.** *The Journal of Educational Research*, 117(5), 267-283.  
<https://doi.org/10.1080/00220671.2024.2385405>

Homework is a multifaceted process that involves a complex interplay of factors. However, the processes underlying homework behavior are not yet fully understood. In Study 1, we tested a model of homework processes by examining the influences and consequences of homework behavior based on 473 Chinese students. In Study 2 with 159 British students, we aimed to verify our homework model. We measured Year 7 to 9 children's perceptions of parents' and teachers' expectancies and teachers' feedback as well as children's homework motivation (expectancy and value beliefs), homework effort, academic outcomes, and academic stress in both samples using two waves of data. The findings from structural equation modeling revealed that children's perceptions of parents' and teachers' expectancies and teachers' feedback are more highly associated with children's homework motivation than children's homework effort.

Homework effort was not related to children's academic outcomes and academic stress across both cultures.

## Aspects sociaux de l'éducation

Acton, R., Cortes, K. E., & Morales, C. (2024). **Distance to Opportunity: Higher Education Deserts and College Enrollment Choices** (IZA Discussion Paper N° 17394). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17394.htm>

We study how geographic access to public postsecondary institutions is associated with students' college enrollment decisions across race and socioeconomic status. Leveraging rich administrative data, we first document substantial differences in students' local college options, with White, Hispanic, and rural students having, on average, many fewer nearby options than their Black, Asian, suburban, and urban peers. We then show that students are sensitive to the distance they must travel to access public colleges and universities, but there are heterogeneous effects across students. In particular, we find that White and non-economically disadvantaged students respond to living far from public two-year colleges primarily by enrolling in four-year colleges, whereas Black, Hispanic, and economically disadvantaged students respond primarily by forgoing college enrollment altogether. Lastly, in a series of decomposition and simulation exercises to inform public policy efforts to increase college enrollment, especially among underrepresented minorities and low-income students, we find that differences in students' sensitivity to distance, rather than differences in distance to the nearest college, primarily contribute to observed four-year college enrollment gaps across racial and ethnic groups.

Alam, M. J. (2024). **Bangladesh's Early Childhood Education Settings' School Preparation Depends on Parental Socioeconomic Status: An Empirical Study**. *International Journal of Early Childhood*, 56(3), 511-533. <https://doi.org/10.1007/s13158-023-00352-3>

Parental involvement with children is crucial for children's school readiness. The inequality in Early Childhood Education (ECE) results in an intellectual divide among children aged 3–5 in Bangladesh. Additionally, cognitive and non-cognitive development significantly contributes to school readiness. This case study research gathered information from 68 parents, 25 supply-side stakeholders, and classroom and school observations to comprehend the current state of school readiness of children in Bangladesh. This research finds that private tutoring has become a popular approach to preparing children for school because parents are less involved with their children. The insufficient preparation for ECE instructors and the infrequent contact between parents and teachers increase parental ignorance of their child's school readiness. The research highlights some significant elements of the settings of ECE which needs to be advanced and recreated that are favorable to the development of young children, such as learning materials, the surroundings, the curriculum, and peer interactions.

Anderson, K. P. (2024). **Biased Opportunities: The Role of Implicit and Explicit Bias in Advanced Placement and Dual Enrollment**. *Educational Evaluation and Policy Analysis*, 46(4), 735-763. <https://doi.org/10.3102/01623737231192487>

Black and Latinx students are underrepresented in advanced placement (AP) and dual enrollment (DE), and implicit bias of educators has been discussed as one potential contributor. This study tests whether aggregate measures of implicit and explicit racial

bias are related to AP and DE participation and racial/ethnic gaps in participation, controlling for contextual factors. The results indicate a relationship between implicit racial bias and disparate AP participation for Black students relative to White students, and suggestive evidence of a relationship between explicit racial bias and disparate DE participation between Black and White students. Furthermore, more explicitly biased communities have lower AP participation overall. Implications for school leaders regarding interventions to address systemic inequities in access are discussed.

Anderson, V., Ortiz-Ayala, A., & Mostolizadeh, S. (2024). **Schools and teachers as brokers of belonging for refugee-background young people.** *International Journal of Inclusive Education*, 28(14), 3487-3501. <https://doi.org/10.1080/13603116.2023.2210591>

Schools play a crucial role in shaping resettled refugees' sense of belonging and access to citizenship rights. Education is a pathway to social integration, civic participation, and meaningful employment. Teachers can be seen as 'boundary workers' who broker a sense of (un)welcome and (un)belonging, mediating the relationship between resettled refugees and the State, and building or disrupting trust. In this paper, we draw on findings from a participatory action research project conducted in southern New Zealand with refugee-background young people at the secondary-tertiary education border. We explore how 10 young people reflected on their secondary school experiences in relation to their sense of belonging and inclusion in school, and in New Zealand more broadly. We conclude by calling for recognition of the critical role teachers play in brokering belonging and 'settlement' for refugee-background young people both in and beyond school. We also call for resourcing and teacher professional development that reflects a commitment to supporting refugee-background young people's pathways to better futures.

Belza, H., Herrán, E., & Anguera, M. T. (2024). **Keys to Responsive Feeding in Early Education: Systematic Observation of Pikler-Lóczy's Educators' Behaviour During Breakfast.** *International Journal of Early Childhood*, 56(3), 605-623. <https://doi.org/10.1007/s13158-023-00366-x>

The responsive feeding style has been researched to date using indirect techniques, mainly in family contexts. This style supports children's capacity for self-regulation, which is why the present study aims to directly and systematically observe the method in a school context, focusing specifically on the behaviour of two educators working at the Emmi Pikler Nursery School during breakfast time with two different groups. The observation instrument used was a field format created ad hoc that measures two basic dimensions in said behaviour: instrumental and relational. A total of 25 sessions were recorded and a lag sequential analysis was performed to detect behavioural patterns during the care activity. The results reveal a common pattern shared by both educators in both dimensions (instrumental and relational) that includes key elements of group-based responsive feeding.

Bjørnerås, A. B., Langørgen, E., Witsø, A. E., Kvam, L., Leithaug, A.-E., & Horghagen, S. (2024). **Aiming for inclusion: processes taking place in co-creation involving students with disabilities in higher education.** *International Journal of Inclusive Education*, 28(14), 3437-3453. <https://doi.org/10.1080/13603116.2023.2230198>

Students with disabilities encounter challenges through higher education and into employment. Despite holistic disability paradigms, higher education institutions continue to view disability as a human quality, providing support services through a medical lens.

Through participatory action research, students with disabilities, in collaboration with university researchers co-create an intervention to promote the voices of students with disabilities in higher education. This study explores and describes the co-creation processes. Data were generated through group discussions, mapping, shared analysis, and shared writing through digital and in-person workshops, and shared documents. A reflexive thematic analysis resulted in the generation of five themes; enabling participation and including all voices; sharing and relating to each other; shifting from being a problem to being discriminated; and translating experiences into actions. The fifth and overall theme is the transformation of co-creators' understandings. The results indicate empowering processes of being awakened to discriminating structures and seeing own capabilities to make changes.

Bolzonella, F., de Greef, M., & Segers, M. (2024). **Training design for social inclusion: The impact of sociodemographic factors on immigrant learners in Dutch adult education programs.** *Social Psychology of Education*, 27(6), 3453-3490. <https://doi.org/10.1007/s11218-024-09936-w>

This study explores the impact of adult basic education programs aimed at enhancing social inclusion for immigrant learners in the Netherlands. Basic literacy skills are vital for performing everyday tasks and building human capital, which in turn facilitates employment and skill acquisition. Low adult literacy is often associated with social exclusion and poverty, which can have detrimental effects on mental health and further reinforce marginalization. We analyzed two adult education programs ( $N=171$ ) conducted in 2019, within the context of lifelong learning policies designed to support adults with low literacy skills. Our findings confirm the positive effects of these educational programs on social inclusion outcomes. Through logistic regression and moderation analyses, we examined how participants' sociodemographic backgrounds influenced their social inclusion outcomes following the program. Key pre-training conditions, such as prior education and employment status, influenced how participants engaged with a positively perceived learning environment. Assertiveness emerged as a significant outcome, affecting changes across various aspects of social inclusion. These results suggest that acquiring new skills empowers participants to reshape their self-perceived literacy identity. This study adds to the body of literature on adult education by emphasizing the importance of training design and sociodemographic factors in fostering social inclusion for immigrant learners.

Briceno Mosquera, A. (2024). **"They Asked for More, More, and More Paperwork": Administrative Burdens When Undocumented Youth Claim In-State Resident Tuition Policy Benefits.** *Educational Evaluation and Policy Analysis*, 46(4), 623-645. <https://doi.org/10.3102/01623737231182672>

Undocumented immigrants face learning, compliance, and psychological costs when confronting in-state resident tuition (ISRT) policy implementation. Building on administrative burdens scholarship and using qualitative data from 19 semi-structured interviews with undocumented youth immigrants, this article examines administrative burdens that may discourage and prevent students from accessing ISRT policy—a public benefit aimed at extending their educational opportunities. Findings demonstrate that undocumented youth navigate multifaceted contexts, including multiple rules at different organizational levels and interactions with admissions officers whose attitudes may facilitate or obstruct access. This study spotlights how some intended beneficiaries may be more affected by stigma and fear, depriving them of accessing public benefits.

Furthermore, the study shows how bureaucratic procedures reinforce existing social inequalities by affecting those less well-positioned to address burdens.

Café pédagogique. (2024, décembre 5). **Timss 2023 : des résultats alarmants en maths qui alertent aussi sur le décrochage des filles en CM1.** Consulté 5 décembre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/05/timss-2023-des-resultats-alarmants-des-le-cm1-qui-alertent-aussi-sur-le-decrochage-des-filles-en-cm1/>

L'étude internationale TIMSS vient d'être dévoilée, elle concerne les sciences et les mathématiques en CM1 et 4ème. Selon le score de référence, 15% des élèves français ne maîtrisent pas le

Cayouette-Remblière, J., Charmes, É., & Debroux, J. (2024). **Les effets de quartier mis en contexte : à propos de la sociabilité locale dans les centres de deux petites villes françaises.** Géographie, économie, société, 26(4), 493-523. <https://doi.org/10.1684/ges.2024.24>

Cioldi, I., & Raffy, G. (2024). **Timss 2023 en CM1 : les résultats en mathématiques et en sciences restent stables en France, sous la moyenne européenne, avec une hausse des inégalités entre filles et garçons.** Note d'Information, (24.47), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/timss-2023-en-cm1-les-resultats-en-mathematiques-et-en-sciences-restent-stables-en-france-sous-la-415946>

L'étude internationale Timss mesure les performances en mathématiques et en sciences des élèves à la fin de la quatrième année de scolarité élémentaire. Pour le cycle 2023, les scores moyens des élèves scolarisés en CM1 en France sont stables par rapport à 2019 mais demeurent sous les moyennes européenne et internationale pour les deux disciplines.

Claude, M.-S., & Rayou, P. (2024). **Pour une approche socio-didactique des disciplines scolaires : Introduction.** Didactiques & Disciplines, 2(4), 7-17. <https://doi.org/10.34874/PRSM.dd-vol2iss4.50002>

La volonté de s'attaquer à la persistance des inégalités d'apprentissage à l'école a suscité des appels à la collaboration entre didactiques et sociologie qui visent à comprendre plus finement la façon dont les savoirs scolaires sont socialement construits et appropriés. Un tel projet peut être théoriquement fondé dans la distinction établie entre matrices curriculaires et matrices disciplinaires, qui permet de considérer, à grain différent et complémentaire, les apprentissages scolaires et les conditions de leur réussite. Si d'indéniables avancées se sont produites tant dans la prise en compte de la dimension contextuelle de ces apprentissages que dans celle des disciplines particulières, des zones d'ombre persistent, notamment dans la spécificité de celles-ci, ainsi que dans l'articulation des deux approches. C'est ce dossier que nous souhaitons rouvrir et compléter avec ce numéro.

Combaz, G., & Nakas, R. (2023). **Composition sociale du public scolaire et différenciation des contenus enseignés. L'exemple de l'enseignement moral et civique à l'école élémentaire en France.** Revue des sciences de l'éducation, 49(3). <https://doi.org/10.7202/1114358ar>

Centrée sur l'enseignement moral et civique (EMC) à l'école élémentaire en France, notre recherche s'efforce d'analyser les relations pouvant exister entre la composition

sociale interne du public scolaire et la nature des savoirs transmis. Cent-vingt entretiens ont été menés en vue de recueillir des récits de pratique retracant les actions réalisées dans le cadre de l'EMC. Les catégories socioprofessionnelles des parents ont été relevées pour caractériser la composition sociale de chaque école. L'étude montre que les enseignants mettent principalement l'accent sur des actions destinées à parfaire la socialisation des élèves en particulier dans les écoles qui scolarisent des élèves de milieux très défavorisés.

Dearing, E., Bustamante, A. S., Zachrisson, H. D., & Vandell, D. L. (2024). **Accumulation of Opportunities Predicts the Educational Attainment and Adulthood Earnings of Children Born Into Low- Versus Higher-Income Households.** *Educational Researcher*, 53(9), 496-507. <https://doi.org/10.3102/0013189X241283456>

Scholars theorize that “opportunity gaps” drive achievement disparities between children born into poverty versus affluence. In a 26-year longitudinal study ( $N = 814$ ), we examine (a) economic disparity in children’s accumulation of opportunities—from birth through high school—at home, childcare, school, afterschool, and in the neighborhood; (b) the extent to which opportunity is linked with educational attainment and earnings in early adulthood; and (c) whether opportunity is most strongly associated with these adult outcomes for children from low-income households. We document large opportunity gaps between children from low- versus higher-income households. These opportunity gaps are strongly linked with educational attainment and earnings, particularly for low-income children, helping explain why household income in early childhood predicts these outcomes in adulthood.

Depléchin, M. (2024). **Égalité et diversité : que raconte le livret scolaire des élèves au Japon ?** *Études japonaises*, 1(1), <https://interfas.univ-tlse2.fr/etudes-japonaises/198>. Consulté à l'adresse <https://hal.science/hal-04636341>

In post-Second world war Japan, the control exercised by the Ministry of Education over schoolteachers and learning contents shows itself in the form of an approval system for school textbooks, of a prescriptive status for the national courses of study, and of the establishment of a cumulative record which takes accountability in assessing students’ competencies off of teachers. As we follow the consecutive revisions of the cumulative record since 1948, this paper aims to investigate both the part played by the educational record in maintaining competitiveness between students and in restraining students’ behaviors, while reevaluating the role of educational assessment throughout the evolution of the assessment modalities used in the record up to nowadays.

Duc, M. (2024). **L'ambivalence des migrations étudiantes groenlandaises au Danemark : une réaffirmation de l'ordre du genre et de la race.** *Revue européenne des migrations internationales*, 40(2-3), 103-126. Consulté à l'adresse <https://shs.cairn.info/revue-europeenne-des-migrations-internationales-2024-2-page-103>

Fanshawe, M., Barton, G., Mandarakas, M., Cain, M., & Todd, N. (2024). **Enablers and barriers to equitable participation for students with blindness or low vision in Australian mainstream secondary schools.** *International Journal of Inclusive Education*, 28(14), 3470-3486. <https://doi.org/10.1080/13603116.2023.2265915>

A global commitment to inclusive education through policies and legislation has been espoused to provide equitable access to the curriculum for students with disability. Recent evidence suggests, however, that for students with blindness or low vision (BLV),

the visual nature of the curriculum means that content can be inaccessible. This study explored the barriers and enablers that students with BLV encounter when engaging with the curriculum. Empirical data was collected through semi-structured interviews with six students with BLV in Australian mainstream secondary schools. The interviews were analysed to determine the factors that influenced equitable access and participation. The analysis uncovered a number of themes, including access to curriculum materials, support from classroom teachers, support from specialist educators and familiarity with, and use of assistive technologies. The results of this study demonstrated that more professional development is needed for teachers and other stakeholders to prepare students with BLV to participate in learning 'on the same basis' as their peers without disability.

Hejwosz-Gromkowska, D., & Hildebrandt-Wypych, D. (2024). **Solidarity Movement in the School History Textbooks in Poland - Selected Contexts of Gender, Religion and Politics.** *Pedagogy, Culture & Society*, 32(5), 1109-1126.  
<https://doi.org/10.1080/14681366.2022.2142651>

The aim of the study was to analyze the narratives of the Solidarity movement in upper-secondary level history textbooks, published between 1991 and 2018. Quantitative methods were used to measure different categories of historical figures in terms of their frequency and textual space, as well as any changes in representation over time. To explore the values and ideologies embedded in the textbook narratives of Solidarity, the study was guided by the qualitative approach and the critical discourse analysis of both verbal and visual texts. It seems that the content of the Polish history textbooks is not as susceptible to governmental and/or policy changes as initially assumed. Women consequently remain outside the historical narrative of Solidarity as a marginalized group. The study noticed oversimplification of historical and political complexity of Solidarity, with its major cost being the reproduction of socio-economic inequalities and gender stereotypes.

Jokila, S., & Mathies, C. (2024). **Rhizomic communication practices bridging international students and the host society and beyond.** *Higher Education*, 88(5), 1711-1730.  
<https://doi.org/10.1007/s10734-023-01153-2>

Evidence suggests that the COVID-19 pandemic has significantly impacted international student communities while reflecting wider societal inequalities. This study in the Finnish context examined international students' experiences of the published national crisis communication and media usage during the first year of the pandemic. Using the national COVID-19 crisis communication practices as an example, we examined what kinds of strategies the international students deployed to access information in this non-English-speaking country and how they perceived the information communicated. Theoretically, we based the analysis on the theories of crisis communication and information inequality, which identify communication practices, such as language choice, that differentiate groups of people and impact their health outcomes. These are combined with rhizomic understanding, as reported by Deleuze and Guattari (1988/2020), of accessing media, and extended it to a mobile group of people (international students) living transnational lives. The data included interviews with international students studying at Finnish universities. The findings show that the students deployed five interlinked strategies to access information during the COVID-19 pandemic that highlight the heterogeneity of information and its usage, global

asynchronousness of pandemic paths, and temporal changes in approaching information.

Kauhanen, I., Lanas, M., & Kaukko, M. (2024). **(Im)possibilities of parity of participation in school settings in the lives of unaccompanied youth.** *International Journal of Inclusive Education*, 28(14), 3422-3436. <https://doi.org/10.1080/13603116.2023.2287474>

Despite the rhetoric of inclusion and equal participation, educational practices end up producing social exclusion. In this research, we are interested in practices where outcomes fail to match efforts with respect to students' opportunities to participate equally. The research was carried out as a focused ethnography with young people who arrived in Finland as unaccompanied asylum-seeking youths. The results show that separated learning environments in school settings commonly exclude these young people socially from the rest of their peers. The research sheds light on how seemingly 'innocent', well-meaning practices form a mesh of exclusion, making inclusion and parity of participation practically impossible for students seeking asylum.

Konieczna, A. (2024). **"Zero interaction", ignoring and acts of omission in the school ecology: Peer ostracism from the perspective of involved adolescents.** *Social Psychology of Education*, 27(6), 3203-3230. <https://doi.org/10.1007/s11218-024-09926-y>

This study focuses on one type of excluding and isolating behaviour, the essence of which is the breakup of social interactions with a group member, which falls within the commonly accepted definition of ostracism. Based on interviews with 29 adolescents aged 12–18 (including 15 girls and 14 boys, all of whom were students in public schools without migrant backgrounds), an analysis of the content and typology of peer ostracism in school classrooms was conducted, emphasizing the perspective of those directly involved in the ostracism, i.e., the perpetrators. Three main dimensions and behavioural aspects related to ostracism emerged from the data: "Avoidance (Zero Interaction)", "Expulsion from Group" and "Complete Ostracism". The results indicate that the identified forms of ostracism rarely occur in a pure form, and are most often carried out in combination with non-verbal acts of overt exclusion. Furthermore, peer ostracism in group-class communities, which is consensual and chronic in nature, may reflect a distinct variant that qualifies for independent study. The paper also discusses directions for future research and actions to improve the social classroom environment.

Machin, S., & Sandi, M. (2024). **Crime and education** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdps/dp2046.htm>

Research studying connections between crime and education is a prominent aspect of the big increase of publication and research interest in the economics of crime field. This work demonstrates a crime reducing impact of education, which can be interpreted as causal through leveraging research designs (e.g., based on education policy changes) that ensure the direction of causality flows from education to crime. A significant body of research also explores in detail, and in various directions, the means by which education has a crime reducing impact. This includes evidence on incapacitation versus productivity raising aspects of education, and on the quality of schooling at different stages of education, ranging from early age interventions, through primary and secondary schooling and policy changes that alter school dropout age. From this evidence base, there are education policies that have been effective crime prevention tools in many settings around the world.

Masry-Herzallah, A., & Cohen, A. (2024). **Agents of change or collaborators? The first Palestinian students from Eastern Jerusalem studying to become Hebrew teachers in an Israeli university.** *Pedagogy, Culture & Society*, 32(5), 1455-1474.  
<https://doi.org/10.1080/14681366.2023.2190337>

The research aimed to identify pull and push factors motivating the applications of Palestinian-Jerusalemite students (hereafter: PJS) to study a training program for Hebrew teaching in an Israeli university. Semi-structured interviews and an open questionnaire elicited the students' motivations and learning experiences, to reveal how they coped with political and academic challenges. The findings show that the students' choice of this program has become a preferred, prestigious option assuming that it serves as a tool for personal and professional empowerment. Additionally, some students saw their decision as enabling them, as Hebrew teachers in the Palestinian education system in Jerusalem (hereafter: PESJ), to act as agents of change for the future economic and academic benefit of their society. Moreover, studying in the Hebrew University in Jerusalem (hereafter: HU), the divided city constitutes a sort of temporary 'migration' or 'exile' to acquire an education. The Israeli academia (hereafter: IA) space creates an opportunity for them to redesign their personal and professional identities. 'Hybrid identity', characterised by cultural flexibility, appears to facilitate PJS wandering between different cultural contexts for educational purposes, while maintaining their culture and national identity. The research contributes to previous literature concerning the integration of minorities in higher education (hereafter: HE).

Massing, C., Gyan, C., Giesbrecht, C. J., Kikulwe, D., & Ghadi, N. (2024). **Preferences and Challenges in Access to Childcare Programs: A Mixed-Methods Study with Newcomers to Canada.** *International Journal of Early Childhood*, 56(3), 421-441.  
<https://doi.org/10.1007/s13158-023-00375-w>

Childcare programs enable newcomers' adaptation and integration to life in the host country by allowing them to access employment and educational opportunities while building new social networks. Newcomer children's participation in quality childcare programs also fulfills their right to education and care while enhancing their development, learning, and future success in school. In a context where affordable, subsidized childcare options are limited, newcomers are particularly disadvantaged in their access to formal childcare programs due to linguistic, cultural, and administrative barriers. Reporting on part of a larger convergent mixed-methods study focused on the post-migration barriers to integration experienced by newcomers to Canada in a smaller urban center, this article explores newcomer families' preferences and access to childcare. Quantitative survey data were generated from a survey of 305 newcomers who had lived in Canada for less than five years ( $n = 305$ ), 153 of whom had children ( $n = 153$ ). Qualitative data were concurrently collected from 96 ( $n = 96$ ) newcomers during 13 focus groups. The findings indicated that 55.2% did not have childcare that was accessible by transportation, 47% did not have subsidized care, and 61.3% did not believe their childcare program was sensitive to their language and culture despite their distinct preferences for these characteristics. Without access to childcare, they reported challenges accessing employment, language learning courses, and social opportunities and experienced feelings of stress and isolation. These findings have negative implications in terms of newcomer families' full and meaningful participation in their new community and suggest the need for culturally and linguistic responsive care options.

Matschiner, A. (2024). **A National Analysis of P-12 Equity Director Role Establishment.** American Educational Research Journal, 61(6), 1115-1151.  
<https://doi.org/10.3102/00028312241269131>

District "equity director" (ED) roles have grown rapidly over the past decade. Drawing on interviews and surveys with over 70 EDs across nearly 30 states, this study documents dramatic ED role growth from 2018 to 2022 specifically and examines why, according to EDs, such roles were established locally. Findings, drawing on scholarship on social activism, demonstrate how insider influence from district educators and leaders; intermediate pressure from community coalitions, parents, and students; and external coercion from state and federal education departments and civil rights agencies spurred ED role establishment. Challenges to ED efficacy are discussed, including ED role establishment as "checkbox" work and politicized attacks on district diversity, equity, and inclusion work.

McIntyre, J., Dixon, K., & Walton, E. (2024). **Refugee education: a critical visual analysis.** International Journal of Inclusive Education, 28(14), 3375-3391.  
<https://doi.org/10.1080/13603116.2023.2274111>

Refugee education has become an issue of national and international concern as the numbers of refugees rise globally. In a world where global issues such as forced migration are communicated and consumed through the visual mode, understanding how discursive agendas are constituted visually is important. This paper explores the representations of Refugee Education, toggled with Refugees and Education with a focus on images available from a Google Images search. The analysis is framed by critical visual literacy, with the assumption that visual images are embedded in wider sociocultural practices and ideologies. Images of Refugee Education depict impoverished, teacher-centred classrooms, restricted knowledge and a docile population. Toggling with images of Refugees emphasises the racial otherness of refugee students, their numbers, and schooling as the means to contain the discursively constructed representations of refugees-as-threat. Toggling with Education emphasises Refugee Education as merely an issue of access, rather than quality, inclusive or lifelong learning as envisaged in Sustainable Development Goal 4. We conclude that images of refugee education undermine the quest for a compassionate inclusive education for refugees of all ages and that caution and critique are needed in the consumption of images.

Mihut, G. (2024). **The world turned upside down: Can international student mobility contribute towards democratization and human development? Evidence from the Eurograduate pilot survey.** Higher Education, 88(5), 1753-1772.  
<https://doi.org/10.1007/s10734-023-01169-8>

Political, social, environmental, and health challenges have questioned the relevance and sustainability of international student mobility (ISM). Strong critiques towards ISM stem from current global challenges but are also rightfully prevalent among scholars of internationalization. In response to the sustained critique of ISM, this article makes the case that—despite its limitations—ISM can contribute towards important public good outcomes and serve broader institutional and higher education sector aims. Public good is operationalized as referring to markers of democratization—trust in others and political participation—and markers of human development—self-reported competency levels and happiness. Data from eight European countries collected through the Eurograduate 2018 pilot survey is used to test the association between study abroad and

democratization and human development markers. By doing so, the paper aims to understand if ISM can help address some of the democratization and human development challenges faced at national, regional, and global levels. The paper also observes how these outcomes vary between international, migrant, and domestic graduates. In this article, the juxtaposition of migrant graduates—an under-researched group in internationalization studies—with international graduates highlights how migrant students and graduates can be better supported. Results offer a complex picture of inequality between international, migrant, and domestic graduates. Findings also show that studying abroad is positively associated with trust in others, political participation, higher self-reported competency levels, and happiness, underlining the public good value of ISM.

Mouate, O., & Travers, M. (2024). **The impact of cultural amenities on inter-urban location: a discrete choice experiment on French students.** *Journal of Cultural Economics*, 48(4), 575-614. <https://doi.org/10.1007/s10824-024-09516-y>

Since the late 90 s, the literature on the role of culture in the development of cities has grown. A first issue of this literature is to analyse the direction of the causality between the location of people and the one of cultural activities. The second issue is to measure the non-market values produced by cultural assets in cities. The aim of this paper is to investigate the impact of cultural amenities on students' future interurban location choice by using the discrete choice experiment method. The latter is used to address the two issues raised in the literature by modelling a location choice between cities that differ in terms of the living environment offered, and in particular the budget allocated to cultural facilities. Our data concerns students surveyed in 2018 in the city of Angers (France). Our results highlight the existence of a willingness to pay for living after graduation in a city with a budget devoted to cultural facilities which is above the average for the medium-sized French cities. We also observe a heterogeneity of students' preferences according to their index of current cultural awareness created using a cluster analysis. Indeed, the more culturally aware students currently are, the more they will be willing to pay to live in a city offering an increased cultural budget. Finally, we observe a difference in willingness to pay depending on the faculty in which the student is enrolled, with the lowest one for students in Sciences, Engineering and Health.

Norheim, H., Broekhuizen, M., Moser, T., & Pastori, G. (2024). **ECEC Professionals' Views on Partnerships with Parents in Multicultural Classrooms in Four European Countries.** *International Journal of Early Childhood*, 56(3), 443-460. <https://doi.org/10.1007/s13158-023-00382-x>

Partnerships between parents and professionals in early childhood education and care (ECEC) are widely acknowledged as important for children's well-being, learning, and development. As children with immigrant backgrounds often experience cultural and linguistic differences between their home and ECEC-environments, bridges between these two contexts might be especially significant for these children. Although European ECEC-classrooms are becoming increasingly multicultural, little is known about how professionals view their partnerships with parents in multicultural classrooms in Europe. The current paper investigates the partnerships views of professionals working in multicultural classrooms and how these are related to the professionals' practices and characteristics. Findings suggest that professionals have rather positive partnership views, although they reveal a potential for higher levels of shared beliefs with parents about the child.

Furthermore, the findings indicate that several partnership aspects are predicted by professionals' multicultural practices, their diversity related self-efficacy and their own cultural background.

Oberti, M., Pavie, A., & Rossignol-Brunet, M. (2024). *Les enjeux de la réforme des admissions à Sciences Po Paris : Mérite et inégalités en tension dans une grande école* (p. 176). Consulté à l'adresse LIEPP website: <https://sciencespo.hal.science/hal-04822549>  
Cette recherche a été financée par Sciences Po afin d'analyser les conséquences de la réforme des admissions, dans le cadre d'une réflexion plus large menée depuis plusieurs années sur le recrutement au sein de l'institution.

Oikonomidoy, E., & Karam, F. (2024). **The evolution of a young refugee-background female student's math identity.** *Pedagogy, Culture & Society*, 32(5), 1267-1284. <https://doi.org/10.1080/14681366.2022.2164335>

This paper, which is based on two years of ethnographic fieldwork with a young female refugee-background student, attends to the evolution of the student's math identity shortly after arrival to the U.S. More specifically, it highlights the ways in which the student's background knowledge and competence with the subject impacted her performance and consequently her confidence and recognition by others as a competent math learner. The data showcase the transition from a pseudo-confident math identity in year one to the loss of confidence and increase of negative emotions in year two. The paper concludes with recommendations for practitioners who work with newly arrived refugee students.

Ojwala, R. A. (2024). **Unravelling gender and ethnic bias in higher education: students' experiences in access to ocean science education and career opportunities in Kenya.** *Higher Education*, 88(5), 2015-2036. <https://doi.org/10.1007/s10734-024-01198-x>

The lack of highly-trained ocean science professionals constrains sustainable development and management of the oceans. In Kenya, the government is committed to improving access to education for all, regardless of gender, ethnicity, and social status. Increasing female student enrolment has been one of the top priorities, particularly in science-related courses, which have long been male-biased. Feminist political ecology is applied as an analytical framework to understand how gender and ethnicity influence student access to, participation in, and experience in ocean science-related programmes. Data was collected through a questionnaire survey with students undertaking ocean science courses in seven public universities in Kenya. The findings revealed an underrepresentation of women and minority ethnic groups. Fewer female respondents than males received financial support from their families, and more female respondents than males reported that they had experienced discrimination related to their ethnicity and gender. In addition, a higher percentage of female respondents reported having fewer opportunities in higher education and ocean science careers than males. These findings reveal the persistent inequalities among students and suggest that Kenyan public universities need to pay more attention to how intersectional identities, such as gender and ethnicity, influence and shape the distribution of resources and opportunities if equitable diversity and inclusion are to be achieved. Also, they need to strengthen their gender policies and actions to tackle these social inequalities to promote gender equality in ocean science education.

Raja, A., Lambert, K., Patlamazoglou, L., & Pringle, R. (2024). **Diversity and inclusion strategies for LGBTQ + students from diverse ethnic backgrounds in higher education: a scoping review.** *International Journal of Inclusive Education*, 28(14), 3585-3605. <https://doi.org/10.1080/13603116.2023.2217814>

LGBTQ + students from diverse ethnic backgrounds studying in higher education institutions (HEI) continue to face high levels of marginalisation due to the intersections of their identities. These students have distinct needs and require specialised support that are currently not being met. This scoping review aims to consolidates literature of diversity and inclusion strategies implemented by HEIs to support LGBTQ + students from diverse ethnic backgrounds. It also strives to determine the degree to which these strategies have been evaluated and their level of efficacy. This study utilised Arksey and O'Malley's (2005) scoping review framework, yielding 28 relevant publications. The diversity and inclusion strategies outlined in the studies for this scoping review include tangible strategies such as dedicated queer inclusive spaces on campus, and support services such as mentoring, counselling and peer programmes. While diversity and inclusion strategies exist in HEI, they are sporadic, lack theoretical grounding, and are often inaccessible to LGBTQ + students from diverse ethnic backgrounds. This scoping review calls for HEI diversity and inclusion efforts to be reimagined through a queer and intersectional perspective. This scoping review can inform policy, practice, and enhance understanding of diversity and inclusion strategies in HEI.

Rocha-Puleoto, C. F. da. (2024). **La promotion de la santé à l'Ecole: d'une ambition politique à la réalité des écoles calédoniennes : Etude 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 connaît 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-clés 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.

Schulz, S., Rigney, L.-I., Zembylas, M., Hattam, R., & Memon, N. (2024). **Affect and the force of counter stories: learning racial literacy through thinking and feeling.** *Pedagogy, Culture & Society*, 32(5), 1307-1324. <https://doi.org/10.1080/14681366.2023.2173276>

This paper contributes to international scholarship on racial literacy in teacher education. Specifically, we consider filmic counter stories as bodies that carry an affective charge with the potential to ignite dialogic and embodied/emotional learning. The football documentary *The Final Quarter* is our case study. This film traces the racially explosive final years of First Nations Australian, Adam Goodes' elite playing career. The film floodlights football as a site for public pedagogy where people learn racism, with the film offering means of developing racial literacy through examining its encounters. The paper describes racial literacy and establishes affect/embodiment as a contribution to the field. We analyse the film using an affective-discursive lens and genealogical methodology and consider implications for teacher education. We argue that language is insufficient for understanding racism and that the affective intensities activated by film may help to pedagogically illuminate the role of emotions in reproducing racism.

Tam, P.-C. (2024). **Minoritising process drama for teaching Cantonese to ethnic minority children in Hong Kong.** *Pedagogy, Culture & Society*, 32(5), 1393-1411. <https://doi.org/10.1080/14681366.2023.2179102>

This paper reports a case study of teaching Cantonese to Hong Kong ethnic minority preschoolers using process drama. Based on Deleuze-Guattarian concepts of minor literature and language, becoming and de-/re-territorialisation, this paper aims to reconceptualise a playful adaptation of process drama developed by Joe Winston (2012) as a language-minoritising approach to the teaching and learning of a major language that is very foreign to children. The findings suggest that, to accomplish ethnic minority children's becoming Cantonese speakers, the theatre games and language play should involve minoritorisation and de-/re-territorialisation of the normative practices of process drama, the target language as well as learner identity.

Taraszow, T., Gentrup, S., & Heppt, B. (2024). **Egalitarian gender role attitudes give girls the edge: Exploring the role of students' gender role attitudes in reading and math.** *Social Psychology of Education*, 27(6), 3425-3452. <https://doi.org/10.1007/s11218-024-09913-3>

Gender differences in reading and math have been reported for many years. Girls outperform boys in reading (representing a school domain stereotyped as female); boys often perform slightly better in math (a stereotypical male domain). Research has so far investigated the contribution of domain-specific academic self-concepts and interests as well as gender stereotypes to these gender differences. Students' gender role attitudes (GRAs) and their relation with gender disparities in school performance, however, have been studied little. This study examines if students' GRAs contribute to explaining boys' higher math achievement and girls' higher reading achievement. Using PISA-2009 data from Germany, the sample included 9,460 grade nine students (49.70% girls; Mage = 15.61 years). Regression analyses revealed that egalitarian GRAs are beneficial for all students. Still more so for girls, egalitarian GRAs help girls perform particularly well in reading and compensate for possible disadvantages in math. In reading, girls with egalitarian GRAs reached higher performance scores than boys with egalitarian GRAs. In math, girls with egalitarian GRAs scored nearly as high as boys with egalitarian GRAs. Boys also benefited from egalitarian GRAs, although not as much as girls. Although gender disparities in reading and math achievement were explained only partly by students' GRAs, supporting boys and girls in endorsing egalitarian GRAs is worthwhile as they may help to increase societal gender equality more broadly.

Thibaut, P., & Carvalho, L. (2024). **School design and learning: a sociomaterial exploration in rural schools in Chile.** *Pedagogy, Culture & Society*, 32(5), 1145-1170. <https://doi.org/10.1080/14681366.2022.2150279>

Drawing on a socio-materialist perspective, this study analyses connections between cultural contexts, the social situatedness of learning experiences and the material artefacts in rural Chilean schools. Our focus on different dimensions of design foregrounds the ways materials and places may act together with other elements to influence human thinking, learning and action. Results show that all the schools in the study met minimal standards on physical variables (temperature, air quality, lighting, noise and safety), and that in recent times, school designs emphasise a participatory design process, which includes community consultation, and where cultural and natural aspects of the surroundings are taken into account and prioritised. Given the richness of the natural landscape and culture observed in rural areas, this paper offers original insights into the ways that educators can explore the natural environment and indigenous culture to promote meaningful situated learning and empower students in rural schools.

Tippett, N., Baak, M., Johnson, B., & Sullivan, A. (2024). **What is 'fair' and 'just' in refugee education? How teachers and school leaders negotiate competing discourses of 'equity' and 'equality' in Australia.** *International Journal of Inclusive Education*, 28(14), 3454-3469. <https://doi.org/10.1080/13603116.2023.2208116>

With increasing numbers of students from refugee backgrounds, many Australian schools are struggling to minimise the educational disparity between refugee students and their same age peers. Faced with diverse needs and limited resources, educators must decide whether to distribute targeted resources equally, ensuring all students are given equality of opportunity, or allocate resources to those who need it most, attaining equity of outcome. In this paper, we use data from seven Australian secondary schools identified as examples of 'good practice' to explore how educators navigate notions of 'fairness'

to support students from refugee backgrounds. Findings suggest educators struggled to navigate the tension between providing an equal or equitable response, and often these struggles were inextricably tied to student and funding contexts. In under-resourced settings, teachers weighed up seemingly competing forms of disadvantage, frequently opting to distribute resources in a way which favoured equality of opportunity. Contrastingly, in schools with less disadvantage and higher levels of funding, resources were redistributed based on need, striving for more equitable outcomes for refugee students. The findings demonstrate the complex negotiations that educators undertake when allocating resources and consider how these processes align with, or in some cases contradict, notions of fairness and social justice.

Vaahtera, T., & Lappalainen, S. (2024). **Able-mindedness and citizenship in education policy discourses on digital skills.** *Pedagogy, Culture & Society*, 32(5), 1209-1223. <https://doi.org/10.1080/14681366.2022.2156583>

Drawing from critical disability studies and cultural studies, this article unpacks cultural understandings of digital abilities. We analyse policy documents on digital education as cultural texts which communicate cultural values. Methodologically, we understand policy ideas as deriving from the larger culture. Our analysis first explores how abilities are connected to economic growth, as well as what kind of history of ideas frames this presumption. Second, it explores the assumption of constantly changing technologies and the workers who must adapt themselves to such a situation. Third, the article interrogates citizenship as a cultural idea within the current policy ideas about digital skills. Our account offers new perspectives on the analysis of biocapitalism and provides a specific analysis of how able-mindedness is foregrounded in digital education. It argues that digitalisation, as a policy matter, intensifies discourses emphasising the development of abilities and that this social tendency is neither value neutral nor necessary.

Velásquez, P. (2024). **Does educational attainment matter for attitudes toward immigrants in Chile? Assessing the causality and generalizability of higher education's so-called "liberalizing effect" on economic and cultural threat.** *The British Journal of Sociology*, 75(5), 731-752. <https://doi.org/10.1111/1468-4446.13124>

Despite a large literature consistently showing a relationship between higher levels of education and lower levels of ethnic prejudice, some points of contention remain. First, it remains unclear whether education has a causal effect on attitudes, mainly due to a lack of longitudinal studies. Second, due to the majority of studies on prejudice being conducted in Europe and North America, we do not know to what extent the inverse relationship between education and prejudice is generalizable beyond the "global North." To answer these questions, I study attitudes toward immigrants in Chile in the years 2016–2022, using six waves of the Chilean Longitudinal Social Survey. Chile provides new variations in economic and cultural factors, with its stable albeit highly unequal economy, and increased immigration from culturally similar countries which shed light on possible scope conditions of the so-called liberalizing effect of education. I analyze whether attaining more education has an effect on reducing levels of perceived economic and cultural threat. The findings show that increases in education are associated with both lower levels of perceived economic and cultural threat, with education having a stronger effect on the latter.

Yu, J., Rai, R., Lim, M. A., & Li, H. (2024). **The post-racial myth: rethinking Chinese university students' experiences and perceptions of racialised microaggressions in the UK.** *Higher Education*, 88(5), 1695-1710. <https://doi.org/10.1007/s10734-023-01126-5>

As the world recovers from the pandemic and anti-Asian hate crimes have been gradually disappearing from the headlines, this article offers a timely reflection on Chinese international students' experiences and perceptions of racialised microaggressions during the pandemic, and, more importantly, takes the discussion further by deconstructing and challenging the underlying post-racial discourse. Based on 54 interviews with Chinese students from 13 universities across the UK, this article examines four phrases used by Chinese international students in making sense of their racialised experiences, in terms of the denial of racism ('it is not racism'), the justification of racism ('it is normal'), taking the blame of racism ('it is my fault') and in some rare cases, their reflections on anti-Asian racism in the so-called post-racial universities in the UK ('we are invisible'). It argues that such expressions are induced by and reflects neo-racism, neo-orientalism and everyday racism embedded within the wider post-racial discourse in the UK, which affirms the relevance of anti-Asian racism in the post-pandemic era rather than negates it. We thus make recommendations to UK universities to better support international students and combat anti-Asian particularly anti-Chinese racism.

Zaichenko, L. (2024). **When cultural reproduction overshadows personal transformation: the case of Russian schools teachers in Estonia.** *Pedagogy, Culture & Society*, 32(5), 1325-1342. <https://doi.org/10.1080/14681366.2023.2173277>

The success with which minority teachers cope with socio-cultural integration indicates their transformative agency. However, teachers' ideational projects, which are converted into a set of established practices, are tightly connected with their ideologies. In this case what they transform is not a matter of integration for them but is irrevocably intertwined with protecting their own culture. Applying a symbolic interactionist methodological lens and Archer's 'social morphogenesis' explanatory framework, in this qualitative research I aim to examine the unique educational context of Estonia. Schools with Russian as the language of instruction co-exist with schools where instruction is in the national language. The paper explores the mechanisms that stand behind the social agency of minority teachers and why their practices are considered 'morphostatic' for the whole education system. The paper concludes that these teachers' agency is culturally mediated and their strategies are reflexive and morphogenetic in nature, even though they don't lead to integration.

## Climat de l'école

Danober, A., Luxembourger, C., & Tazouti, Y. (2024, décembre 3). **Trop de bruit dans les écoles ? Penser l'acoustique au service des apprentissages.** Consulté 5 décembre 2024, à l'adresse The Conversation website: <http://theconversation.com/trop-de-bruit-dans-les-ecoles-penser-lacoustique-au-service-des-apprentissages-242753>

Si le bruit perturbe les apprentissages, les paramètres acoustiques des salles de classe sont encore trop peu pris en compte. Comment changer la situation ?

Duchaine, M.-P., Laforme, C., Samson, J., & B-Lamoureux, B. (2024). **Récits de pratiques et d'expériences étudiantes favorisant le bien-être et la persévérance aux cycles supérieurs en éducation.** Consulté à l'adresse

<https://www.puq.ca/catalogue/livres/recits-pratiques-experiences-etudiantes-favorisant-bien-4330.html>

À travers 12 récits captivants, découvrez des témoignages uniques représentant une diversité de parcours et d'expériences. Des premières incursions dans la recherche aux défis de la parentalité, en passant par la construction...

Gao, J., Yin, H., & Han, Z. (2024). **The effects of victims' reactions on bystanders' perceived severity and willingness to intervene during school bullying: A survey experiment study.** *Social Psychology of Education*, 27(6), 3073-3096. <https://doi.org/10.1007/s11218-024-09904-4>

Bystanders play an essential role in school bullying prevention. This study examines student bystanders' perceptions of severity and willingness to intervene in scenarios involving physical, verbal, relational, and cyberbullying. It focuses on five distinct victim reactions: pretending nothing happened, seeking help, fighting back, crying, and no description as a control group. Using a combination of four bullying types and five victim reaction forms, a survey experiment comprising 20 scenarios ( $4 \times 5$ ) was designed and conducted among primary, middle, and high school students in China ( $N = 5,075$ ), aged between 8 and 19 years ( $M = 14.07$ ;  $SD = 2.10$ ) in 2019. The reactions of victims significantly influenced how bystanders perceived the severity of bullying events and their willingness to intervene. Overall, victims who responded with "crying" evoked a greater intention to intervene among bystanders, while those who "fighting back" or "pretending nothing happened" were seen as less severe. These findings enhance our understanding of bystanders' perspectives on victim responses across different types of school bullying. The outcomes of this study can contribute to the development of more specific antibullying program strategies in practical applications.

Kollerová, L., Soukup, P., Strohmeier, D., Caravita, S. C. S., & Killen, M. (2024). **Teacher evaluations of interethnic bullying of an Arab student: The role of perceiving refugees as a threat or benefit.** *Social Psychology of Education*, 27(6), 3329-3352. <https://doi.org/10.1007/s11218-024-09910-6>

Interethnic bullying that targets ethnic minority students has serious consequences for the lives of victimized students. Teachers' evaluations of the bullying are critical because teacher intervention can stop bullying and improve the adjustment of victimized students. Because the literature has documented partially overlapping biases against people of Arab ethnicity and people with refugee backgrounds, this study investigated whether teachers' attitudes toward refugees play a role in their evaluations of the interethnic bullying of an Arab student. Teachers ( $n = 373$ ; 77% female) who participated in the study filled the Threats–Benefits Inventory (TBI) that measured two types of attitudes toward refugees (perceiving refugees as a threat and perceiving refugees as a benefit) and evaluated a hypothetical vignette of interethnic bullying targeted at an Arab student. SEM analysis, controlling for gender, age, and contact with refugees, indicated that teachers' attitudes toward refugees were not associated with their perceptions of the interethnic bullying as wrong or with their willingness to intervene. However, viewing refugees as a source of high threat or low benefit was consistently associated with lower recognition of the negative outcomes of the interethnic bullying. Moreover, a greater willingness to intervene positively associated with female gender and increasing age. The study suggests that teachers' attitudes toward refugees may contribute to underestimating negative outcomes of interethnic bullying among students. To foster appropriate evaluations of interethnic bullying, teacher education should aim to

promote understanding of different marginalized groups and to reduce biases against people with refugee backgrounds.

Strohmeier, D., Trach, J., Chávez, D., & D'Urso, G. (2024). **Students as victims of bullying by teachers: Longitudinal antecedents and consequences.** *Social Psychology of Education*, 27(6), 2967-2990. <https://doi.org/10.1007/s11218-024-09931-1>

The longitudinal associations of bullying by teachers with (a) social and academic student characteristics, (b) supportive relationships with peers and adults, and (c) the school context were investigated. Three waves of data were collected over two years among 630 adolescents in Austria (50% girls; 78.8% non-immigrants; mean age = 12.52 years, SD = 0.67). Controlling for the nested data structure at class level, a series of cross lagged panel models controlling for gender, immigrant status, and age were conducted. Social student characteristics (e.g., high levels of peer victimization and high levels of peer bullying) were concurrent, but not longitudinal risk factors for being bullied by teachers. Academic student characteristics (e.g., low levels of school motivation and low levels of learning interest) were longitudinal risk factors for being bullied by teachers, but high levels of supportive peer relationships and high levels of school bonding were longitudinal protective factors. Low levels of perceived support from adults were both an antecedent and a consequence of teacher bullying. Bullying by teachers should be integrated into bullying prevention programs.

Tikkanen, L., Anttila, H., Ulmanen, S., & Pyhältö, K. (2024). **Peer relationships and study wellbeing: upper secondary students' experiences.** *Social Psychology of Education*, 27(6), 3097-3117. <https://doi.org/10.1007/s11218-024-09942-y>

The role of peer relationships in a student's study wellbeing has been emphasised in research. However, the development of functional relationships with peers in educational settings cannot be taken for granted. In this study, we aimed to understand the variations in upper secondary school students' experiences of peer relationships in terms of sense of relatedness, cognitive and affective empathy skills and peer support for studying, and whether variation in these regards are related to study wellbeing. Two hundred and eighty Finnish upper secondary education students participated in the study. The data were analysed using latent profile analysis (LPA). Three distinct peer relationship profiles were detected among the students. Most of the students belonged to the functional peer relationship profile, while a minority belonged to either isolated or emotionally unrelated profiles. The students in the latter two profiles had a higher risk of experiencing challenges in study wellbeing in terms of reduced levels of study engagement and higher levels of study burnout symptoms. The findings imply that students in upper secondary education might need different kinds of support in building functional peer relationships. For example, some of them might benefit from learning empathy skills, while others might need support to meet their need for a sense of relatedness among peers.

## Évaluation des dispositifs d'éducation-formation

Fan, X., D'Amico, L. K., Kilburn, J., Jones, A., Richard, C., Zollars, L., ... Johnston, D. (2024). **Perspectives of Parents and Caregivers on Kindergarten Readiness: A Focus on the Impact of a Summer Transition Program.** *International Journal of Early Childhood*, 56(3), 555-583. <https://doi.org/10.1007/s13158-023-00378-7>

Based on the intersection of different systems at school entry, children and families often experience uncertainty about their preparedness and impending shift from other early childhood settings. This study used a mixed-methods explanatory sequential design and investigated the perspectives of parents and caregivers on kindergarten readiness with a focus on the impact of a summer kindergarten transition program in a southeastern state in the USA. A survey of 380 parents and caregivers within 30 randomly selected kindergarten classrooms and interviews with 10 parents and caregivers revealed informative findings. Based on the survey of the perspectives of parents and caregivers, children were more likely to demonstrate kindergarten readiness when they participated in the summer kindergarten transition program Countdown to Kindergarten (CTK), attended a preschool program, and were the first child to attend kindergarten in their families. Children were more likely to demonstrate kindergarten readiness when their parent and caregivers had more knowledge about kindergarten expectations and stronger relationships with the kindergarten teacher. The interview data revealed that CTK had a positive impact on child preparedness for kindergarten, parent/caregiver-teacher relationship, parent/caregiver involvement in school and class activities, and home learning. Parents/caregivers considered that CTK was of high quality, and they had different perspectives about their preferred number of visits and the location of visits. The findings can be used to inform the design and implementation of kindergarten transition programs as well as policy making in early childhood education and care.

Farvaque, N., & Toutin-Trelcat, M.-H. (2024). « **Prépas apprentissage** » : Logiques d'action et effets pour les jeunes. Céreq Bref, (461), 1-4. Consulté à l'adresse <https://www.cereq.fr/prepas-apprentissage-jeune-evaluation>

Expérimenté pendant 5 ans, le dispositif « prépa apprentissage » s'inscrit dans la logique d'accompagnement à la formation du Plan d'investissement dans les compétences. Destinée aux jeunes les plus vulnérables, la prépa est conçue comme un temps de mise en condition et en situation. Selon les jeunes ciblés et les acteurs qui la portent, elle peut aller de la simple découverte de l'apprentissage à l'orientation vers un secteur ou un CFA particulier. Alors que cette expérimentation touche à sa fin, ce Céreq Bref présente les résultats d'une évaluation qualitative du dispositif, menée pour la Dares par les cabinets Orseu Recherche & études, Itinere Conseil, et le centre associé au Céreq de Lille.

Gandit, M. (2024). **Chercher-débattre-prouver à partir d'un cycle 1 : des résultats issus d'un LEA**. Consulté à l'adresse <https://hal.science/hal-04819108>

Le texte présente des résultats issus d'un projet de recherche collaborative avec une équipe d'enseignant•es (à partir du cycle 1). L'objectif est de faire évoluer les pratiques enseignantes dans le cadre de la résolution de problèmes, de manière à amener les élèves à développer ce que nous nommons une attitude de preuve. Deux outils sont présentés, contribuant au développement professionnel des enseignant•es. Le premier est une progression double constituée, d'une part, de connaissances relevant de l'heuristique, des méthodes pour approcher un problème, du fonctionnement de la rationalité mathématique, de la validité des énoncés, de la sémiosis, d'autre part, de problèmes dans lesquels ces connaissances sont en jeu. Le second outil permet aux enseignant•es d'évaluer leurs pratiques concernant le pointage et l'institutionnalisation de ces connaissances, ainsi que la mise en place en classe du débat scientifique (Legrand, 1993).

Graveleau, S. (2024, décembre 4). **Pour renforcer les bases en sciences des étudiants, les bonnes recettes de l'IMT Nord Europe.** Le Monde. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2024/12/04/pour-renforcer-les-bases-en-sciences-des-etudiants-les-bonnes-recettes-de-l-imt-nord-europe\\_6428984\\_4401467.html](https://www.lemonde.fr/campus/article/2024/12/04/pour-renforcer-les-bases-en-sciences-des-etudiants-les-bonnes-recettes-de-l-imt-nord-europe_6428984_4401467.html)

Face au besoin important d'ingénieurs, les écoles tentent d'élargir leur vivier de candidats. L'école d'ingénieurs IMT Nord Europe propose aux titulaires d'un bac + 2 (IUT, BTS, etc.) de raccrocher son cursus en apprentissage avec un programme de renforcement en sciences.

Jones, C. J., Reeves, M., Li, D., & Gilman, L. (2024). **What Is the Sustained Impact of Future Forward on Reading Achievement, Attendance, and Special Education Placement 5 Years After Participation?** *Educational Evaluation and Policy Analysis*, 46(4), 603-622. <https://doi.org/10.3102/01623737231182629>

Future Forward leverages both tutoring and parent engagement to support the literacy development of early primary students. In 2010, Future Forward was awarded an Investing in Innovations grant to develop and test its impact in seven Milwaukee Public Schools, primarily serving Black and Latinx students. A randomized control trial evaluation found 2 years of participation had positive impacts on foundational literacy, reading achievement, and school attendance (Jones & Christian, 2021). We followed participants 5 years past the end of the i3 study to determine whether benefits were sustained. Students receiving Future Forward continued to demonstrate improved reading achievement, school attendance, and were less likely to be placed into special education. Even considering this, Future Forward participants fell behind in their reading development over time.

## Formation continue

Abrahão, A. L., & Fortuna, C. M. (2024). **La recherche in mundo pour comprendre le travail.** *Éducation Permanente*, 240(3), 92-98. <https://doi.org/10.3917/edpe.240.0092>

Barbier, J.-M., & Dutoit, M. (2024). **Partager le travail d'interprétation.** *Éducation Permanente*, 240(3), 37-43. <https://doi.org/10.3917/edpe.240.0037>

Braida, L. (2024). **Pour que s'apprivoisent les subjectivités.** *Éducation Permanente*, 240(3), 66-80. <https://doi.org/10.3917/edpe.240.0066>

Descoedres, M., & Jourdan, S. (2024). **Quand le terrain se dérobe.** *Éducation Permanente*, 240(3), 122-133. <https://doi.org/10.3917/edpe.240.0122>

Dubois, J.-M., & Schianchi, H. (2024). **Sous-traitance, CPF, Qualiopi : quels enjeux pour les organismes de formation depuis la réforme de 2018 ?** Céreq Bref, (459-460), 1-8. Consulté à l'adresse <https://www.cereq.fr/organismes-de-formation-reforme-2018-cpf-qualiopi>

Haudiquet et, A., & Caillaud, P. (2024). **Troubles dans la dialectique du travail et de la formation.** *TransFormations - Recherches en Education et Formation des Adultes*, (27). Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/issue/view/90>

Holgado, O., & Rappe, J. (2024). **Aisance et fragilités dans l'analyse de sa propre activité.** Éducation Permanente, 240(3), 99-111. <https://doi.org/10.3917/edpe.240.0099>

Mbiatong, J. (2024). **Le terrain, lieu de construction du savoir du chercheur.** Éducation Permanente, 240(3), 55-65. <https://doi.org/10.3917/edpe.240.0055>

Millones, S. (2024). **Une ethnographie des espaces de l'intime.** Éducation Permanente, 240(3), 81-91. <https://doi.org/10.3917/edpe.240.0081>

Paris, A., Guérin, J., & Huet, B. (2024). **Le cours d'activité d'une recherche de terrain.** Éducation Permanente, 240(3), 44-54. <https://doi.org/10.3917/edpe.240.0044>

Roquet, P. (2024). **Les registres de la temporalité en formation et l'expérience de terrain.** Éducation Permanente, 240(3), 26-36. <https://doi.org/10.3917/edpe.240.0026>

Thievenaz, J. (2024a). **À la recherche des « petits riens ».** Éducation Permanente, 240(3), 8-25. <https://doi.org/10.3917/edpe.240.0008>

Thievenaz, J. (2024b). **L'ethnographie des activités et des situations de travail dans la recherche en formation des adultes.** Éducation Permanente, 240(3), 134-139. <https://doi.org/10.3917/edpe.240.0134>

Thievenaz, J., & Guérin, J. (2024). **L'expérience du terrain en formation des adultes.** Éducation Permanente, 240(3), 4-7. <https://doi.org/10.3917/edpe.240.0004>

Valle, R. C. (2024). **The triangle of lifelong learning: Strategies, motivation, and self-belief.** <https://doi.org/10.1787/45ec682f-en>

How prepared are students for life-long learning? Students learn many things at school, but one of the most crucial is learning how to learn. For students to continue learning independently beyond the classroom, three key aspects are essential: understanding effective learning strategies, staying motivated to learn, and having confidence in their own abilities and capacity to grow. These elements form what we call the triangle of lifelong learning. This PISA in Focus highlights some of the key findings from Volume V of PISA 2022. It explores these three critical components and provides insights into how well students are prepared to become self-directed learners capable of thriving in a rapidly changing world.

## Marché du travail

Akrami-Castanon, A., & Benoteau, I. (2024). **Évaluation du contrat à durée indéterminée aux fins d'employabilité.** Consulté à l'adresse Inspection générale des affaires sociales website: <https://www.vie-publique.fr/rapport/296320-evaluation-du-contrat-duree-indeterminee-aux-fins-demployabilite>

| La mission d'inspection a évalué le contrat de travail à temps partagé à durée indéterminée à des fins d'employabilité (CDIE), créé à titre d'expérimentation jusqu'au 31 décembre 2023. Le CDIE est un contrat de mise à disposition de salariés introduit par amendement dans le cadre des débats de la loi n°2018-771 du 5 septembre 2018 pour la liberté de choisir son avenir professionnel. Le salarié est embauché par une entreprise

de travail à temps partagé (ETTP) et peut être mis à disposition d'entreprises utilisatrices sans limite de temps et sans avoir à justifier d'un quelconque motif de recours. Le CDIE vise « des personnes rencontrant des difficultés particulières d'insertion professionnelle », sans condition sur l'entreprise de mise à disposition. Il était demandé à l'Inspection générale des affaires sociales (IGAS) un diagnostic sur l'usage de ce contrat ainsi que sur son articulation avec d'autres dispositifs existants, en particulier le CDI intérimaire, qui constitue un autre dispositif de prêt de main d'œuvre à but lucratif où le salarié est lié par un CDI à l'entreprise de travail. La mission devait également formuler des propositions sur les suites à donner à l'expérimentation et, si nécessaire, sur des évolutions législatives concernant d'autres formes de mise à disposition. Un des enjeux majeurs de la mission était de collecter les informations quantitatives indispensables pour réaliser un diagnostic sur la volumétrie et les caractéristiques des contrats, non disponibles dans les données administratives.

Argan, D., Gary-Bobo, R., & Lacour, X. (2024). **Salaires et emploi des femmes, comparés à ceux des hommes : discrimination raciale et sexuelle dans l'enquête Génération 2017.** In T. Couppié, D. Épiphane, O. Joseph, & E. Personnaz (Éd.), *Premiers pas sur le marché du travail : quand les inégalités s'en mêlent - Tome 1 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 25-37). <https://doi.org/10.4000/12o9a>

En nous appuyant sur l'interrogation à trois ans de l'enquête Génération 2017 du Céreq, nous étudions les salaires et l'emploi des femmes et les comparons à la situation des hommes. Les résultats montrent la persistance, en 2020, d'une discrimination modérée, défavorable aux femmes sur le marché du travail français. La décote salariale varie suivant le niveau de diplôme, mais montre des salaires inférieurs de 5 à 10 % pour les femmes travaillant à temps plein, à diplôme, expérience et caractéristiques observables égales, sans que cette décote s'accroisse ou se réduise clairement avec le niveau d'éducation. Ces résultats sont comparables aux chiffres récents de l'Insee. Les femmes offrent significativement moins de travail que les hommes, toujours à diplôme égal et à caractéristiques observables égales. On observe que les rendements de l'expérience des femmes sont significativement plus faibles que ceux des hommes, ce qui détermine des carrières plus lentes pour les femmes, ici en début de carrière. Enfin, l'origine nationale joue défavorablement : les origines africaines, maghrébines et asiatiques déterminent des salaires en moyenne plus faibles, mais les femmes souffrent moins – et en tous cas pas plus que les hommes – de cette forme de discrimination.

Askenazy, P., Erhel, C., & Roux, B. (2024). **Le développement des nouveaux indépendants est-il un facteur de tensions sur le marché du travail salarié ?** Connaissance de l'emploi, (203), 1-4. Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/le-developpement-des-nouveaux-independants-est-il-un-facteur-de-tensions-sur-le-marche-du-travail-salarie--1512927.kjsp?RH=1507626697168>

L'accroissement des tensions sur le marché du travail et la hausse du taux d'emplois vacants en sortie de crise sanitaire ont fait l'objet de nombreuses publications et débats. Les causes de ce phénomène sont multiples, renvoyant notamment aux conditions de travail et d'emploi, à l'intensité des recrutements, mais aussi à la faiblesse de l'offre de travail disponible pour certains métiers. Ce numéro de Connaissance de l'emploi explore une piste d'explication plus spécifique, en lien avec le développement de l'emploi indépendant en France, particulièrement marqué entre 2009 et 2011, et depuis 2018. En effet, cette tendance pourrait avoir réduit les opportunités de recrutement de salariés pour les entreprises, et donc transformé le fonctionnement du marché du travail.

Bernela, B., Bonnal, L., Touré, I., & Tritah, A. (2024). **Trajectoires géographiques des jeunes diplômés en France : le rôle de l'origine territoriale et sociale.** In T. Couppié, D. Épiphanie, O. Joseph, & E. Personnaz (Éd.), *Premiers pas sur le marché du travail : quand les inégalités s'en mêlent - Tome 1 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 83-99). <https://doi.org/10.4000/1209b>

Canavire Bacarreza, G. J., & Yanez, G. P. (2024). **Can Children's Education Enhance Formal Female Labor Force Participation?** (IZA Discussion Paper N° 17429). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17429.htm>

Developing countries face significant challenges in increasing women's labor force participation and improving job quality, partly due to the substantial presence of the informal sector. This paper examines the case of Bolivia, which has the highest level of informality in Latin America. We empirically investigate whether the expansion of children's access to education in Bolivia provides an additional explanation for the reduction in female participation in the informal sector, as children attending school would require less parental supervision. Using a structural model in which mothers decide to participate in formal markets at a cost inversely related to the likelihood of their children being enrolled in school, we find that the rise in primary school enrollment in Bolivia explains up to 40% of the decline in female workers under age 40 in informal markets. Our findings contribute to the growing body of evidence on the positive impact of children's access to education on women's labor market outcomes in developing countries.

Fisné-Koch, A. (2024, décembre 13). **Plus d'ascension professionnelle en cours de carrière, mais pas pour tout le monde.** Consulté 15 décembre 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/plus-dascension-professionnelle-cours-de-carriere-mo/00113445>

Les travailleurs connaissent davantage de changements au cours de leur carrière aujourd'hui qu'il y a cinquante ans, mais les femmes et les ouvriers se heurtent toujours aux mêmes barrières.

Flécher, M. (2024). **L'informatique : un bastion masculin... mais égalitaire ? Logiques et modalités de la féminisation des filières et des métiers de l'informatique.** In T. Couppié, D. Épiphanie, O. Joseph, & E. Personnaz (Éd.), *Premiers pas sur le marché du travail : quand les inégalités s'en mêlent - Tome 1 : Exploitations de l'enquête 2020 auprès de la Génération 2017* (p. 7-24). <https://doi.org/10.4000/12099>

Alors que les femmes sont encore largement minoritaires au sein des filières et des métiers de l'informatique, cet article rend compte des logiques et des modalités de la féminisation encore lente et relative des filières et des métiers de l'informatique. Il s'intéresse pour cela aux profils et aux trajectoires des rares femmes qui s'orientent hors des sentiers du genre pour étudier ou travailler dans l'informatique. L'analyse des parcours scolaires et des trajectoires d'insertion professionnelle des hommes et des femmes diplômées d'informatique fait tout d'abord ressortir que l'obtention d'un haut diplôme en informatique constitue une porte d'entrée plutôt égalitaire sur le marché du travail, permettant aux femmes d'accéder à des postes stables, élevés et mieux rémunérés qu'en moyenne. Cependant, seuls les hommes les plus diplômés semblent parvenir à se pérenniser dans cette voie, trois ans après leur sortie du système scolaire.

Près de la moitié des femmes diplômées en informatique quittent ce secteur dans les premières années de leur insertion professionnelle, sans toujours parvenir à rentabiliser leur diplôme en dehors des métiers et des secteurs cibles. Pour autant, une part importante de femmes qui occupent des positions de cadres dans le secteur sont issues de formations non scientifiques. S'il ne semble pas parvenir à retenir les femmes ingénieries, ce secteur semble ainsi offrir des opportunités de carrières à des femmes capables d'endosser des fonctions d'encadrement et de management.

Lefrançois, C. (2024). **Le casse-tête de l'âge des chômeur·ses âgisé·es.** Formation emploi. Revue française de sciences sociales, (168), 107-125. <https://doi.org/10.4000/12r2v>

La mise à l'agenda de l'emploi en fin de carrière et l'interdiction de la discrimination par l'âge ont favorisé l'émergence de structures dédiées aux chômeur·ses âgisé·es, en France et au Royaume-Uni. Tout en dénonçant l'âge quand il sert de critère à l'embauche, ces structures oscillent dans les deux pays entre la critique de l'âge et son essentialisation. En analysant le travail autour de l'âge, en analysant ses effets ambivalents et performatifs, cet article propose d'alimenter la notion d'âgisation.

Murnane, R., Willett, J. B., McDonough, A., Papay, J. P., & Mantil, A. (2024). **Are Community College Students Increasingly Choosing High-Paying Fields of Study? Evidence from Massachusetts** (NBER Working Paper N° 33073). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33073.htm>

The labor-market payoff to workers with associate degrees in healthcare and STEM occupations is very high in Massachusetts. We examine whether this induced a growing proportion of students in MA community colleges (MACCs) to earn an associate degree (AD) in one of these fields. We do this by using multinomial logit analysis to compare trends across 12 cohorts of MACC entrants in the proportion of students who earned an AD in a healthcare or STEM program within six years of entry. We find a substantial increase across cohorts in the proportion of students who earned an AD in a STEM program, but not in the proportion who earned an AD in a healthcare program. We found differences in degree attainment by student gender, race/ethnicity, family income, and 10th-grade mathematics score. Interviews with MACC program leaders revealed that supply constraints hinder expansion of many healthcare AD programs, but not STEM programs.

Observatoire des inégalitésre. (s. d.). **Comment femmes et hommes se partagent les hauts salaires.** Consulté 5 décembre 2024, à l'adresse Observatoire des inégalités website: <https://inegalites.fr/Comment-femmes-et-hommes-se-partagent-les-hauts-salaires>

Parmi les 10 % des salariés les mieux payés, il y a deux fois plus d'hommes que de femmes. En grimpant davantage dans la hiérarchie des salaires, la proportion de femmes diminue encore.

Perrin-Joly, C. (2024). **Seuils et catégories d'âge au travail : des gestionnaires Ressources Humaines normalisateurs.** Formation emploi. Revue française de sciences sociales, (168), 147-169. <https://doi.org/10.4000/12r2y>

En quoi l'âge est-il une ressource pour faire valoir sa légitimité pour les gestionnaires RH (ressources humaines) ? Fonction dominée dans l'espace professionnel de la gestion, les

gestionnaires RH utilisent l'âge comme outil de mesure et de standardisation pour s'y faire reconnaître. Se faisant, ils et elles participent à structurer les carrières des cadres autour de micro-seuils d'âge. La personnalisation de la GRH (gestion des ressources humaines) va faire évoluer ces micro-seuils, notamment dans les carrières des femmes, sans remettre en cause leur usage.

Wiederhold, S., & Langer, C. (2023). **The Value of Early-Career Skills** (Growth Lab Working Paper N° 204). Consulté à l'adresse Harvard's Growth Lab website: <https://econpapers.repec.org/paper/glhwpfacu/204.htm>

We develop novel measures of early-career skills that are more detailed, comprehensive, and labor-market-relevant than existing skill proxies. We exploit that skill requirements of apprenticeships in Germany are codified in state-approved, nationally standardized apprenticeship plans. These plans provide more than 13,000 different skills and the exact duration of learning each skill. Following workers over their careers in administrative data, we find that cognitive, social, and digital skills acquired during apprenticeship are highly – yet differently – rewarded. We also document rising returns to digital and social skills since the 1990s, with a more moderate increase in returns to cognitive skills.

## Métiers de l'éducation

Alladatin, J., & Soumanou, I. (2024). **Hétérogénéité des tâches des directions d'établissements d'enseignement secondaire au Bénin: préoccupations pour une direction scolaire au service de la réussite de tous les élèves.** *Éducation et francophonie*, 52(2), 1-20. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_12-Alladatin-et-Soumanou-Final.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_12-Alladatin-et-Soumanou-Final.pdf)

Brunello, G., Crocè, C., Giustinelli, P., & Rocco, L. (2024). **Teacher Personality and the Perceived Socioeconomic Gap in Student Outcomes** (IZA Discussion Paper N° 17331). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17331.htm>

We randomly assign student profiles to teachers and elicit teachers' beliefs about the student's likelihood of success in alternative high school tracks. We document a large and statistically significant gradient in teachers' beliefs about students' high school prospects with respect to students' socioeconomic background (SEB), *ceteris paribus*. We find that this gradient varies with teacher's personality, a hard-to-observe and understudied teacher trait. Specifically, higher levels of teacher's extraversion and openness are associated with a steeper negative SEB gradient in teachers' beliefs about students' success prospects in an academic track. Conversely, more conscientious and agreeable teachers assign to low-SEB students, on average, a higher probability of success in a vocational track. We discuss some policy implications of our findings.

Buffet, N., Dionne, P., & Moussay, S. (2024). **Une formation fondée sur l'expérience pour soutenir les directions d'école primaire françaises dans la transformation de leur organisation du travail.** *Éducation et francophonie*, 52(2), 1-18. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_09-Buffet-dionne-et-Moussay.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_09-Buffet-dionne-et-Moussay.pdf)

This article presents the benefits of an intervention research study that set up a framework for discussing the kind of work situations elementary school principals experience.

Anchored in a cultural and historical perspective of human development, the intervention accompanies 16 French elementary school principals as they describe their work experience, using the method of "instruction by the use of stand-ins". The study data is about a stand-in instruction cycle with these principals and a meeting in the presence of their superiors. The work situations analyzed during the stand-in instruction cycle relate to working with families and partners (municipal staff, students' parents, inspectors) that these principals deem problematic. The results show that describing work experience allows school principals to redefine the work activity responsible for causing educational issues. They also highlight how discussions about tricky work situations are developed with hierarchical superiors to open pathways of transformation for educational organizations.

Burdin, C. (2024). **Dans des entretiens déclenchés par le comportement de l'élève : quelles relations entre des parents et des CPE ?** *Revue internationale de l'éducation familiale*, 53(1), 147-182. <https://doi.org/10.3917/rief.053.0147>

Dans une perspective de didactique professionnelle qui mobilise une théorie linguistique interactionniste, nous questionnons les interactions entre des parents et des conseillers principaux d'éducation (CPE) lorsque les élèves ont posé des problèmes de comportement au collège. Grâce à l'analyse de quatre-vingt-quinze entretiens CPE-parents enregistrés par dix CPE, nous montrons que les entretiens sont majoritairement coopératifs, mais qu'une graduation est repérée et que le « rapport de place » est majoritairement défavorable au parent. Cette asymétrie se modifie lorsque les décisions à prendre dépendent des parents et lorsque s'instaure une forme de relation de service.

Café pédagogique. (2024, décembre 11). **Rapport de la Cour des Comptes : « Au total, un enseignant sur dix est aujourd'hui contractuel ».** Consulté 11 décembre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/11/rapport-de-la-cour-des-comptes-au-total-un-enseignant-sur-dix-est-aujourd'hui-contractuel/>

Selon un rapport de la Cour des comptes publié fin octobre, le besoin de recrutement d'enseignants à l'horizon 2030 est estimé à 328 000. Dans un contexte de crise du

Chen, L. (2024). **Tokenized but remaining: how do international academics make sense of their decision to remain in Japanese universities?** *Higher Education*, 88(5), 1889-1908. <https://doi.org/10.1007/s10734-024-01191-4>

Despite challenging and uncertain circumstances and the perception of being tokenized symbols in Japanese universities, the majority of international academics are more inclined to remain in their affiliations. The study intends to elucidate how international academics make sense of their decision to remain in Japanese universities. The data are from a qualitative dataset examining the integration experiences of international academics in Japan. Following the philosophical foundations of purposive sampling in interpretative phenomenological analysis (IPA), which was applied as a methodological framework, the study recruited a total of 30 participants. The study reveals varied sensemaking strategies among the interviewees, characterized as survivors, pragmatists, and ambitionists. Survivors refer to those who were compelled to remain in their current affiliations often due to constraints related to their academic roles or age restrictions. Pragmatists prioritize the practical benefits of their positions or affiliations, deriving from professional aspects, sociocultural dimensions, and personal considerations. Ambitionist academics generally view experiences in their current affiliations as a stepping stone toward future professional opportunities elsewhere. The

study suggests that insufficient dedication to recruiting and retaining international academics may pose potential long-term risks for Japanese higher education institutions (HEIs) in the global academic sphere, affecting their internationally competitive standing and resilience in an evolving academic landscape. The study provides theoretical and practical implications to researchers, university administrators, and policymakers.

Colignon, A., März, V., & Nieuwenhoven, C. V. (2024). **La rétention dans les écoles urbaines en contexte défavorisé : une étude qualitative sur la résilience des personnes nouvellement enseignantes.** Éducation et francophonie, 52(2), 1-25. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_10-Colignon-Marz-et-Van-Nieuwenhoven-Final.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_10-Colignon-Marz-et-Van-Nieuwenhoven-Final.pdf)

Recognizing the pressing issue of low teacher retention in urban schools in disadvantaged areas, this qualitative study explores the resilience of new teachers. Using an asset-based approach, it mobilizes the concept of urban engagement to offer narratives that shape a positive image of urban schools. Semi-structured interviews were conducted with seven new teachers selected for their high urban commitment, who work with disadvantaged students in Brussels elementary schools. The results of this study reveal how participants' commitment to urban settings influences their resilience. They also indicate the dynamic nature of resilience, identifying four aspects arising from the interaction between individual and contextual factors: 1) The importance of aligning the values at the core of their urban commitment with those of the school, 2) Availability of resources in the school and support to access them, 3) Positive and collaborative team dynamics to develop organizational roles, and 4) "Taking care" of new teachers to support their well-being and commitment in urban schools. Emphasis is placed on the responsibility of administrators to create environments that support the resilience and commitment of their teaching team.

Courtois, A., & O'Keefe, T. (2024). **'Go away and make a big thing of yourself somewhere else': precarious mobilities and the uses of international capital in Irish academia.** Higher Education, 88(5), 1871-1887. <https://doi.org/10.1007/s10734-024-01190-5>

The article interrogates the 'mobility imperative' and its impact on precarious academics. Drawing on 40 biographic interviews with academics with experience of long-term precarity in Irish higher education, and using a Bourdieusian framework, we identify the specific conditions, uses and impacts of international mobility for these workers. This method offers a unique retrospective advantage for an analysis of the utility of international capital for a cohort of workers typically excluded from studies of international mobility. Among the specific obstacles we identify which are faced by precarious academics in the accumulation and conversion of international capital are the lack of or compromised initial social capital; the dubious value of international capital in Irish academia, especially when associated with precarity; and the difficulty for workers to construct acceptable career scripts when both precarity and mobility have led them off-script. We suggest that the ability to accumulate and convert usable forms of international capital while working abroad is in part predetermined by prior struggles in the national field.

DEPP. (2024). **Panorama statistique des personnels de l'enseignement scolaire 2023-2024.** Consulté à l'adresse <https://www.education.gouv.fr/panorama-statistique-des-personnels-de-l-enseignement-scolaire-2023-2024-416010>

Édité par la DEPP, le « Panorama statistique des personnels de l'enseignement scolaire » est un ouvrage annuel de référence fournissant une vision à la fois globale et détaillée de la situation des personnels du ministère de l'Éducation nationale.

Drégoir, M. (2024). **L'évolution du salaire des enseignants titulaires entre 2021 et 2022.** Note d'Information, (24.51), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/l-evolution-du-salaire-des-enseignants-titulaires-entre-2021-et-2022-416004>

En 2022, un enseignant titulaire de l'éducation nationale, qu'il soit à temps complet, partiel ou incomplet, perçoit en moyenne 2 740 euros nets par mois : 2 810 euros lorsqu'il est à temps complet et 2 040 euros lorsqu'il est à temps partiel ou incomplet.

Duchaine, M.-P., Gaudreau, N., Frenette, É., & Dia, F. (2024). **Le MOOC : un dispositif prometteur pour favoriser le bien-être du personnel scolaire?** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-08>

Dumay, X., Sorensen, T. B., & Paine, L. (2024). **World Yearbook of Education 2025: The Teaching Profession in a Globalizing World: Governance, Career, Learning.** Consulté à l'adresse <https://www.routledge.com/World-Yearbook-of-Education-2025-The-Teaching-Profession-in-a-Globalizing-World-Governance-Career-Learning/Dumay-Sorensen-Paine/p/book/9781032579450>

The World Yearbook of Education 2025 analyzes teacher policies and the governance of the teaching profession in the contemporary context of major societal changes and globalizing processes. The first volume dedicated to an overview of globalized teacher policies and their implications for the status of the teaching profession across the world, this book reflects the ambition to advance the debate on the challenges and opportunities associated with the teaching profession. It recognizes that teac

Epstein, M. (2024). **Apport d'un échange européen pour une formation initiale des enseignants et enseignantes à l'éducation inclusive.** L'Année de la Recherche en Sciences de l'Éducation, (2024), p139-147. Consulté à l'adresse <https://hal.science/hal-04770343>

This article presents an initial experiment carried out in 2022/2023 as part of the Eutopia consortium of European universities, aimed at training teachers in inclusive education and universal pedagogy (Bergeron et al., 2011). The experiment involved written exchanges in English between 15 French students on a Master 2 MEEF in INSPE and Dutch-speaking Belgian students with the same profile, over a six-month period. The article analyzes the training in the light of a grid designed in Belgium (Van Peteghem and Consuegra 2021) listing the main criteria to be met by training in inclusive education. The results show that the experiment enabled professional changes and reflection on inclusion thanks to international exchanges and reflexive engineering (Lehner & Nordmann, 2021), but overlooked the remobilization of definitions of inclusion, which is a limitation of the process. This experiment can be a base for similar ones in the future.

Foka, M., & IsaBelle, C. (2024). **La présélection informelle comme stratégie organisationnelle pour contrer la pénurie de directions d'école franco-ontariennes.** Éducation et francophonie, 52(2), 1-19. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_01-Foka-et-IsaBelle-Final.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_01-Foka-et-IsaBelle-Final.pdf)

In recent decades, many school contexts have underscored a shortage of school principals. Studies suggest that the practice of informal preselection, commonly known as “a tap on the shoulder”, would influence access to the role of school principal. This practice, however, has been the subject of little research. Our study aims to better understand the practice of informal preselection in Ontario's Francophone schools to meet the challenge of principal shortages. Sixty people participated in a survey, the results of which indicate that informal preselection is implemented in the Franco-Ontarian school context, and that it offers advantages that could serve as a lever to counteract the shortage of principals. These results shed new light on the contributions of informal preselection and contribute to enriching reflections on management strategies that could be used to resolve this shortage.

Kannengiesser, V. (2024). **Exercer sa fonction de directrice d'école primaire : la responsabilité du pédagogique face à une institution aux prises avec le management public néolibéral.** Cliopsy, 32(2), 51-70. <https://doi.org/10.3917/cliop.032.0051>

Kraft, M. A., & Lyon, M. A. (2024). **The Rise and Fall of the Teaching Profession: Prestige, Interest, Preparation, and Satisfaction Over the Last Half Century.** American Educational Research Journal, 61(6), 1192-1236. <https://doi.org/10.3102/00028312241276856>

We examine the state of the U.S. K-12 teaching profession over the last half century by compiling nationally representative time-series data on four interrelated constructs: occupational prestige, interest among students, the number of individuals preparing for entry, and on-the-job satisfaction. We find a consistent and dynamic pattern across every measure: a rapid decline in the 1970s, a swift rise in the 1980s extending into the mid-1990s, relative stability, and then a sustained decline beginning around 2010. The current state of the teaching profession is at or near its lowest levels in 50 years. We identify and explore a range of hypotheses that might explain these historical patterns including economic and sociopolitical factors, education policies, and school environments.

Mafok Foka, M. (2024). **La présélection informelle dans l'accès au poste de direction d'école : le cas des écoles de langue française de l'Ontario** (Université d'Ottawa | University of Ottawa). Consulté à l'adresse <http://hdl.handle.net/10393/46420>

Un nombre croissant d'études empiriques indique que, par leur vision, leur mission et leurs objectifs, les directions d'école, peuvent exercer une influence considérable sur la réussite scolaire et éducative des élèves (Brown et Greany, 2018; Isabelle et Labelle, 2017; Jacobson, 2005; Lapointe et Gauthier, 2014). Ces études révèlent également une reconnaissance croissante de l'importance du rôle et des responsabilités des directions d'école dans toutes les étapes du processus d'amélioration des écoles (Archambault et Garon, 2013; Hallinger et Heck, 2011). Cependant, depuis la fin des années 1990, plusieurs systèmes éducatifs soulignent l'amenuisement du bassin de candidatures pour les postes de direction d'école. Les recherches (Clune, 2008; St-Germain et Boucher, 2016; Wang et Pollock, 2019) soulignent le fait que la pénurie décriée est généralement localisée et fortement reliée au contexte et aux enjeux propres à celui-ci, enjeux qui varient considérablement d'une région à une autre, selon sa population, la diversité de celle-ci et le contexte socioculturel dans lequel l'éducation prend place (Pollock et Hausselman, 2016). Nous n'avons cependant pas trouvé d'étude qui s'intéresse précisément au système scolaire des écoles de langue française de l'Ontario et qui permet d'identifier les facteurs qui contraignent ou qui motivent les enseignants à rechercher un poste de

direction d'école dans ce contexte. De plus, bien que certains de ces travaux présentent la pratique de la présélection informelle comme stratégie pour endiguer la pénurie, à notre connaissance, aucune étude n'a été menée pour explorer l'incidence de cette pratique sur l'accès à un poste de direction d'école en Ontario. De ce fait, notre étude vise à documenter, à partir des expériences des participants à notre recherche, les facteurs qui influencent l'accès à un poste de direction d'école dans le système scolaire des écoles de langue française de l'Ontario, y compris la présélection informelle. Pour ce faire, nous avons privilégié un devis d'étude de cas par méthodes mixtes (Creswell et Plano Clark, 2017). Nous avons mobilisé deux méthodes de collecte de données, à savoir un sondage en ligne et des entrevues semi-dirigées. Les données issues du sondage ont fait l'objet d'analyses statistiques descriptives, tandis que celles issues des entrevues semi-dirigées ont été analysées avec le logiciel MAXQDA suivant la méthode inductive modérée. Nos résultats brossent un portrait des facteurs qui influencent l'accès au poste de direction dans le système scolaire des écoles de langue française de l'Ontario et apportent une compréhension approfondie de la présélection informelle dans ce contexte. À la lumière de ces résultats, nous proposons aux conseils scolaires des pistes d'action qui peuvent être des leviers dans la lutte contre la pénurie de directions d'école.

Maleyrot, É. (2024). **Partenariat(s) et interprofessionnalité(s) dans les métiers de l'éducation.** Consulté à l'adresse <https://www.pulm.fr/index.php/default/partenariat-s-et-interprofessionnalite-s-dans-les-metiers-de-l-education.html>

Boutique des Presses universitaires de la Méditerranée

Masry-Herzallah, A., & Cohen, A. (2024). **Agents of change or collaborators? The first Palestinian students from Eastern Jerusalem studying to become Hebrew teachers in an Israeli university.** Pedagogy, Culture & Society, 32(5), 1455-1474. <https://doi.org/10.1080/14681366.2023.2190337>

The research aimed to identify pull and push factors motivating the applications of Palestinian-Jerusalemite students (hereafter: PJS) to study a training program for Hebrew teaching in an Israeli university. Semi-structured interviews and an open questionnaire elicited the students' motivations and learning experiences, to reveal how they coped with political and academic challenges. The findings show that the students' choice of this program has become a preferred, prestigious option assuming that it serves as a tool for personal and professional empowerment. Additionally, some students saw their decision as enabling them, as Hebrew teachers in the Palestinian education system in Jerusalem (hereafter: PESJ), to act as agents of change for the future economic and academic benefit of their society. Moreover, studying in the Hebrew University in Jerusalem (hereafter: HU), the divided city constitutes a sort of temporary 'migration' or 'exile' to acquire an education. The Israeli academia (hereafter: IA) space creates an opportunity for them to redesign their personal and professional identities. 'Hybrid identity', characterised by cultural flexibility, appears to facilitate PJS wandering between different cultural contexts for educational purposes, while maintaining their culture and national identity. The research contributes to previous literature concerning the integration of minorities in higher education (hereafter: HE).

Neville, P. (2024). **La direction d'école, une question d'équilibres ?** Dossier de veille de l'IFÉ, (149), 1-24. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/DA/detailsDossier.php?parent=accueil&dossier=149&lang=fr>

Noeppel, M. (2024). *L'activité d'un sujet-collectif pluricatégoriel de formateurs : Quelle production et quel développement en faveur des enseignants novices ?* (Phdthesis, Université de Strasbourg (UNISTRA)). Consulté à l'adresse <https://hal.science/tel-04812638>

Les prescriptions à « penser collectif » au sein de l'Éducation Nationale, en réponse à des situations complexes, se multiplient (MEN, 2013; Thélot, 2004). Toutefois, elles ne conduisent pas automatiquement à l'émergence de collectifs de travail, définis comme une ressource au métier (Miossec et Clot, 2015; Moussay, 2019). Actuellement, on constate une collection d'individus (Moussay et al., 2017) malgré les efforts pour encourager le travail collectif, souvent réduit à un travail en parallèle (Liouville et al., 2015). L'enjeu est de constituer un collectif de travail pour développer le pouvoir d'agir des professionnels (Flavier, 2016). Les différences de statuts entre formateurs ajoutent de la complexité en termes de reconnaissance réciproque, de communication et de cultures institutionnelles (Colognesi et al., 2018; Chanier et Cartier, 2006). En France, l'accompagnement des enseignants débutants est morcelé entre des formateurs aux statuts et missions différents. Deux rapports du Sénat soulignent l'accompagnement approximatif des jeunes professeurs par les formateurs, manquant de supervision (Gonthier-Maurin, 2012; Brisson et Laborde, 2018). Il apparaît donc essentiel de rapprocher leurs pratiques dans une perspective de complémentarité. C'est l'ambition de notre recherche-intervention. Notre étude, sous un angle historico-culturel développemental (Vygotski, 1934/1997; Leontiev, 1984; Engeström, 2001) et appuyée par une approche clinique de l'activité (Clot, 2006), interroge un collectif de trois formateurs d'enseignants novices de statuts différents : un professeur des écoles maître-formateur, un conseiller pédagogique et un formateur universitaire. Ces trois acteurs agissent souvent indépendamment, rendant l'accompagnement complexe. Nous cherchons à comprendre comment ce collectif se développe et ce qu'il produit, à travers une triple visée : (i) Épistémologique : l'introduction d'un dispositif inédit de formation collectif pluricatégoriel engendre des tensions, sources de perturbations dans la communauté, ses règles et la division du travail (Engeström, 2001), documentant l'agentivité des acteurs sur leur système et celui d'autrui (Engeström et Sannino, 2013). (ii) Transformative : envisager le développement du formateur implique de modifier son rapport au collectif, de l'engager dans un dialogue avec lui-même et autrui. L'enjeu est de maintenir des controverses pour que le collectif vive au sein de l'activité, produisant du genre professionnel et développant le pouvoir d'agir. (iii) Méthodologique : l'enjeu est de rendre compte de l'activité du collectif en la documentant sans passer par les inter-individualités. L'innovation méthodologique tient dans le choix et l'articulation des outils utilisés, la temporalité d'analyse des données et la place du chercheur. Le collectif est considéré comme une unité émergente, se construisant par l'action, nécessitant un effort des acteurs pour en garantir l'unité. Le collectif a une intentionnalité propre, partagée par tous les acteurs, sans gommer les intentionnalités d'arrière-plan. Il se développe en produisant des valeurs et techniques qui nourrissent une organisation évolutive selon des temporalités variées.

Paris, H., & Saïd Touhami, F. (2024). **Le double rôle du chercheur-conseiller pédagogique.** Terrains et Recherches dAns les SCiences de l'Education (TRASCE). Présenté à Rouen, France. Consulté à l'adresse <https://hal.science/hal-04818131>

Cette communication s'appuie sur les résultats d'une recherche doctorale en sciences de l'éducation conduite dans une école d'ingénieurs. Dans ce cadre, nous avons notamment expérimenté la mise en œuvre d'un dispositif de recherche-intervention (Marcel et Broussel, 2022) rassemblant des visées heuristiques, praxéologiques et

critiques. Ce dispositif a visé à faire ressortir les pratiques enseignantes de conception pédagogique pour mieux les comprendre tout en développant les capacités de problématisation et de travail en interdisciplinarité des participants. La dimension critique au sens de Marcel (2020) s'est incarnée quant à elle par la mise en réflexion avec les participants du dispositif lui-même ainsi que de leurs propres pratiques. Dans cette communication, nous proposons de nous concentrer sur la place du chercheur dans cette recherche-intervention, c'est-à-dire dans une situation où celui-ci utilise et prend le rôle d'un conseiller pédagogique (Bourgade, 2017) pour comprendre et analyser des pratiques enseignantes dont il s'agit de participer à la transformation. Les résultats recueillis concernent les phases avant, pendant et après le processus de conception (entretiens amont/aval avec les cinq participants, enregistrements de leurs échanges au cours des sessions de travail du dispositif, productions issues de ces sessions de travail, ressources pédagogiques créées par les participants, restitutions auprès de l'équipe pédagogique). L'analyse des données interroge la manière dont la place du chercheur (ou sa position institutionnelle au sens de Chevallard (2011)) est construite et négociée dans la relation qui s'instaure avec les participants. Nous proposons d'ainsi analyser le(s) rôle(s) du chercheur-intervenant comme faisant partie d'un système qui ne peut se comprendre qu'à la condition de considérer les rôles joués par les enseignants qui contribuent au dispositif proposé. Ces différents rôles apparaissent comme un objet de problématisation au sens foucaldien, comme institution de relations entre le sujet et le monde (Potte-Bonneville, 2004) dont le sens est susceptible d'évoluer au cours du temps. De fait, cette relation dynamique demeure située dans des contextes institutionnels spécifiques et emboités (l'enseignement supérieur, les écoles d'ingénieurs, l'établissement, les disciplines de rattachement des participants) qui vont façonner les déplacements que les enseignants sont susceptibles d'effectuer au cours du dispositif. Enfin nous conclurons notre communication par une discussion nourrie par notre expérimentation sur la place des participants vis-à-vis de la dimension heuristique de la recherche-intervention : de tels dispositifs visent-ils à engager (y compris provisoirement) les enseignants dans une authentique démarche de recherche sur leurs pratiques ? On reviendra à cette occasion sur les conditions de déploiement et les limites de la posture du « praticien-chercheur » (Lison, 2022), notamment défendue dans les travaux sur le Scholarship of teaching and learning. Nous proposons à cet endroit une perspective plus modeste sur la disponibilité effective des enseignants du supérieur à s'engager dans une telle démarche qui vient s'ajouter à une identité professionnelle déjà parcourue par des tensions entre discipline et établissement de rattachement, entre activités de recherche, d'enseignement et – de façon croissante – responsabilités administratives (Barrier et Picard, 2020).

Pia Iocco, M. (2024). **Effects of a teacher training reform in Guatemala** [Working Paper Series]. Consulté à l'adresse Department of Economics, University of Sussex Business School website: <https://econpapers.repec.org/paper/sussusewp/0624.htm>

This paper studies the effects of an educational reform in Guatemala that modified the training of primary teachers from three years at the secondary level (grades 10 to 12 of a diversified cycle in high school) to a combination of two years of high school and three at a university, obtaining a Bachelor of Education (B.Ed.) before being able to apply to become a primary school teacher. Exploiting the timing of the implementation and an unaffected group of students as controls, I analyse the effects at the student levels in terms of enrolment and performance during their high school years and the effects on official teachers' colleges regarding performance due to the opportunity of financial aid

for their students. Results show a decrease in enrolment for primary teaching students, negative but not always significant results in math, and mixed results in reading. Besides, I also observed a change in the characteristics of aspiring educators. Official teachers' colleges experienced an initial increase in their primary teaching performance compared to other types of schools, but the effect faded after a couple of years, becoming negative

Pommiers, E. (2024, décembre 6). **Les caricatures sur le temps de travail des enseignants fragilisent un métier en crise.** Le Monde. Consulté à l'adresse [https://www.lemonde.fr/idees/article/2024/12/06/les-caricatures-sur-le-temps-de-travail-des-enseignants-fragilisent-un-metier-en-crise\\_6432910\\_3232.html](https://www.lemonde.fr/idees/article/2024/12/06/les-caricatures-sur-le-temps-de-travail-des-enseignants-fragilisent-un-metier-en-crise_6432910_3232.html)

ANALYSE. La remise en cause de la libre organisation d'une partie du travail des enseignants participe de la grave crise d'attractivité et de sens que subit la profession.

Wells, K., & Daniels, L. M. (2024). **Has COVID-19 changed pre-service teachers perceptions of the profession? Yes, but not necessarily in bad ways.** Social Psychology of Education, 27(6), 3019-3046. <https://doi.org/10.1007/s11218-024-09912-4>

The teaching profession profoundly changed during the COVID-19 pandemic. Whether these changes were for the better or worse depends on individual teachers' perceptions. Pre-service teachers watched from the sidelines and their perceptions of the profession changed too, potentially implicating future career outcomes including career commitment, value of belongingness, teaching efficacy, and career anxiety. We used a person-centred analysis to cluster pre-service teachers ( $n=146$ ) based on their perceptions of changes to job demands and returns during the pandemic using the Factors Influencing Teaching Choice Scale. Three clusters emerged: a Neutral Group, a Valued Group, and a Busy Group. We used ANOVA to determine mean level differences between these groups on our career outcome variables. Significant mean differences emerged only for the value of belongingness and career anxiety variables. There were no significant differences between clusters on the commitment, right career decision, and efficacy variables, which is encouraging from a teacher retention perspective. Pre-service teachers generally remained committed to the teaching profession with the same career plans that they had pre-pandemic. We discuss the implications of this study for teacher education programs, policy, and research.

Winchip, E. (2024). **Teachers' work and the marketisation of international schools: A quantitative analysis of teacher control, fulfilment, and buffering from business influences.** Journal of Research in International Education, 23(3), 244-269. <https://doi.org/10.1177/14752409241302626>

This research investigates how marketised school contexts affect the work of teachers. In the growing sector of international schools, especially for-profit schools, the marketising influences in education may significantly impact how teachers experience their work. A questionnaire was administered to teachers in different types of schools including a large sample of teachers working in for-profit international schools. Rasch analysis and path analysis were used to construct scales and investigate the relationships between the scales. The scales were tested for fit, differential item functioning (DIF) and reliability. The main themes researched were teachers' feelings of a lack of control over their work, the fulfilment they experience, and the buffering from business influences. These were analysed along with scales of business influences on teachers' work and the extent to which their school was run as an EduBusiness. Teachers seem to experience a loss of

control over their work as they experience more business influences on their work, especially those working in schools run as EduBusinesses. Buffering from those influences is an important aspect of teachers' feelings of fulfilment, and more buffering and fulfilment are related to fewer feelings of a lack of control. The contribution this research makes is to understanding the patterns of the marketisation of schools and how teachers' feelings of fulfilment and control are related to the extent that a school is run as a business and the business influences on their work.

Xu, S. H., Santelli, F. A., Grissom, J. A., Bartanen, B., & Patrick, S. K. (2024). **(Dis)connection at Work: Racial Isolation, Teachers' Job Experiences, and Teacher Turnover.** American Educational Research Journal, 61(6), 1152-1191.  
<https://doi.org/10.3102/00028312241278597>

Teachers of color often work in schools with few colleagues from the same racial or ethnic background. This racial isolation may affect their work experiences and important job outcomes, including retention. Using longitudinal administrative and survey data, we investigate the degree to which Tennessee teachers who are more racially isolated are more likely to turn over. Accounting for other factors, we find that racially isolated Black teachers are more likely to leave their schools than less isolated teachers. This turnover is driven by transfers to a different district and exiting the profession altogether. Consistent with an explanation that isolated teachers' work experiences differ, they also report less collaboration with colleagues and receive lower observation scores.

Xu, W., & Poole, A. (2024). **'Academics without publications are just like imperial concubines without sons': the 'new times' of Chinese higher education.** Journal of Education Policy, 39(6), 861-878. <https://doi.org/10.1080/02680939.2023.2288339>

Whilst the extant literature on the publish-or-perish culture in the West is plentiful, there remains surprisingly little scholarship exploring the ways managerialist policies have become integral to local identities, work and life in Chinese universities. We address this gap by taking China's endeavour to become first in the global higher education field as an entry point and reflecting on our lived experiences as early career researchers (ECRs) in the form of a duoethnography. Our dialogues consider how, and with what effects, Chinese higher education privileges the notion of research excellence and works to construct professional identities. As grassroots ECRs epitomising a force to negotiate, challenge and resist the contemporary research order from below, we identify academic publishing as 'the best strategy' to get ahead in the academic game. Despite our compliance with the regime of new managerialism, our narratives also suggest that we are attempting to resist the drive for research productivity through envisaging a slower tempo in writing and aspiring for greater reflection. We provide readers with a range of individual- and collective-based strategies for being and progressing as grassroots ECRs, and implications for universities are also discussed at the end of the article.

Yang, X., Cai, X., & Cai, J. (2024). **The effect of the tenure track on faculty member's job insecurity and innovative work behavior.** Higher Education, 88(5), 1927-1946. <https://doi.org/10.1007/s10734-024-01194-1>

Through a survey of faculty members from 21 top research universities in China, this study analyzes the impact of the tenure reform on faculty members' job insecurity and innovative work behavior in research. The results indicate a negative relationship between the tenure-track system and faculty's innovative work behavior in terms of trying new directions and methods. However, no significant impact of the tenure track on the

implementation and support of innovative ideas was observed. This study also reveals that the tenure track increased job insecurity among faculty members, primarily quantitative insecurity. This is due to higher publication demands and the strict enforcement of the "up-or-out" contracts, which resulted in rising concerns over job loss. Further analysis reveals that job insecurity played a mediating role in the relationship between the tenure track and faculty members' innovative behaviors in academic research. Based on the findings, this study recommends raising the criteria for tenure-track admission to reduce excessive peer competition. It also highlights the need to enhance academic autonomy and peer evaluation to ensure the quality of research outputs. In addition, it suggests implementing a more flexible exit mechanism to reduce job insecurity for faculty on the tenure track, thereby creating a more stable environment conducive to research innovation.

Zaichenko, L. (2024). **When cultural reproduction overshadows personal transformation: the case of Russian schools teachers in Estonia.** *Pedagogy, Culture & Society*, 32(5), 1325-1342. <https://doi.org/10.1080/14681366.2023.2173277>

The success with which minority teachers cope with socio-cultural integration indicates their transformative agency. However, teachers' ideational projects, which are converted into a set of established practices, are tightly connected with their ideologies. In this case what they transform is not a matter of integration for them but is irrevocably intertwined with protecting their own culture. Applying a symbolic interactionist methodological lens and Archer's 'social morphogenesis' explanatory framework, in this qualitative research I aim to examine the unique educational context of Estonia. Schools with Russian as the language of instruction co-exist with schools where instruction is in the national language. The paper explores the mechanisms that stand behind the social agency of minority teachers and why their practices are considered 'morphostatic' for the whole education system. The paper concludes that these teachers' agency is culturally mediated and their strategies are reflexive and morphogenetic in nature, even though they don't lead to integration.

## Numérique et éducation

Albero, B. (2024). **Vagues, révolution, tsunami : l'université aux prises avec les technologies.** *Éducation Permanente*, 240(3), 146-158. <https://doi.org/10.3917/edpe.240.0146>

Bergey, J.-L. P. (2024). **GT-NUM IA2GE : Webinaire "IA génératives et évaluation(s)".** IA Générative et Évaluation Pédagogique : Réflexions et Enjeux Pour l'enseignement-Apprentissage. Présenté à Metz, France. Consulté à l'adresse <https://hal.science/hal-04810219>

Ce webinaire est destiné aux professeurs et acteurs de l'éducation intéressés par l'usage des IA génératives dans le cadre pédagogique, en particulier sur la question de l'évaluation. Il abordera les défis et les opportunités liés à l'intégration de l'IA dans l'enseignement-apprentissage, tout en questionnant la place des compétences, du savoir et de la performance dans ce contexte en mutation.

Bergey, J.-L. P., Promonet, A., Mazzotti, S., & Deias, D. (2024). **GT-NUM2GE : IA génératives et grands modèles de langages.** Semaine de l'intelligence artificielle - Et si on parlait d'IA ? Présenté à Nancy, France. Consulté à l'adresse <https://hal.science/hal-04581635>

Bertieaux, D., Lambeaux, M., Beauset, R., Wauthia, E., & Duroisin, N. (2024). **Bien-être, engagement académique et perception des technologies en formation initiale à l'enseignement: enquête dans le contexte de la Belgique francophone.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-05>

Boily, É., Dumouchel, G., Mailloux, A.-S., Desjardins, É., Jacob, É., & Giroux, P. (2024). **Retombées perçues de personnes étudiantes et enseignantes à propos de l'utilisation des classes d'apprentissage actif (CLAAC) sur l'engagement affectif des personnes étudiantes universitaires en sciences de l'éducation.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-02>

Boufarouj, C. (2024). **L'impact de la formation à la technologie sur le technostress et l'engagement organisationnel: cas des enseignants et enseignantes universitaires au Maroc.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-07>

Céci, J.-F., Heiser, L., & Raynault, A. (2024). **Vers une typologie des prudences numériques en éducation: une réponse aux pratiques sociales de références actuelles?** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-10>

Cordier, A., & Erhel, C. (Éd.). (2024). **Les enfants et les écrans.** Consulté à l'adresse <https://www.editions-retz.com/enrichir-sa-pedagogie/mes-connaissances-educatives/les-enfants-et-les-ecrans-9782725643816.html>

Un ouvrage pour mieux comprendre l'impact des écrans sur les élèves. Distinguer ce qui relève du mythe et ce qui est fondé scientifiquement.

Coulibaly, M. (2024). **Analyse de l'engagement et du bien-être des personnes apprenantes en enseignement à distance en fonction de leur niveau d'études.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-04>

Delay-Artous, C., Gono, A., & Sall, M. (2024, octobre). **Atelier: Plan de gestion des données de sa thèse.** Doctoral présenté à France. Consulté à l'adresse <https://hal.science/hal-04802293>

Cet atelier est proposé comme un complément d'application concrète à la formation « Maîtriser les données de sa thèse. De l'ouverture à la gestion », et s'intéressera plus particulièrement au plan de gestion de données – outil de gestion de projet pour organiser et planifier ses données qu'il est recommandé de réaliser dans le cadre de sa thèse.

Drâmnesc, I., Ábrahám, E., Jebelean, T., Fachantidis, N., Kusper, G., & Stratulat, S. (2024, décembre 9). **A European Project on AI-based Robotics.** Présenté à TALE2024 (International Conference on Teaching, Assessment and Learning for Engineering). Consulté à l'adresse <https://inria.hal.science/hal-04814646>

We introduce the project Artificial Intelligence based Robotics (AiRobo), a partnership of universities from France, Germany, Greece, Hungary, and Romania. AiRobo's aim is to

significantly raise the level of competence and skills of academic staff in the field of artificial intelligence (AI) based robotics, thereby also increasing the attractivity and reputation of the related departments at the partner universities. We further address the European priority in national contexts regarding inclusion in higher education, covering social inclusion and outreach to people with less opportunities, e.g. people with disabilities or with migrant background. The project partners will collaboratively write a comprehensive book on AI-based robotics, provide tools and video tutorials to support the construction and analysis of robotic systems, develop robotic applications in various fields of high interest to the industry, implement trainings for academic staff of the partners, organize an international summer school and an international conference, and disseminate the project results through various channels. The outcomes of the project will include the training of 25 academic staff from partner universities in teaching Albased robotic courses, a comprehensive set of teaching materials including the above-mentioned book, 7 robotic applications in different fields, tools and video tutorials, as well as scientific publications.

Duchaine, M.-P., Gaudreau, N., Frenette, É., & Dia, F. (2024). **Le MOOC : un dispositif prometteur pour favoriser le bien-être du personnel scolaire?** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-08>

Fluckiger, C. (2024). **La numérisation de la lecture : de l'invention du Web aux IA génératives, comment changent nos modes de lecture.** In C. Scheepers (Éd.), Former à la lecture, former par la lecture dans le supérieur. Consulté à l'adresse <https://hal.science/hal-04802562>

Mike Sendall, un document intitulé « Information management : a proposal ». Ce jeune ingénieur anglais du CERN, à Genève, s'appelait Tim Berners Lee et il venait d'inventer l'idée du Web. En haut du document, une note manuscrite de Mike Sendall : « Vague but exciting ». Sur la première page, un schéma indique, sous forme de ronds, nuages et quadrillatères reliés par des flèches, à quoi répond cette proposition. En réalité, personne n'y comprenait rien, et si on veut entrer dans sa logique, le schéma n'a strictement aucun sens, les flèches n'ont aucune signification particulière, les cercles, nuages et quadrillatères non plus... Mais l'important, c'est que Tim Berners Lee l'a fait : quelques mois plus tard, il créait la toute première page Web, inventant et mettant en oeuvre le langage qui décrit les pages (le HTML), le protocole (HTTP) qui permet d'échanger des pages, programmant le tout premier logiciel client (le navigateur) qui peut les demander et les afficher, le serveur qui peut les envoyer à travers le réseau Internet. Cette toute première page est au Web ce que la Bible de Gutenberg a été à l'imprimerie. En effet, le Web constitue sans conteste une rupture dans l'histoire de la communication et de l'accès à l'écrit. Si débat il y a, c'est pour savoir à quoi il convient de comparer cette innovation. Michel Serres lui donne une importance aussi considérable que celle de l'invention de l'écriture puis de l'imprimerie. Pour Roger Chartier, « la révolution numérique est une révolution aussi fondamentale que l'invention de l'écriture et celle du codex. Elle surpasse ainsi en importance l'apparition de l'imprimerie » (Chartier 2001, p. 8). Qu'est-ce qui change au fond ? Comme le dit Bruno Bachimont (2012), « le numérique est un nouveau support d'inscription qui a révolutionné nos sociétés en permettant d'aborder et de traiter tous les types de contenus »<sup>1</sup>. Cela ne semble pas grand-chose, mais le découplage entre le contenu, le support et sa forme ouvre des possibilités absolument révolutionnaires. Il permet sa réplication et sa diffusion à un coût quasi nul

(en valeur monétaire tout au moins : en termes de coût énergétique et donc environnemental, on compare souvent Internet à un nouveau continent). Cette numérisation est telle qu'aujourd'hui il n'y a plus guère de sens à distinguer écrits numériques et non numériques : le papier et le numérique sont deux formes possibles de la même information qui est de toute façon stockée de manière numérique. Un livre consulté à la bibliothèque universitaire par un étudiant a été, à un moment, un fichier numérique, échangé sur Internet entre l'auteur et son éditeur, transmis sous forme numérique à l'imprimeur, stocké dans des clouds, catégorisé dans des moteurs de recherches et des annuaires, catalogué dans des systèmes de gestion accessibles en ligne, etc. Même les ouvrages anciens sont numérisés, indexés et rendus accessibles et recherchables. On peut dire que le numérique est désormais la forme principale d'existence des écrits humains. Comment penser cette numérisation massive des écrits qui circulent dans nos sociétés ? Je vais commencer par formuler, très brièvement, quelques considérations très générales, sur la numérisation des écrits que nous lisons (première partie) avant d'indiquer quelques grands principes méthodologiques et théoriques pour leur analyse (deuxième partie) puis de mentionner quatre évolutions liées à la numérisation de la lecture (troisième partie). Version auteur de : C. FLUCKIGER (2024). La numérisation de la lecture : de l'invention du Web aux IA génératives, comment changent nos modes de lecture. In C Scheepers (Ed.

Frozzini, J., Lévy, J., Côté, D., & Bérubé, F. (2023). **Usages académiques des TIC et qualité de vie des étudiant·e·s internationaux·les résident·e·s au Québec pendant le confinement COVID-19.** Revue des sciences de l'éducation, 49(3). <https://doi.org/10.7202/1114359ar>

Cet article rend compte des usages académiques des TIC ainsi que de leurs répercussions sur la qualité de vie des étudiant·e·s internationaux·les (EI) fréquentant des universités québécoises en période de confinement lié à la COVID-19. Les résultats de l'analyse de 40 entrevues semi-dirigées, dans cette recherche exploratoire qualitative, indiquent qu'il y a eu des répercussions significatives sur les finances des EI et les conditions d'enseignement et d'apprentissage. La démotivation, le manque de concentration, la fatigue ainsi que l'apparition ou l'amplification de problèmes physiques divers sont soulevés. Ces résultats illustrent l'importance de l'environnement technologique dans les études et la qualité de vie dans une situation de confinement.

Geiss, M., & Röhl, T. (2024). **Working at the frontier: Swiss educational information and communication technology coordinators as mediators and intermediaries of the digital transformation.** Research in Education, 120(1), 72-90. <https://doi.org/10.1177/00345237241242989>

This article examines Swiss educational information and communication technology (ICT) coordinators ('Pädagogischer ICT-Support'; PICTS) in Swiss compulsory schools in their ambivalent role between active agents of change and mere facilitators for their colleagues. Using a qualitative research design, it explores the history, self-perception and current roles of PICTS in the canton of Zurich and their interaction with other actors in the education system and the cantonal authorities. This paper draws on science and technology studies to understand the unique role of educational ICT coordinators. The results show that the perceptions and self-understanding of PICTS have remained consistent since their establishment, even though the digital technologies they deal with have evolved rapidly. Their dual role allows PICTS to be both active agents of change

and part of a school's teaching staff. Working at the frontier, they are ambiguous figures, embodying the contradictions of digital transformation in education without necessarily making them explicit.

Gonthier, M.-E., Jolicoeur, E., & Parent, S. (2024). **Usages des mesures liées à la compétence et au bien-être numériques par les personnes étudiantes du collégial à besoins particuliers au Québec.** *Revue internationale des technologies en pédagogie universitaire*, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-11>

Grant, L. (2024). **Data infrastructuring in schools: New forms of professional edu-data expertise and agency.** *Research in Education*, 120(1), 54-71. <https://doi.org/10.1177/00345237241257177>

The digitalisation and datafication of education has raised profound questions about the changing role of teachers' educational expertise and agency, as automated processes, data-driven analytics and accountability regimes produce new forms of knowledge and governance. Increasingly, research is paying greater attention to the significant role of digital intermediaries, 'in-between' edtech or State authorities and the classroom itself, in educational transformations. School data infrastructures, understood as comprising diverse sociomaterial elements including teachers, data, software, standards and pedagogical practices, is one such intermediary through which teacher expertise and agency is reconfigured. In this paper, I focus on teachers' involvement in processes of data infrastructuring in which people, platforms, systems and tools come together to create, enable and maintain data flows. Drawing on a sociomaterial ethnography of a secondary school in England, I analyse the work of a school data office in the behind-the-scenes work of data infrastructuring. The findings detail the significant labour and expertise involved in data infrastructuring, the dynamic, expanding and bespoke nature of the school data infrastructures that emerged, and processes of decontextualising and recontextualising numbers. The paper argues that the work of data infrastructuring undertaken by and through the school data office was an intermediary process which worked to both de-professionalise and re-professionalise teachers in new ways. In the process, this created new kinds of educational data experts and expertise, who gained significant influence and power within and beyond the school, both challenging and reinforcing existing organisational and governing power flows.

Hartong, S. (2024). **Governance by intermediarization. Insights into the digital infrastructuring of education in Estonia.** *Research in Education*, 120(1), 91-109. <https://doi.org/10.1177/00345237241234613>

With the rising prevalence of digital data, infrastructures and platforms in education, the challenge of conceptualizing and investigating 'intermediaries' has substantially increased. This not only refers to various new types of actors that have been materializing around practices of data infrastructuring (e.g., data management), but equally to the rising empowerment of data infrastructures themselves as intermediaries of policy and governance. The aim of this article is to sharpen our conceptual understanding of this interrelation between intermediaries and data infrastructuring. More specifically, the article suggests to approach intermediaries through a lens on performative contexting, thus shifting the focus towards how 'intermediary contexting' is used, by whom and where exactly, rather than seeking to map intermediaries as an object 'from the outside'. Data infrastructuring, then, can be regarded both as part, and as a result, of such contexting efforts. Using Estonia as a case study, it is shown what we see (differently)

when applying such a lens to the digital transformation of education. The findings hereby indicate a gradual emergence of what could be described as 'governance by intermediarization': a process in which more and more actors are shifted into the (self)contexting as infrastructural stewards, while the politics of digital transformation become centered – i.e., seemingly depoliticized – around asserting continuous change through digital connection.

Hartong, S., Geiss, M., & Röhl, T. (2024). **Intermediaries and the digital transformation of schooling: An introduction.** *Research in Education*, 120(1), 3-13.  
<https://doi.org/10.1177/00345237241258700>

In this editorial, we outline origins and evolutions of (studying) intermediaries in the field of education. While intermediaries have played a significant role since the establishment of mass education in the 19th century, it was not until the broader transformation from government to governance from the 1970s onwards that intermediaries became visible – and investigated – as a distinct field of powerful actors. The more recent digital transformation of education can, on the one hand, be situated within these broader evolutions. On the other hand, the rise of digital technologies, data infrastructures and platform has also significantly impacted, and further empowered, the field of intermediaries. With this Special Issue, which consists of five contributions, we aim at a closer disentanglement of these recent transformations. In this editorial, each contribution is briefly discussed individually, before outlining some overall findings of the issue.

Joecks, L. (2024). **Exploring the intermediary role of ed-tech consulting in Germany: In-between policy, pedagogy, and economics.** *Research in Education*, 120(1), 14-34.  
<https://doi.org/10.1177/00345237241242993>

This paper presents a critical analysis of the multifaceted intermediary role played by ed-tech (educational technology) consulting providers in the realm of educational governance. The study draws on multidisciplinary research and uses illustrative examples from Germany to outline their impact on the integration of digital technologies in schools. By employing an analytical framework that encompasses three key perspectives—policy, pedagogy, and economics—the paper explores the complexities of consultancy between governance actors, sectors, and fields of knowledge. Considering these dimensions together, the study offers a comprehensive understanding of ed-tech consulting, shedding light on its influence on policy enactment, educational practices, and economic value chains. It underscores the challenges and tensions that consultants must navigate, while raising concerns about their potential to pre-empt pedagogical decisions and diffuse commercial interests into educational settings. As such, this paper aims to provide a conceptual foundation for investigating these ambiguities, with the goal of stimulating further research into the growing field of ed-tech consulting.

Josselin, M., Collin, S., & Corfa, C. (2024). **Le labeur numérique à l'université : ethnographie du dispositif sociotechnique de trois personnes étudiantes au baccalauréat en éducation à travers leur prise de notes et l'organisation de leurs données universitaires.** *Revue internationale des technologies en pédagogie universitaire*, 21(2).  
<https://doi.org/10.18162/ritpu-2024-v21n2-09>

Las Vergnas, O. (2024). **Rédaction automatique d'article par une intelligence artificielle : points de vigilance. Un article rédigé par ChatGPT4o sur la suggestion d'Olivier Las**

**Vergnas.** Les Nouvelles d'Archimède : la revue culturelle de l'Université de Lille 1, 2024(12), 31-35. Consulté à l'adresse <https://alea.univ-lille.fr/revues/12/lea12-31.pdf>

With recent advances in language models such as ChatGPT, it has become possible to have an entire article written from a simple written request of a few lines (a "prompt" in the vocabulary of aficionados). To illustrate the possibilities and limits of these new features, this contribution features an article entirely produced by the latest version of ChatGPT: 4o with Canvas (beta version, available by subscription from \$20 per month at <http://chatGPT.openAI.com>). Our dialogue with ChatGPT will be presented in three parts: text creation, bibliography search and graphic illustrations. As the reader will have understood, this contribution is built on the principle of mise en abyme, and the conclusion to be drawn is not far from that generated by ChatGPT itself at the end of its article: "All in all, this collaboration is an opportunity, but it requires constant vigilance and rigorous mediation".

Latorre-Medina, M. J., & Abdelmaula Mesaud, S. (2024). **Artificial intelligence applied to early childhood education: A focus for educational research?** *Contemporary Issues in Early Childhood*, 0(0), 1-15. <https://doi.org/10.1177/14639491241303746>

The study focuses on a currently emerging topic: artificial intelligence (AI). The impact of AI on the field of education is considerable. The possibilities and risks associated with its use are already well known, especially when the ethical and/or legal boundaries associated with it are crossed. However, the potential of AI as an emerging technology, in the field of education in general, and in early childhood education in particular, is yet to be realised. In this paper we consider what has occurred to date, and then focus the attention of researchers who have conducted studies in the field of early childhood education. To do this, we adopted a bibliometric study approach. This type of analysis has allowed us to consider the scientific activity carried out in the field of artificial intelligence as applied in early childhood education. As we note throughout this paper, this type of analysis is highly valued among the scientific community as a way of assessing the quality, productivity and scientific evolution of a subject of study. It provides academics with valuable information about research conducted in a particular area. Following the recommendations of experts in the field, in this paper we not only address the volume of publications (quantity), but also assess other scientometric indicators that measure their quality. The results of this study then can make a significant contribution to the field of research and work in early childhood education in the face of the new challenges presented by today's society.

Marquis, C., Poellhuber, B., Wall-Lacelle, S., Fortin, M.-N., & Bertrand, C. (2024). **La réalité virtuelle comme moteur pour générer une expérience positive d'enseignement et d'apprentissage des sciences.** *Revue internationale des technologies en pédagogie universitaire*, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-12>

Mdarbi, S., Boufarouj, C., Simour, L., Belkebir, Z., Ennadi, M., & Stili, K. (2024). **Impact des dimensions de l'absorption cognitive sur l'appropriation des TICE: cas des étudiants et étudiantes des universités publiques au Maroc.** *Revue internationale des technologies en pédagogie universitaire*, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-03>

Michelot, F., & Collin, S. (2024). **La compétence numérique en contexte éducatif.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/competence-numerique-contexte-educatif-4245.html>

Plongez au cœur des évolutions contemporaines du numérique en éducation avec La compétence numérique en contexte éducatif: regards croisés et perspectives internationales. Articulé autour des 12 dimensions du Cadre de référence de la compétence numérique publié en 2019 par le ministère de l'Éducation et de l'Enseignement supérieur du Québec, ce livre rassemble les réflexions de 43 expertes et experts nationaux et internationaux en 24 chapitres. De la citoyenneté numérique à l'innovation pédagogique, en passant par la culture informationnelle et l'autonomisation des enseignants, chaque page aborde des aspects constitutifs de l'intégration du numérique en éducation et les enjeux qu'il suscite. Ce qui distingue cet ouvrage ? Son habileté à marier théorie et pratique, regard critique et pistes d'intervention concrètes. Les autrices et les auteurs n'hésitent pas à aborder de front les défis contemporains : intelligence artificielle, programmation éducative, réalité virtuelle en évaluation, etc. Autant de sujets brûlants traités avec rigueur. Que vous vous consaciez à la recherche ou à l'enseignement ou que vous souhaitiez assouvir votre curiosité par rapport aux enjeux numériques actuels, ce livre vous interpellera. Il vous offrira les clés pour comprendre et agir dans un monde éducatif en pleine mutation technologique.

Missaoui, R. (2024). **Impacts de l'usage des technologies éducatives numériques sur le bien-être scolaire des étudiants et étudiantes en sciences de l'éducation.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-06>

Mocquet, B., Vivier Leloire, E., & Arnold, R. (2024). **How are University CIOs Be Trained in 2024? The French Touch.** EDUCAUSE Annual Conference 2024. Présenté à San Antonio (Texas), United States. Consulté à l'adresse <https://hal.science/hal-04818844>

This presentation will explore the changing role of university CIOs in France in 2024. In a post-Covid university landscape undergoing a technological transformation toward the cloud, we will examine training to meet the challenges and opportunities of managing an IT department. This presentation will present an innovative five-year training program cocreated by key players in the sector and promoted by the French government and the Association of University Presidents. We will also examine a unique ecosystem of peer-to-peer interaction and collaboration. The objectives are: 1) Understand the evolving role of DSI in higher education, navigating challenges and seizing opportunities in a post-Covid digital landscape; 2) Explore a unique French model of DSI training cocreated by key stakeholders, fostering collaboration and skill development; and 3) Assess the effectiveness of the training program and contribute to the development of future strategies for DSI education in universities.

Molinari, G., Mamprin, C., & Poellhuber, B. (2024). **Bien-être et technologies numériques : quels enjeux pour l'apprentissage et l'enseignement au postsecondaire? Introduction au numéro thématique.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-01>

Murat, F., Reboul, E., & Rosa, S. (2024). **Compétences des adultes en 2023 : quelle maîtrise de la recherche et de l'utilisation des informations à l'ère du numérique ? Note d'Information,** (24.50), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/competences-des-adultes-en-2023-quelle-maitrise-de-la-recherche-et-de-l-utilisation-des-informations-415997>

Selon l'enquête Piaac, en France hors DROM, en 2023, plus d'un adulte sur quatre témoigne d'une faible maîtrise des compétences que ce soit en littératie, numératie ou résolution adaptative de problèmes sur des supports informatiques.

Ortegón, C., Decuypere, M., & Williamson, B. (2024). **Mediating educational technologies: Edtech brokering between schools, academia, governance, and industry.** *Research in Education*, 120(1), 35-53. <https://doi.org/10.1177/00345237241242990>

The use of educational technologies in schools is being reshaped by a new kind of intermediary organization that brokers relations between schools, academia, governance, and industry. In this article we define and examine 'edtech brokers' as organizations that operate between the edtech industry, public schools, research centers and governments, guiding schools in the procurement and pedagogical use of edtech. Edtech brokers have remained mostly unexplored despite their potential to redraw the boundaries between public education and the global edtech market. We claim that edtech brokers have become increasingly relevant in the past years, embedding new types of professionalities into education, and taking an active role in co-creating and updating schools' digital infrastructures, the evidence-making mechanisms around edtech, and the pedagogical practices around edtech. The article proposes three distinct categories of edtech brokers – ambassador, search engine, and data brokers – and explores their practices of mediation. By doing so, we outline the potential effects that brokers can have on schools and edtech markets, and we disentangle their specific imaginaries of the future of education they promote, often aligned with wider policy desires for reform.

Vaahtera, T., & Lappalainen, S. (2024). **Able-mindedness and citizenship in education policy discourses on digital skills.** *Pedagogy, Culture & Society*, 32(5), 1209-1223. <https://doi.org/10.1080/14681366.2022.2156583>

Drawing from critical disability studies and cultural studies, this article unpacks cultural understandings of digital abilities. We analyse policy documents on digital education as cultural texts which communicate cultural values. Methodologically, we understand policy ideas as deriving from the larger culture. Our analysis first explores how abilities are connected to economic growth, as well as what kind of history of ideas frames this presumption. Second, it explores the assumption of constantly changing technologies and the workers who must adapt themselves to such a situation. Third, the article interrogates citizenship as a cultural idea within the current policy ideas about digital skills. Our account offers new perspectives on the analysis of biocapitalism and provides a specific analysis of how able-mindedness is foregrounded in digital education. It argues that digitalisation, as a policy matter, intensifies discourses emphasising the development of abilities and that this social tendency is neither value neutral nor necessary.

Veraksa, A. N., Veresov, N. N., Sukhikh, V. L., Gavrilova, M. N., & Plotnikova, V. A. (2024). **Play to Foster Children's Executive Function Skills: Exploring Short-and Long-Term Effects of Digital and Traditional Types of Play.** *International Journal of Early Childhood*, 56(3), 687-709. <https://doi.org/10.1007/s13158-023-00377-8>

The purpose of this study was to determine what types of play ensure stable progress in executive functions in preschoolers. Experimental design included six study groups according to the type of play: role play (Free Play group, Adult-Directed Play group, Child-Directed Play group), play with rules, digital play, and control group. All groups were equalized based on the initial level of executive functions. One hundred and thirty-

six senior preschoolers aged five to seven years attended 14 play sessions, 20–30 min each. The post-tests on executive functions were conducted immediately after the end of training and 4 months later. The results have shown a sustainable positive effect on the executive functions development for role play and play with rules, while digital play have shown a lasting result only for inhibition. In addition, long-term effects of role play and play with rules were significantly higher than in control group. These data point to the developmental potential of role play and play with rules in working with preschoolers.

Watkins, M. (2024). **Technē and technology: young men, literacy and the facility to write.** Pedagogy, Culture & Society, 32(5), 1361-1375. <https://doi.org/10.1080/14681366.2023.2177324>

With the fetishisation of computer technologies in education, the older sense of technology as pertaining to skill, what the Greeks termed 'technē', seems to have slipped from view. Technology is generally equated with the object itself rather than the facility to use it. A skill such as writing, for example, is rarely considered a technology and yet it is a vital tool for communication that aids understanding. Writing is also a technology that is framed in particular ways in relation to boys and young men. With constant concerns over 'boys' literacy', it is generally viewed as a 'feminine' activity. Drawing on interviews with a group of young men – all proficient writers reflecting on their schooling – this article examines their perspectives on writing and broader engagement with different technologies. In particular, it considers how writing by hand can promote forms of embodied cognition and the affordances this provides.

## Orientation scolaire et professionnelle

De l'orientation professionnelle à l'orientation scolaire, des dispositifs à construire. (2024). Éducation Permanente, 240(3), 159-168. <https://doi.org/10.3917/edpe.240.0159>

Dubuc, M., Lagacé-Leblanc, J., & Massé, L. (2023). **La transition vers les études postsecondaires : point de vue d'étudiante s collégien ne s et universitaires ayant un TDAH.** Revue des sciences de l'éducation, 49(3). <https://doi.org/10.7202/111435ar>

Chez les étudiant·e·s ayant un trouble de déficit de l'attention/hyperactivité (TDAH), l'adaptation au contexte d'études postsecondaires comporte des défis supplémentaires par rapport à leurs pairs sans cette condition. Cet article présente les résultats d'une étude qualitative exploratoire visant à décrire l'expérience de la transition chez cette population étudiante au Québec. Des entretiens semi-dirigés ont été menés auprès de 29 étudiant·e·s ayant un TDAH provenant d'un cégep ( $n = 10$ ) ou d'une université ( $n = 19$ ). Les participant·e·s ont rapporté de nombreux défis liés notamment au nouvel environnement scolaire et aux exigences pédagogiques élevées, ainsi que des facteurs ayant facilité leur adaptation (soutien des proches, acceptation du TDAH). De plus, l'adaptation au contexte collégial semble davantage avoir été une période exigeante et déstabilisante, en comparaison avec le contexte universitaire. Les résultats offrent des cibles d'intervention pour préparer et soutenir ces étudiant·e·s à la transition.

Graveleau, S. (2024, décembre 11). **« Il avait tout pour être heureux. Qu'est-ce qu'on a raté ? »: paroles de parents de bifurqueurs.** Le Monde. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2024/12/11/il-avait-tout-pour-etre-heureux-qu'est-ce-qu-on-a-rate-paroles-de-parents-de-bifurqueurs\\_6441567\\_4401467.html](https://www.lemonde.fr/campus/article/2024/12/11/il-avait-tout-pour-etre-heureux-qu'est-ce-qu-on-a-rate-paroles-de-parents-de-bifurqueurs_6441567_4401467.html)

Quand de jeunes actifs « bifurquent » après un brillant début de carrière, leur décision peut susciter de l'incompréhension au sein des familles. Certains parents s'interrogent sur leur part de responsabilité dans ce virage.

Parmentier, A. (2024, décembre 2). **« Je suis fier d'avoir réussi à m'en sortir, mais je ne tire aucune gloire de ce parcours » : les « années perdues » des étudiants qui se réorientent.** Le Monde. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2024/12/02/les-parcours-cabosses-des-etudiants-qui-se-reorientent-on-sent-une-injonction-a-la-reussite-il-faut-gagner-la-course-et-etre-diplome-le-plus-rapidement-possible\\_6425129\\_4401467.html](https://www.lemonde.fr/campus/article/2024/12/02/les-parcours-cabosses-des-etudiants-qui-se-reorientent-on-sent-une-injonction-a-la-reussite-il-faut-gagner-la-course-et-etre-diplome-le-plus-rapidement-possible_6425129_4401467.html)

Si le cursus des études supérieures linéaire reste encore la norme, les étudiants sont un peu moins de 20 % à changer de filière. Un chiffre constant qui reflète la difficulté de créer un projet solide dès le lycée.

## Politique de l'éducation et système éducatif

Abdoulaye, A., & Isabelle, C. (Éd.). (2024). **La transformation des organisations éducatives francophones : pourquoi, quoi et comment ? (Dossier).** Education et francophonie, 52(2). Consulté à l'adresse <https://acelf.ca/volume-52-numero-2-automne-2024/>

Acton, R., Cortes, K. E., & Morales, C. (2024). **Distance to Opportunity: Higher Education Deserts and College Enrollment Choices** (IZA Discussion Paper N° 17394). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17394.htm>

We study how geographic access to public postsecondary institutions is associated with students' college enrollment decisions across race and socioeconomic status. Leveraging rich administrative data, we first document substantial differences in students' local college options, with White, Hispanic, and rural students having, on average, many fewer nearby options than their Black, Asian, suburban, and urban peers. We then show that students are sensitive to the distance they must travel to access public colleges and universities, but there are heterogeneous effects across students. In particular, we find that White and non-economically disadvantaged students respond to living far from public two-year colleges primarily by enrolling in four-year colleges, whereas Black, Hispanic, and economically disadvantaged students respond primarily by forgoing college enrollment altogether. Lastly, in a series of decomposition and simulation exercises to inform public policy efforts to increase college enrollment, especially among underrepresented minorities and low-income students, we find that differences in students' sensitivity to distance, rather than differences in distance to the nearest college, primarily contribute to observed four-year college enrollment gaps across racial and ethnic groups.

Addey, C. (2024). **Lost in translation: PISA experts, brokers, and marionettes.** Journal of Education Policy, 39(6), 879-898. <https://doi.org/10.1080/02680939.2024.2321335>

This paper explores how the OECD acts a broker of knowledge-making in the development of PISA, the most widely known International Large-Scale Assessment. Drawing on the work of Bandola-Gill, Grek, and Tichenor (2022) and analysing empirical data gathered through interviews with OECD staff and PISA contractors and experts, the paper analyses how the OECD brokers the making of comparative knowledge on learning outcomes. The paper does this by unpacking what counts as expertise in the

making of PISA, and how the OECD manages and uses this expertise. Exploring the ways that international organizations broker experts and utilize expertise reveals how IOs first select experts and then delegate their expert-brokering role; they then seek to share the delegated process; and finally, take back expert-brokering and knowledge-production by creating, or decreeing, consensus. The paper also shows how expertise – beyond informing on a technical level – is used to shift scientific responsibilities and build global consensus.

Adhikary, R. W. (2024). **SDG4, data consensus and the rise of experimentality in global education policy.** *Journal of Education Policy*, 39(6), 1007-1029. <https://doi.org/10.1080/02680939.2024.2390878>

Taking the United Nations' Sustainable Development Goal 4 (SDG4 - quality and equity in education and lifelong learning opportunities for all by 2030) as a global education policy, this article investigates the accompanying consensus politics. It shows how political consensus among 193 UNESCO member states over the national implementation of SDG4 indicators was convened into a measurable commitment to the production, utilisation, and sharing of education data, a technical one. It argues that, the Technical Cooperation Group (TCG), a political Initiative from the UNESCO Institute for Statistics (UIS), made instrumental use of indicators (thus data) to formulate and put into practice a global set of policy values dubbed collectively here as experimentality. Experimentality being inherently topological (working in spatiotemporal configurations), these values helped TCG think and act in topologically reflexive ways. That is, they enabled the formulation and putting into practice of spatiotemporal frames critical to bringing the global and the national together into collaborations for SDG4. Advancing the cross-disciplinary notion of experimentality and a topological semiotic approach to policy culture, this paper adds a value-focused perspective to the mobilities research on global education policy. A large corpus of web materials made official by TCG constitutes the empirical basis.

Ainscow, M., & Viola, M. (2024). **Developing inclusive and equitable education systems: some lessons from Uruguay.** *International Journal of Inclusive Education*, 28(14), 3568-3584. <https://doi.org/10.1080/13603116.2023.2279556>

This paper addresses one of the greatest challenges facing education systems globally, that of making progress in relation to inclusion and equity in schools. Building on the findings of a programme of international collaborative action research carried out over the last twenty years, it reports on a pilot study carried out in Uruguay using professional learning materials developed by UNESCO. This points to the potential of a strategy for moving thinking and practice forward based on a collaborative action research approach. At the same time it shows how attempts to introduce the strategy have thrown light on local cultural and structural barriers that limited its implementation. Drawing on this analysis, the paper makes recommendations for future developments in Uruguay. It then concludes by arguing that the strategy could be used in other countries to identify factors that are limiting progress in order to develop more effective interventions.

Anne, A., Sall, A. D., Diop, U. C. A., Sakho, I., & Diop, U. C. A. (2024). **Effets des mutations des structures déconcentrées de l'éducation au Sénégal en contexte de gestion axée sur les résultats.** *Éducation et francophonie*, 52(2), 1-17. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_11-Anne-Diop-Sall-et-Sakho-Final.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_11-Anne-Diop-Sall-et-Sakho-Final.pdf)

Bolzonella, F., de Greef, M., & Segers, M. (2024). **Training design for social inclusion: The impact of sociodemographic factors on immigrant learners in Dutch adult education programs.** Social Psychology of Education, 27(6), 3453-3490. <https://doi.org/10.1007/s11218-024-09936-w>

This study explores the impact of adult basic education programs aimed at enhancing social inclusion for immigrant learners in the Netherlands. Basic literacy skills are vital for performing everyday tasks and building human capital, which in turn facilitates employment and skill acquisition. Low adult literacy is often associated with social exclusion and poverty, which can have detrimental effects on mental health and further reinforce marginalization. We analyzed two adult education programs ( $N=171$ ) conducted in 2019, within the context of lifelong learning policies designed to support adults with low literacy skills. Our findings confirm the positive effects of these educational programs on social inclusion outcomes. Through logistic regression and moderation analyses, we examined how participants' sociodemographic backgrounds influenced their social inclusion outcomes following the program. Key pre-training conditions, such as prior education and employment status, influenced how participants engaged with a positively perceived learning environment. Assertiveness emerged as a significant outcome, affecting changes across various aspects of social inclusion. These results suggest that acquiring new skills empowers participants to reshape their self-perceived literacy identity. This study adds to the body of literature on adult education by emphasizing the importance of training design and sociodemographic factors in fostering social inclusion for immigrant learners.

Boursier, S., & Vérité, B. (2024). **Regards croisés sur l'inclusion des enfants à besoins éducatifs particuliers à l'école.** L'Année de la Recherche en Sciences de l'Éducation, (2024), 296-304. Consulté à l'adresse <https://hal.science/hal-04838248>

Depuis nos positions respectives de cadre administratif de l'Éducation nationale et d'enseignante en école alternative hors contrat, nous proposons dans cet article un regard croisé sur la problématique de l'inclusion scolaire en France. Devant la multiplication des dispositifs d'inclusion qui peuvent parfois se révéler dysfonctionnels ou insatisfaisants, des familles peuvent faire le choix d'une scolarité différente pour leurs enfants. Dans cet article, nous nous intéressons aux motivations des familles à opter pour des choix alternatifs tels que l'instruction en famille ou les écoles privées hors contrat afin de mieux comprendre les difficultés auxquelles sont confrontés leurs enfants. Nous explorons également les contraintes identifiées du côté des enseignants de l'école publique, limitant leurs capacités d'action. Nous présenterons quelques exemples de pratiques innovantes, dans et hors Éducation nationale, des initiatives qui remettent au centre le besoin de l'enfant en tant que personne singulière et s'inscrivent difficilement dans une logique générale (Laffitte, 2018). Nous montrerons qu'elles sont, le plus souvent, le fruit d'initiatives individuelles et de bricolages pédagogiques, mais offrent de bons résultats quant à la prise en compte des besoins des enfants, de leurs parents et d'eux-mêmes.

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](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.

Brooks, R., Courtois, A., Faas, D., Jayadeva, S., & Beech, S. (2024). **International student mobility within Europe: responding to contemporary challenges.** *Higher Education*, 88(5), 1663-1672. <https://doi.org/10.1007/s10734-024-01222-0>

In this article, we provide an introduction to the special issue on 'Challenges to International Student Mobility within Europe'. We first discuss the current context of such mobility and justify our focus on Europe, in particular, by outlining some distinctive features of this geographical region. We then outline the contributions of the articles that make up the special issue—in terms of the challenges they identify, the ways in which they theorise international student mobility, and the responses they proffer. Throughout, we acknowledge the rich extant literature on international student mobility and weave this into our discussion as appropriate.

Brooks, R., & Waters, J. (2024). **An analysis of the UK's Turing Scheme as a response to socio-economic and geo-political challenges.** *Higher Education*, 88(5), 1809-1827. <https://doi.org/10.1007/s10734-023-00995-0>

Following its departure from the European Union in 2020, the UK left the Erasmus + student mobility scheme, replacing it with the 'Turing Scheme'. The scheme is underpinned by four key objectives that address what the government sees as particular socio-economic and geo-political challenges: to promote 'Global Britain', through 'forging new relationships across the world'; to 'support social mobility and widen participation across the UK'; to develop 'key skills', bridging 'the gap between education and work'; and to ensure 'value for UK taxpayers' in international student mobility. In this paper, we draw on an analysis of the websites of 100 UK higher education institutions to explore the messages given to students about the Turing Scheme. In particular, we focus on geopolitical positioning through 'Global Britain', the perceived importance of socio-economic diversification through 'widening participation', and the underexplored role played by third parties in the provision and administration of the Turing Scheme (and study abroad more broadly).

Buffet, N., Dionne, P., & Moussay, S. (2024). **Une formation fondée sur l'expérience pour soutenir les directions d'école primaire françaises dans la transformation de leur organisation du travail.** *Éducation et francophonie*, 52(2), 1-18. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_09-Buffet-dionne-et-Moussay.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_09-Buffet-dionne-et-Moussay.pdf)

This article presents the benefits of an intervention research study that set up a framework for discussing the kind of work situations elementary school principals experience. Anchored in a cultural and historical perspective of human development, the intervention accompanies 16 French elementary school principals as they describe their work experience, using the method of "instruction by the use of stand-ins". The study data is about a stand-in instruction cycle with these principals and a meeting in the presence of their superiors. The work situations analyzed during the stand-in instruction cycle relate to working with families and partners (municipal staff, students' parents, inspectors) that these principals deem problematic. The results show that describing work experience allows school principals to redefine the work activity responsible for causing educational

issues. They also highlight how discussions about tricky work situations are developed with hierarchical superiors to open pathways of transformation for educational organizations.

Butzbach, M. (2024, décembre 6). **Face à l'évitement scolaire, les collèges doivent-ils miser sur «l'attractivité»?** Consulté 7 décembre 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/face-a-levitement-scolaire-colleges-doivent-miser-latract/00113126>

Pour attirer les familles aisées tentées de se tourner vers le privé, certains collèges publics développent une offre scolaire spécifique. Mais cette solution, peu contraignante, pose des questions sur le terrain.

Café pédagogique. (2024, décembre 11). **La gestion par objectifs quantifiés dans l'Education nationale.** Consulté 11 décembre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/11/la-gestion-par-objectifs-quantifies-dans-education-nationale/>

«Le temps ne serait-il pas venu de redéfinir, à nouveau, et collectivement, un projet cohérent, au moins à 15 ans, s'étendant ainsi sur toute la durée du parcours d'un

Cahon, J. (2024, décembre 2). **Réformer l'école selon Marc Bloch, historien et résistant : des réflexions toujours actuelles ?** Consulté 5 décembre 2024, à l'adresse The Conversation website: <http://theconversation.com/reformer-lecole-selon-marc-bloch-historien-et-resistant-des-reflexions-toujours-actuelles-244676>

Résistant, historien, Marc Bloch a aussi livré dans son livre « L'Étrange Défaite » des réflexions sur le système éducatif, les grandes écoles, les salaires des enseignants qui interpellent encore.

Clapham, A. (2024). **Undiminishing school governance: investigating 'governance maturity theory' for school governing bodies.** *Journal of Education Policy*, 39(6), 899-918. <https://doi.org/10.1080/02680939.2024.2337031>

Organizational maturity can inform decision-making, build strategy and underpin development. This paper argues that 'Governance Maturity Theory' (GMT) can act as a developmental modality for school Governing Bodies – and offers an alternative to disciplinary mechanisms such as inspections. Evidence generated by governors, Chairs, and Governance Professionals of Boards in England were used to map the value of inspections for developing school governance and to co-construct GMT. Grounded in organizational maturity theory and governmentality, the project developed two key findings. First, despite inspections driving much of what schools and Boards did, they had diminished the role of governance and had negligible value as either a developmental framework or for ascertaining the value of governors' work. Second, GMT could support Boards to build their decision-making and strategic leadership capabilities and drive their development. The paper concludes that GMT can enable Boards to resist the inspectorate's gaze and its notions of undemocratic 'good' governance and move towards mature strategic leadership.

Clasing-Manquian, P. (2024). **How free tuition became a policy in Chile: the importance of policy actors and their beliefs.** *Higher Education*, 88(5), 1829-1849. <https://doi.org/10.1007/s10734-024-01188-z>

In recent decades, there has been a revival of free tuition policies around the world. Understanding the current revival of these policies is particularly important as it positions

higher education as a social right or public good challenging the predominant discourse that situates higher education as a private good. Chile, a country often characterized as a neoliberal laboratory, implemented a free-tuition policy in 2016 and offers a case study to understand the policy formation and the political dynamics behind it. Based on the advocacy coalition framework and using discourse network analysis and in-depth interviews, this paper focuses on identifying the main actors involved in the policy discussion, their beliefs about free college in Chile, and how they interact during the policy development. Findings show that the Chilean free tuition policy was the result of the joint actions of actors who shared similar beliefs and formed coalitions to try to influence the policy design. Findings also highlight the formation of two opposite coalitions that were able to introduce their beliefs into the policy design at political and technical levels. Implications for policymakers and researchers are discussed.

Daliri-Ngametua, R., Wescott, S., & McKay, A. (2024). **On the uses and use of NAPLAN: the hidden effects of test-based data-centric accountabilities.** *Journal of Education Policy*, 39(6), 843-860. <https://doi.org/10.1080/02680939.2023.2273499>

This paper engages Sara Ahmed's theorising on 'the uses of use' to frame an analysis of the hidden, embedded effects of standardised testing policy that have become normative practice/s in Queensland, Australia. It (re)examines data from an ethno-case study into the datafication of assessment and learning over one school year, in primary and secondary schooling contexts, to understand the uses of the National Assessment Program – Literacy and Numeracy (NAPLAN) in a new, critical light. We explore schools' contemporary uses of NAPLAN – intended or otherwise – to demonstrate how the policy effects of NAPLAN have become insidiously submerged within the daily practices in schools. Drawing on interviews with 27 teachers and seven school leaders, classroom and staff meeting observations, and artefact data, we reveal the invisible yet profoundly altering presence of NAPLAN and its consequences. Specifically, we analyse the ways in which NAPLAN practices, structures and technologies are both hidden and yet manifestly altering as a) practices that disappear into their uses, becoming unidentifiable and routine; and b) practices that follow well-used pathways that further embed particular uses. We counter rhetoric of NAPLAN normativity and complacency, instead demonstrating that its current uses, while not originally intended, are insidious and profound.

de Bruin, K., Poed, S., & Jackson, R. (2024). **Performance of Australia's Disability Standards for Education 2005: a policy analysis and evaluation.** *International Journal of Inclusive Education*, 28(14), 3533-3553. <https://doi.org/10.1080/13603116.2023.2221260>

In this study, we present an analysis of Australia's national legislation governing the education of students with disability and evaluate the degree to which it upholds students' right to an inclusive education in two different ways. First, we present an examination of the alignment between legislation and obligations under the Convention on the Rights of Persons with Disability. Second, we examine the degree of protection of this right through the findings from a national survey on schools' compliance with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. Our study shows these legislative instruments are inadequate for protecting the human right of students with disability to an inclusive education and ineffective at countering discrimination in education within Australian schools. Proposed changes to address these concerns are presented.

Dias, D., & Chisholm, C. (2024). **Élargir l'espace francophone : les centres scolaires communautaires comme modèles de vitalité linguistique.** *Éducation et francophonie*, 52(2), 1-25. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_05-Dias-et-Chisholm-Final-1.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_05-Dias-et-Chisholm-Final-1.pdf)

Education in a Francophone minority context is facing contemporary challenges, which are being addressed by educational organizations in the environment, such as community school centres. The authors and their community partner, a non-profit organization transitioning to this model, wished to document how a community school centre successfully contributes to the development of the Francophone minority population it serves. This article examines data collected from fifteen participating community school centres in seven provinces and one territory in Canada. The challenges and successful practices identified illustrate the commonalities and differences experienced by these Canadian community school centres. Using the practice benchmarking method, this study aimed to inform the community partner about findings of concern, so that it could assess and implement changes to improve their ability to meet current and future challenges through its new centre. The community school centre model, studied through a conceptual framework, including the theory of linguistic vitality, the concept of social capital and the principles of the Community Citizen School, offers promising avenues that aim to expand the design of current Francophone educational organizations towards a community-based and inclusive approach, attentive to the vitality of Francophone communities.

Direction générale de l'éducation, de la jeunesse, du sport et de la culture (Commission européenne). (2024). **Education and training monitor 2024** [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/9637e78f-acc7-11ef-acb1-01aa75ed71a1>

The Education and Training Monitor is the European Commission's annual report on EU countries' progress towards reaching EU-level targets in education and training. It comprises a comparative report, 27 country reports, and an online Monitor Toolbox with key indicators and sources. The 2024 edition focuses on learning for sustainability. This builds on the 2022 Council Recommendation on learning for the green transition and sustainable development and a new conceptual framework for monitoring learning for sustainability. The focus on learning for sustainability is based on the 2021 Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area (EEA), and follows the 2022 focus on equity in education and 2023 focus on the teaching profession.

Donaldson, M. L., Mavrogordato, M., Youngs, P., & Dougherty, S. M. (2024). **Principals' Priorities, Teacher Evaluation, and Instructional Leadership.** *Educational Researcher*, 53(9), 487-495. <https://doi.org/10.3102/0013189X241273903>

Instructional leadership has become the dominant paradigm in principal preparation and professional learning. In parallel, teacher evaluation has risen in prominence. Using interviews from 84 principals in 23 districts and three states, we asked how teacher evaluation influenced principals' reported priorities and conceptions of instructional leadership. We found that although teacher evaluation loomed large in principals' priorities, their implementation of it generally seemed far from robust. Although 81% of our sample noted teacher evaluation as a priority, only 24% reported integrating it into their efforts to improve teaching and learning. As one of the first studies to investigate how

teacher evaluation factors into principals' priorities and conceptions of instructional leadership and the resulting implications, our study extends prior research.

Dubois, J.-M., & Schianchi, H. (2024). **Sous-traitance, CPF, Qualiopi : quels enjeux pour les organismes de formation depuis la réforme de 2018 ?** Céreq Bref, (459-460), 1-8. Consulté à l'adresse <https://www.cereq.fr/organismes-de-formation-reforme-2018-cpf-qualiopi>

Duff, M., Glazer, J. L., Shirrell, M., & Freed, D. (2024). **Walking a Tightrope: Navigating Principal-Agent Dilemmas in Research-Practice Partnerships.** *Educational Evaluation and Policy Analysis*, 46(4), 709-734. <https://doi.org/10.3102/01623737231188366>

Although research alliances (RAs) have long been seen as mutualistic and reciprocal, RAs face numerous obstacles navigating stakeholders' differing goals, incentives, and information. This longitudinal, comparative case study of two RAs uses principal-agent theory to analyze these interdependent challenges and their relationship to RA strategy and design. Findings suggest that while some RAs may be better designed to balance the competing interests of various stakeholders, increasingly contested definitions of RA effectiveness among those stakeholders have muddled RA identities. As a result, RA researchers are now often held to expectations that their organizations were not originally designed to meet. We argue that this has implications for how RAs are funded, designed, and, ultimately, evaluated.

European University Association. (2024). **Developing common learning opportunities through interoperability.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=4019> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://www.eua.eu/publications/briefings/developing-common-learning-opportunities-through-interoperability.html>

Interoperability refers to the ability for partner universities to seamlessly and securely share data across institutional and national boundaries. In this briefing, EUA explores interoperability's potential to transform cooperation within and beyond the European Universities alliances. By allowing diverse systems to talk to each other and share information efficiently, there is the potential among networks of institutions to develop – and expand access to – common learning opportunities. Progress – and the challenges that come with this – are especially apparent within European Universities alliances, where the ambition to establish virtual campuses and scale up mobility have generated impetus in moving towards interoperable systems. This briefing presents the experiences of practitioners within EUA member universities and looks at some of the more commonly-experienced obstacles – uneven use of data standards, questions around ownership and governance – and considers whether and how the prevailing 'make it work' mindset among alliance partners connects to the wider political ambition to make interoperability a reality in Europe. Moreover, beyond the technical elements, it highlights the converging factors that have brought the topic to the forefront of discussion and explores possible scenarios for the evolution of interoperability within and beyond the European Universities alliances.

Foka, M., & IsaBelle, C. (2024). **La présélection informelle comme stratégie organisationnelle pour contrer la pénurie de directions d'école franco-ontariennes.** *Éducation et francophonie*, 52(2), 1-19. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_01-Foka-et-IsaBelle-Final.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_01-Foka-et-IsaBelle-Final.pdf)

In recent decades, many school contexts have underscored a shortage of school principals. Studies suggest that the practice of informal preselection, commonly known as “a tap on the shoulder”, would influence access to the role of school principal. This practice, however, has been the subject of little research. Our study aims to better understand the practice of informal preselection in Ontario's Francophone schools to meet the challenge of principal shortages. Sixty people participated in a survey, the results of which indicate that informal preselection is implemented in the Franco-Ontarian school context, and that it offers advantages that could serve as a lever to counteract the shortage of principals. These results shed new light on the contributions of informal preselection and contribute to enriching reflections on management strategies that could be used to resolve this shortage.

Fortier-Chouinard, A., Lemieux, O., & Delobbe, A.-M. (2024). **Les instances participatives des élèves au Québec : actrices, acteurs et pratiques démocratiques des écoles membres de Vox populi.** *Éducation et francophonie*, 52(2), 1-18. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_03-Fortier-Chouinard-et-al-Final.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_03-Fortier-Chouinard-et-al-Final.pdf)

The program created by Elections Quebec, Vox populi, your democracy at school! aims to introduce students to Quebec's representative democratic institutions by providing member elementary and secondary schools with educational resources and training sessions about their participatory bodies. About 10% of Quebec schools are enrolled in this program, but it has not been the subject of a scientific study. This study responds to this need and tries to draw a portrait of the perceptions of those involved in the participatory bodies of Quebec's Francophone elementary and secondary schools in the Vox populi program, and the democratic practices of these bodies. It is based on surveys of school administrators, student council leaders and students in Vox populi member high schools. The analyses show that students, teachers and principals have a generally positive perception of the supervision offered to students delegated by the leaders of the participatory bodies, and of the students' ability to express their points of view, but consider that the school administration is sometimes not involved enough in the process.

Frigout, S. (2024). **De quelques effets subjectifs de la novlangue managériale appliquée au champ scolaire : Fanny, «la chargée de communication».** *Cliopsy*, 32(2), 33-49. <https://doi.org/10.3917/cliop.032.0033>

Hardy, I., Reyes, V., Phillips, L. G., & Hamid, M. O. (2024). **Re-presentations and impossibilities: the politics of dashboard data.** *Journal of Education Policy*, 39(6), 986-1006. <https://doi.org/10.1080/02680939.2024.2383655>

Data infrastructures exist in a variety of formats. This article draws on the insights of senior personnel involved in developing a new data dashboard in one state jurisdiction in Australia. While literature on dashboards often focuses on the teachers and learners influenced by them, there is less attention to those involved in their development and the politics that attend their work. While the dashboard initiative holds out the hope of enabling more educationally oriented benefits, such as assisting with cross-school moderation of students' learning in various 'like-schools' in a local region/state, there was also recognition by some involved in the development process that much of the discourse around the dashboard revolved around broader systemic concerns about who should have access to which kinds of data, and that such data were 're-presentations'

of actual instances of student learning which limited understanding of what could actually be done to enhance students' learning. Processes of monitoring and temporal anomalies were key to sometimes problematic governance processes associated with developing the dashboard, eliciting various affective responses amongst different actors involved in its development.

Hartong, S. (2024). **Governance by intermediarization. Insights into the digital infrastructuring of education in Estonia.** *Research in Education*, 120(1), 91-109. <https://doi.org/10.1177/00345237241234613>

With the rising prevalence of digital data, infrastructures and platforms in education, the challenge of conceptualizing and investigating 'intermediaries' has substantially increased. This not only refers to various new types of actors that have been materializing around practices of data infrastructuring (e.g., data management), but equally to the rising empowerment of data infrastructures themselves as intermediaries of policy and governance. The aim of this article is to sharpen our conceptual understanding of this interrelation between intermediaries and data infrastructuring. More specifically, the article suggests to approach intermediaries through a lens on performative contexting, thus shifting the focus towards how 'intermediary contexting' is used, by whom and where exactly, rather than seeking to map intermediaries as an object 'from the outside'. Data infrastructuring, then, can be regarded both as part, and as a result, of such contexting efforts. Using Estonia as a case study, it is shown what we see (differently) when applying such a lens to the digital transformation of education. The findings hereby indicate a gradual emergence of what could be described as 'governance by intermediarization': a process in which more and more actors are shifted into the (self)contexting as infrastructural stewards, while the politics of digital transformation become centered – i.e., seemingly depoliticized – around asserting continuous change through digital connection.

Heng, T. T. (2024). **Lessons on educational borrowing and change: teachers' implementation of differentiated instruction in Singapore.** *Pedagogy, Culture & Society*, 32(5), 1285-1306. <https://doi.org/10.1080/14681366.2023.2166094>

Learner-centred educational approaches, like differentiated instruction (DI), have been gaining popularity worldwide through the process of educational borrowing. Teachers' experiences with educational change are complicated when the educational ideas they encounter are transferred from abroad. This mixed method study examined how ten teachers in Singapore implemented and experienced DI, an educational approach from the USA. Findings revealed that when the destination conditions are more aligned with source conditions, Singapore teachers experience greater successes in their DI implementation, specifically in creating environments that support learning, building on quality curriculum, and leading and managing the classroom. When teachers faced cultural, technological, and political misalignments, they encountered greater obstacles, specifically, in using assessment and adapting instruction to student variances. Findings spell implications for greater synergy across educational change and borrowing work, including more criticality when borrowing educational ideas across countries and the need to foreground contextual peculiarities in both source and destination countries.

IsaBelle, C., & Dulude, É. (2024). **Défis dans les écoles franco-ontariennes : analyse de la pensée systémique chez des gestionnaires de l'éducation.** *Éducation et francophonie*,

52(2), 1-22. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_02-IsaBelle-et-Dulude-Final.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_02-IsaBelle-et-Dulude-Final.pdf)

In light of challenges facing schools, identified in an article published by Lessard in 1994, we attempt to update the literature on these issues. From the point of view of Francophone education planners and managers in Ontario, our study aims to understand the challenges educational organizations are facing and the changes being proposed to promote school success. To analyze their understanding of organizational challenges, we use the characteristics of systems thinking that Shaked and Schechter adapted to school leaders. Ten managers participated in a semi-structured interview. Eight categories of challenges emerged from our analysis. The shortage of school personnel and the instability of school administrations and school boards were analyzed in depth. Managers state where they are from and which stakeholders are involved, evaluate their importance throughout the organization, and cite external sources of influence (Department of Education, professional order, university, school board) that could help alleviate the personnel shortage. The actions proposed are aimed at valorizing staff, better salaries, adapted training with support, etc. Few managers feel invested in the possibilities of changing educational organization to meet the challenge.

Jeffers, E. K., & Dixson, A. D. (2024). **The Plantation “All Charter” Model and the Long Durée of Resistance for Black Public High Schools in New Orleans.** *Educational Evaluation and Policy Analysis*, 46(4), 673-708. <https://doi.org/10.3102/01623737231182751>

Education research has often overlooked how the long durée of resistance for Black education has shaped current educational policy. We complicate notions of Black public school closures in two case studies from extensive ethnographic research in post-Katrina New Orleans through our reading of the plantation. Findings suggest these institutions have served as linchpins for the transferal of the blues. Data analysis also indicates that traditional public school closures have functioned as a plantation management device. We encourage future inquiries into portfolio governance models, school “choice,” and school closures to consider the plantation complex and to recognize that post-Katrina education reforms were not isolated policy enactments.

Joecks, L. (2024). **Exploring the intermediary role of ed-tech consulting in Germany: In-between policy, pedagogy, and economics.** *Research in Education*, 120(1), 14-34. <https://doi.org/10.1177/00345237241242993>

This paper presents a critical analysis of the multifaceted intermediary role played by ed-tech (educational technology) consulting providers in the realm of educational governance. The study draws on multidisciplinary research and uses illustrative examples from Germany to outline their impact on the integration of digital technologies in schools. By employing an analytical framework that encompasses three key perspectives—policy, pedagogy, and economics—the paper explores the complexities of consultancy between governance actors, sectors, and fields of knowledge. Considering these dimensions together, the study offers a comprehensive understanding of ed-tech consulting, shedding light on its influence on policy enactment, educational practices, and economic value chains. It underscores the challenges and tensions that consultants must navigate, while raising concerns about their potential to pre-empt pedagogical decisions and diffuse commercial interests into educational settings. As such, this paper aims to provide a conceptual foundation for investigating these ambiguities, with the goal of stimulating further research into the growing field of ed-tech consulting.

Johnson, A. T., & Mbah, M. F. (2024). **Disobedience, (dis)embodied knowledge management, and decolonization: higher education in The Gambia.** *Higher Education*, 88(5), 1909-1926. <https://doi.org/10.1007/s10734-024-01192-3>

In this work, we sought to uncover the key strategies and challenges to the integration of Indigenous knowledge as knowledge management practices at a public university in The Gambia. It is often axiomatic in the literature that the incorporation of diverse epistemologies is a key resource for sustainable development; therefore, activities associated with the management of knowledge, particularly in higher education, are worthy of elucidation. We discovered that knowledge management activities at a university in The Gambia were often informal and required the invisible work of faculty. It was through the implicit use of tacit knowledge and epistemic disobedience that faculty were able to build upon a colonized curriculum that denied the presence of other knowledge. However, in the end, faculty were dependent on the power of referents within and without the institution to formalize their knowledge management practices. This work fills an essential gap in the extant literature on how the work of university faculty and managers, when situated within a knowledge management perspective, can contribute to decolonization and foster sustainable development.

Jung, D., Kim, J. H., & Kwak, D. W. (2024). **Who Benefits from Single-Sex Schooling? Evidence on Mental Health, Peer Relationships, and Academic Achievements** (IZA Discussion Paper N° 17330). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17330.htm>

Single-sex schooling is a controversial policy whose effects are inconsistent across different studies with its mechanisms poorly understood. Leveraging the random allocation of high school students in South Korea, we study the effect of single-sex schooling on mental health while considering its interactions with peer relationships and academic achievement. Our results closely align with gender-specific responses to competitive pressure in the literature. Female students with better academic achievement than their peers experience better mental health and peer relationships. However, relatively underperforming female students, subject to intense competitive pressure at school, do not benefit from being in the company of other female students in a single-sex environment. Impacts on male students do not significantly depend on the competitive pressures they face. Our study calls for caution in implementing educational policies that may affect competitive pressure or gender composition in schools.

Kauhanen, I., Lanas, M., & Kaukko, M. (2024). **(Im)possibilities of parity of participation in school settings in the lives of unaccompanied youth.** *International Journal of Inclusive Education*, 28(14), 3422-3436. <https://doi.org/10.1080/13603116.2023.2287474>

Despite the rhetoric of inclusion and equal participation, educational practices end up producing social exclusion. In this research, we are interested in practices where outcomes fail to match efforts with respect to students' opportunities to participate equally. The research was carried out as a focused ethnography with young people who arrived in Finland as unaccompanied asylum-seeking youths. The results show that separated learning environments in school settings commonly exclude these young people socially from the rest of their peers. The research sheds light on how seemingly 'innocent', well-meaning practices form a mesh of exclusion, making inclusion and parity of participation practically impossible for students seeking asylum.

Kohout-Diaz, M. (2024). **Attachement excessif au droit statutaire à l'université : à la recherche du lien perdu.** *Cliopsy*, 32(2), 87-105. <https://doi.org/10.3917/cliop.032.0087>

Le Bayon, D., & Rousselon, J. (2024). **Régulation financière des centre de formation d'apprentis** (p. 121). Consulté à l'adresse Inspection générale des affaires sociales website: <https://www.vie-publique.fr/rapport/296317-regulation-financiere-des-centre-de-formation-dapprentis-rapport-igas>

À la suite de récents travaux d'expertise par l'Inspection générale des affaires sociales (Igas) et l'Inspection générale des finances, qui démontrent le caractère fortement dynamique des dépenses des centres de formation des apprentis (CFA), l'Igas a été missionnée pour proposer des scénarios d'évolution des modalités de financement des CFA par les deniers publics. Ce rapport présente deux scénarios pour un financement des CFA simplifié, plus équitable entre organismes, adaptable à la stratégie macroéconomique. Dans le premier scénario, ce sont les branches professionnelles qui fixeraient le niveau de prise en charge par les finances publiques des coûts de formation des CFA, en fonction du type de formation poursuivie. Dans le deuxième scénario, les niveaux de prise en charge des coûts de formation seraient définis par des textes réglementaires, à la suite de concertations approfondies avec les acteurs (branches professionnelles, représentants des organismes de formation par apprentissage notamment) : ils seraient déterminés en tenant compte des coûts constatés pour chaque type de formation, potentiellement ajustés en fonction des priorisations de politiques de formation ou de politique économique. Les deux scénarios garantissent une logique de soutenabilité financière de la dépense de formation des CFA : la détermination des niveaux de prise en charge devrait respecter au global un coût moyen de l'ensemble des formations, qui évoluerait chaque année pour tenir compte de l'inflation, de l'évolution de la masse salariale ou des gains d'efficience réalisés. Ils respectent également la logique d'enveloppe ouverte mise en place par la loi du 5 septembre 2018 pour la liberté de choisir son avenir professionnel, le coût de la formation de tout apprenti supplémentaire étant pris en charge par les deniers publics (dans la limite des niveaux de prise en charge retenus), logique qui a facilité le fort développement de l'apprentissage sur les derniers exercices. Enfin, les deux pistes proposées permettent de simplifier les modalités de fixation des niveaux de prise en charge par rapport à la situation actuelle. Le rapport recommande également de lancer rapidement l'expérimentation d'une enveloppe de financement à la qualité de la formation dispensée par les CFA, fondée sur les taux d'insertion et de poursuite d'études, d'une part, de recueil de la satisfaction des apprentis et de leurs employeurs, d'autre part. La mission établit également des recommandations pour améliorer la qualité des données de comptabilité analytique déclarées par les CFA auprès de France Compétences, condition indispensable pour garantir une plus grande équité dans l'allocation des financements entre CFA et contribuer ainsi à l'acceptabilité du modèle.

Lee, J., & Ryu, Y. (2024). **South Korean Provincial Government's Introduction of the International Baccalaureate and Its Educational Effects on Middle School Students: A Grounded Theory Study.** *Journal of Research in International Education*, 23(3), 224-243. <https://doi.org/10.1177/14752409241303184>

In South Korea, the International Baccalaureate (IB) Middle Years Programme (MYP) has been implemented in public education for several years. This article explores the IB MYP's characteristics and educational effects by adopting the grounded theory research approach of Corbin and Strauss (1990, 2015). A total of 27 students from three public

middle schools offering the IB MYP in one Korean city participated in interviews. Through the interviews, 151 concepts, 41 sub-categories, and 22 categories were identified. Compared to conventional Korean education, the IB MYP's noticeable traits include student-centered classes, inquiry-based learning, interdisciplinary subjects, writing-centered tests, and an emphasis on the IB learner profile. While these differences may initially pose difficulties for Korean students, they can lead to positive outcomes in the cognitive and affective domains, as well as in interpersonal relationships. Based on the findings, it is recommended that the Korean provincial government should develop a long-term vision both nationally and internationally.

Lewis, M. M., & Muñiz, R. (2024). **A Call for Research on the Role of Legal Counsel in Promoting (In)Equitable Educational Policies in a Hostile, Anti-DEI Sociopolitical Climate.** *Educational Researcher*, 53(9), 526-530. <https://doi.org/10.3102/0013189X241289402>

The current climate reflects not only a hostile politicization of diversity, equity, and inclusion (DEI) work but also an institutionalization of anti-DEI sentiments through legislation and litigation, leaving educational institutions to operate within a hyper-legalistic environment. Although there are a large number of education attorneys who interface regularly with educational institutions, the field of education knows very little about contemporary models of collaboration between attorneys for educational institutions and the values that inform these collaborations. In this article, we aim to illustrate the significant role of attorneys for P-20 educational institutions, the need for more research to help us better understand existing strengths and limitations, and ways to harness this role in meaningful ways to further DEI commitments.

Lopez-Murillo, K. (2024). **Diverse socio-economic backgrounds and international pathways: European mobility opportunities through a scholarship programme for Mexican doctoral students.** *Higher Education*, 88(5), 1731-1751. <https://doi.org/10.1007/s10734-023-01005-z>

Mexico is the main Latin American country sending students abroad for international education. In 2020, 34,781 Mexican students were enrolled in higher education institutions (HEIs) outside their country of origin. From those, 37% studied in a European country. The National Science and Technology Council (CONACYT) has funded international student mobility (ISM) for Mexican students since 1970 for the training and consolidation of human resources. Some debates suggest these scholarships mainly benefit students with privileged backgrounds and reproduce inequalities in HE. This paper examines the socio-demographic profiles of CONACYT scholarship doctoral awardees who studied in Europe between 1997 and 2005, along with their different previous HE trajectories and decisions to study abroad. This paper is drawn from my doctoral research using transformative learning theory concepts and the capability approach, exploring the transformative nature of ISM associated with individual meanings of the mobility experiences, capabilities developed, and implications for social change. This paper presents findings from the socio-demographic data collected in 2017 and 2018, from 85 survey respondents who studied in seven European countries. Moreover, it focuses on the qualitative data gathered from in-depth semi-structured interviews with 25 participants who carried out their doctoral studies in the UK, Spain, Germany, France, and the Netherlands. The findings show significant participation of students from less privileged backgrounds and a complex mix of drivers for outward mobility linked to previous educational opportunities and future life aspirations. This paper brings insights from a human development approach, showing how these scholarships are instrumental in

increasing ISM opportunities, contributing to social mobility, and facilitating career development. These findings suggest that investment in these types of scholarships contribute to the democratisation and widening participation of international mobility in the European context.

Martin, C. (2023). **L'enseignement du cinéma dans les écoles secondaires québécoises : portrait d'un curriculum enseigné inspiré des arts plastiques et de la littérature.** Revue des sciences de l'éducation, 49(3). <https://doi.org/10.7202/1114357ar>

L'objectif de cette étude à méthodologie mixte menée auprès de 89 enseignant·e·s est de brosser le portrait de l'enseignement du cinéma dans les écoles secondaires du Québec. Les résultats montrent que le cinéma est principalement enseigné dans les cours d'Arts plastiques et multimédia, de français et d'appellations diverses ayant un lien direct avec le cinéma. Deux profils se dégagent, soit celui de l'enseignant·e d'arts plastiques, faisant principalement des projets pratiques, et celui de français, faisant plutôt de l'analyse filmique. L'analyse permet de conclure que le curriculum enseigné du cinéma se base sur les quelques mentions du cinéma dans le curriculum formel (PFEQ), mais que le manque d'autonomisation du cinéma dans celui-ci engendre des difficultés d'ordre didactique généralisées.

Mauny, C. (2024). **Le leadership dans les organisations scolaires : une pragmatique de la rencontre.** Éducation et francophonie, 52(2), 1-16. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_07-Mauny-Final.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_07-Mauny-Final.pdf)

Acting on the individual is complex; acting on the collective is even more so. How, then, can productive collective action be ensured? The article suggests the concept of the meeting as an experiential analyzer of the leadership process. Mastering the structural and functional determinants of school organization is necessary, but not enough to be recognized as a leader. Leadership is characterized less by the powers of the job title (what the leader is) and more by the leader's actions (what the leader does). In support of a pragmatic approach, the meeting is a construct of leadership, meant to combine the coherence and convergence of the collective's guidance to guarantee the organization's stability and transformation. Our proposal will explore three reflective contributions: i) Creating proximities makes the meeting possible by mobilizing energies at the convergence of geographical, cognitive, social, organizational and institutional proximity; ii) Creating synergies to make the meeting happen requires the combination of three actions: agreeing to agree, regulating commitments, and recognizing the quality of the work accomplished; and iii) Structuring collective autonomy to make the meeting successful combines the distribution of decisionmaking, evaluative commitment, and staff training.

McCandless, T., Corcoran, T., & Whitburn, B. (2024). **Normative power in higher education: the ghost of inherent requirements.** International Journal of Inclusive Education, 28(14), 3408-3421. <https://doi.org/10.1080/13603116.2023.2274115>

This paper presents an analysis of two surveys that were conducted in an Australian university's School of Education, investigating how students and staff understood the inherent requirements of their courses. The survey results highlight that despite there being no explicit written inherent requirement statements for these courses both staff and students believed they had a deep understanding of the nature and potential effects of inherent requirements. The longer the students and staff were connected with the School, the more likely they were to feel aware of the culturally structured inherent requirements

of these courses. Overwhelmingly, staff and students drew upon a hegemonic doxa that normalised exclusion on the basis of the assumed limitations of individual students or potential course applicants. The authors propose a shift in policy and practice from inherency focused on the assumed student deficits towards coherency premised on the teacher workforce, better resembling the intent of inclusion of education and of society more generally.

Mériade, L. (2024, octobre 14). **«Universités en danger»: face au déficit, un modèle économique à réinventer.** Consulté 5 décembre 2024, à l'adresse The Conversation website: <http://theconversation.com/universites-en-danger-face-au-deficit-un-modele-economique-a-reinventer-240843>

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

Molénat, X. (2024, décembre 3). **Les universités alertent sur l'imminence d'une catastrophe financière.** Consulté 5 décembre 2024, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/universites-alertent-limminence-dune-catastrophe-financiere/00113313>

De façon inédite, les présidents d'université appellent ce 3 décembre à la mobilisation face à un manque de moyens qui pourrait faire basculer leurs établissements dans des difficultés irrémédiables.

Moreau, D., & Laurent, A. (2023). **Le programme-cycle de l'éducation préscolaire : rupture ou continuité avec les programmes d'éducation préscolaire 4 ans et 5 ans ?** Revue des sciences de l'éducation, 49(3). <https://doi.org/10.7202/111436ar>

Cet article soulève la question de la continuité des orientations curriculaires en matière d'éducation préscolaire dans les programmes d'éducation préscolaire québécois. Une analyse de contenu lexicométrique a été réalisée sur un corpus de textes provenant du programme-cycle de l'éducation préscolaire (Gouvernement du Québec, 2020) et des programmes d'éducation préscolaire 4 ans (Gouvernement du Québec, 2017) et 5 ans (Gouvernement du Québec, 2001). Les résultats ont révélé une opposition entre ces deux derniers programmes d'études, respectivement attribuée à des idéologies reconstructionniste et progressiste. Également, ils révèlent davantage d'attentes comportementales de la part du programme-cycle (Gouvernement du Québec, 2020).

Nasi, M. (2024, décembre 10). **A l'École polytechnique, du flou et des doutes autour du remboursement de la «pantoufle».** Le Monde. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2024/12/10/a-l-ecole-polytechnique-du-flou-et-des-doutes-autour-du-remboursement-de-la-pantoufle\\_6439196\\_4401467.html](https://www.lemonde.fr/campus/article/2024/12/10/a-l-ecole-polytechnique-du-flou-et-des-doutes-autour-du-remboursement-de-la-pantoufle_6439196_4401467.html)

Après la réforme de 2015, une première promotion de polytechniciens est appelée à rembourser la rémunération perçue pendant leur scolarité s'ils n'ont pas suffisamment travaillé pour l'Etat.

OCDE. (2024). **Education Policy Outlook 2024** (p. 147). Consulté à l'adresse OCDE website: [https://www.oecd.org/en/publications/education-policy-outlook-2024\\_dd5140e4-en.html](https://www.oecd.org/en/publications/education-policy-outlook-2024_dd5140e4-en.html)

Teacher shortages have intensified across several OECD countries, making this an urgent priority for education systems. Between 2015 and 2022, the share of students whose

principals reported shortages rose from 29% to 46.7% on average across the OECD. Simultaneously, rapid technological advances, such as artificial intelligence (AI), and broader socio-economic shifts, increase the need to support teachers in delivering quality education in evolving contexts. Addressing both the number of teachers and ensuring they possess the skills to meet new educational needs is essential for student success. This report presents a policy roadmap to help education systems balance the supply and demand for quality teaching in these changing times. Drawing on responses from 33 education systems to the Education Policy Outlook National Survey for Comparative Analysis, as well as additional evidence, the report outlines current challenges and key factors in their interplay. It also explores policy responses to attract, retain, and develop teachers, enhancing their teaching practices and professional learning. In doing so, the report aims to support countries in advancing the goals set by the 2022 OECD Declaration on Building Equitable Societies Through Education. This report is part of the Education Policy Outlook series – the OECD's analytical observatory of education policy.

Ortegón, C., Decuyper, M., & Williamson, B. (2024). **Mediating educational technologies: Edtech brokering between schools, academia, governance, and industry.** *Research in Education*, 120(1), 35-53. <https://doi.org/10.1177/00345237241242990>

The use of educational technologies in schools is being reshaped by a new kind of intermediary organization that brokers relations between schools, academia, governance, and industry. In this article we define and examine 'edtech brokers' as organizations that operate between the edtech industry, public schools, research centers and governments, guiding schools in the procurement and pedagogical use of edtech. Edtech brokers have remained mostly unexplored despite their potential to redraw the boundaries between public education and the global edtech market. We claim that edtech brokers have become increasingly relevant in the past years, embedding new types of professionalities into education, and taking an active role in co-creating and updating schools' digital infrastructures, the evidence-making mechanisms around edtech, and the pedagogical practices around edtech. The article proposes three distinct categories of edtech brokers – ambassador, search engine, and data brokers – and explores their practices of mediation. By doing so, we outline the potential effects that brokers can have on schools and edtech markets, and we disentangle their specific imaginaries of the future of education they promote, often aligned with wider policy desires for reform.

Paoli-Gagin, V., & Rapin, J.-F. **Projet de loi de finances pour 2025: Recherche et enseignement supérieur.** , Pub. L. No. Rapport général n° 144 (2024-2025), tome III, annexe 24 (2024). <https://www.senat.fr/rap/I24-144-324/I24-144-324.html>

Pia locco, M. (2024). **Effects of a teacher training reform in Guatemala** [Working Paper Series]. Consulté à l'adresse Department of Economics, University of Sussex Business School website: <https://econpapers.repec.org/paper/sussusewp/0624.htm>

This paper studies the effects of an educational reform in Guatemala that modified the training of primary teachers from three years at the secondary level (grades 10 to 12 of a diversified cycle in high school) to a combination of two years of high school and three at a university, obtaining a Bachelor of Education (B.Ed.) before being able to apply to become a primary school teacher. Exploiting the timing of the implementation and an unaffected group of students as controls, I analyse the effects at the student levels in

terms of enrolment and performance during their high school years and the effects on official teachers' colleges regarding performance due to the opportunity of financial aid for their students. Results show a decrease in enrolment for primary teaching students, negative but not always significant results in math, and mixed results in reading. Besides, I also observed a change in the characteristics of aspiring educators. Official teachers' colleges experienced an initial increase in their primary teaching performance compared to other types of schools, but the effect faded after a couple of years, becoming negative

Rached, E. (2024). **Le devenir humain dans et pour l'incertitude : la qualité en éducation. Cas des établissements scolaires du second degré au Liban** (Phdthesis, Université de Lorraine). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-04826663>

La présente thèse questionne la qualité en éducation en abordant le concept de « l'a-qualité », par analogie au modèle de « l'a-synthèse » (Perez, 2008). Le préfixe « a » est suspensif, invitant à suspendre la qualité éducative du point de vue normatif pour l'interroger au niveau de son construit théorique. L'a-qualité est abordée dans ses deux facettes de micro-attentions et de micro-violences dans le pays du Cèdre, en proie à de violentes crises. L'objectif de notre thèse vise à lever le voile sur la place de l'humain qui interagit avec autrui et avec l'environnement, constituant l'angle mort de la qualité et le seul rempart contre la mouvance sociétale. La question de recherche suivante guide l'étude : Quelle a-qualité humaniste peut-elle définir l'angle mort de la qualité d'un établissement scolaire afin de répondre à l'incertitude du contexte libanais ? Nous avançons l'hypothèse que l'a-qualité humaniste se centre sur la formation holistique des acteurs éducatifs, conjugue leurs capacités distinctives et développe une institution éco-émergente lui permettant de relever les défis du contexte incertain. Notre thèse s'inscrit dans une approche mixte, selon le design séquentiel explicatif de Creswell (2014), dans une complémentarité des données quantitatives et qualitatives. Les résultats dévoilent que l'a-qualité est davantage perçue dans le contexte incertain par l'absence de micro-violences que par la présence de micro-attentions. Face aux mutations sociétales, les acteurs éducatifs semblent plus sensibles à la micro-violence qu'à la micro-attention, les pratiques dommageables pour les humains gardant des traces souvent indélébiles. Dans ce sens, l'école en devenir s'inscrit dans son contexte, en devenant éco-émergente, apte à transformer les obstacles en opportunités pour apprendre et se développer. Elle forme les acteurs éducatifs aux compétences de vie, soucieuse de leur bien-être, au sein d'une altérité bienveillante, valorisant la singularité de chacun, dans une intelligence collective (De Ketela, 2020a) au service d'un monde commun et non uniforme (Mutuale, 2020).

Sandholtz, W. A., & Sandholtz, W. (2024). **Secondary School Access Raises Primary School Achievement** (CESifo Working Paper Series N° 11343). Consulté à l'adresse CESifo website: [https://econpapers.repec.org/paper/cseswps/\\_5f11343.htm](https://econpapers.repec.org/paper/cseswps/_5f11343.htm)

I use variation in ex-ante school fee payments to measure how Free Secondary Education (FSE) affected primary students in Tanzania. I first confirm FSE increased secondary access: secondary enrollments rose, household spending on secondary school fees plummeted, and elites' transition premium disappeared. I then show that FSE increased primary exam pass rates by 6% and secondary transition rates by 23%. This was not due to supply inputs: there was no effect on school entry, and class sizes rose. Instead it appears to be driven by demand-side investments: primary students selected into better schools, attended more, and worked less.

Schueler, B. E., & Miller, L. C. (2024). **Post-Pandemic Onset Public School Enrollment and Mobility: Evidence From Virginia.** *Educational Evaluation and Policy Analysis*, 46(4), 788-794. <https://doi.org/10.3102/01623737231178299>

Public school enrollment dramatically decreased during the pandemic, but the patterns of decline and student movement across schools are not yet well understood. Using statewide student-level data from Virginia, we find pre-K-12 enrollment dropped by 4% between fall 2019 and the first post-pandemic fall of 2020. The changes were the largest in pre-kindergarten and kindergarten and explained mostly by decreases in new enrollees, though exits also increased. K-12 enrollment declines were the largest among White and economically-advantaged students (but largest for Black and economically-disadvantaged pre-kindergartners). We also observe a decline in school transfers (both within and between districts), concentrated among Black and economically-disadvantaged students and students with disabilities. Findings have implications for equity, school funding, and student well-being.

Schulte, M. (2024). **The role of community service-learning in international schools: a marginalized approach?** *Journal of Research in International Education*, 23(3), 207-223. <https://doi.org/10.1177/14752409241302397>

International schools have historically grappled with the fundamental dilemma of providing a high-quality curriculum and qualification supporting international mobility, while promoting a culture of peace and understanding. The internationalist (ideological)-globalist (pragmatic) spectrum of approaches can be applied to understand this dilemma. Historically being balanced towards the globalist (pragmatic) end of this spectrum, rapid growth of international education markets can be seen to further marginalize the internationalist (ideological) perspective. Community Service-Learning is a core pedagogical approach of many international schools, grounded in the ideological perspective and supporting the development of international mindedness and global citizenship. This same spectrum is applied in this paper to the Community Service-Learning literature in order to examine how instrumentalist and market forces of globalization are influencing the practice. It is concluded that Community Service-Learning programs in international schools similarly face a reconciliation of a dilemma between ideological and instrumentalist outcomes, with the scale tipped towards the latter.

Shields, R., & Lu, T. (2024). **Uncertain futures: climate change and international student mobility in Europe.** *Higher Education*, 88(5), 1791-1808. <https://doi.org/10.1007/s10734-023-01026-8>

The rapid growth of international student mobility has attracted much research on the many benefits it offers to students, higher education institutions, and societies in general. However, studies on the costs and potential tribulations caused by mobility are comparatively rare, despite increasing evidence of such costs inherent in the marketization of higher education. Furthermore, the few existing studies are predominantly framed in terms of consumerism and the commodification of education, but they give less attention to mobility in the context of wider social issues. The climate crisis is foremost among such social impacts, with the extensive air travel inherent in global mobility patterns causing significant damage, combined with curricula, pedagogies, and institutional strategy that are either ambivalent or contradictory on the climate crisis. This paper examines international student mobility in European higher education to

better understand how the environmental costs of higher education can be conceptualized in policy and practice. It contrasts policies and practices that promote international student mobility in Europe—in which mobility has aspects of what are commonly referred to as “public goods”—with initiatives that promote mobility to Europe, which illustrate a historic and ongoing entanglement between European colonialism, higher education, and climate change. It concludes with reflections on possibilities for greater sustainability in international student mobility in Europe.

Siippainen, A., & Pitkänen, H. (2024). **On the surface and below: a genealogical look at the waves of evaluation in early childhood education and care.** *Journal of Education Policy*, 39(6), 919-942. <https://doi.org/10.1080/02680939.2024.2344099>

The rise of evaluation and data in education and education policy is a trend manifesting across a wide variety of policy contexts, holding in its grip national and global policies, with impacts that reach the level of individual children, teachers, and their subjectivities. Earlier research has mainly focused on the phenomenon in neoliberal contexts. This article presents a case study of Finnish early childhood education and care (ECEC) policy discourse built on a tradition of social democratic political rationality and egalitarian values. By utilizing Evert Vedung's metaphor of evaluation waves, we examine how the evaluation trend has influenced the Finnish ECEC policy, which has traditionally been skeptical toward the assessment of individual children's learning and skills and the production and use of data for accountability purposes. In the genealogical reading of ECEC curricula and policy documents from 2002–2021 as data, we identify three discursive practices – partnership, pedagogization, and evidence wave – that have socio-historically contributed to the formation of the present conception of evaluation in the Finnish ECEC policy discourse. Our genealogical reading also reveals a movement toward international trends – evaluating the individual child's skills – especially through the evidence wave.

Song, M., Neering, K., Zeiser, K. L., Schwarzhaupt, R., & Mitchell, S. (2024). **Accelerated Postsecondary Pathways: The Longer-Term Impact of the Early College High School Model on Postsecondary Degree Attainment.** *American Educational Research Journal*, 61(6), 1272-1307. <https://doi.org/10.3102/00028312241276855>

Utilizing a lottery-based natural experiment, this study assessed the longer-term impact of early colleges on postsecondary degree attainment. It found that early colleges significantly increased the overall degree completion and associate degree completion rates within 10 years of expected high school graduation. While the impact on bachelor's degree or advanced degree attainment was no longer significant 10 years after high school, results from earlier years suggest that early college students attained these degrees at a higher rate and faster pace than control students. This study also found that the early college impact on bachelor's degree attainment was significantly stronger for underrepresented minorities and that the impact on associate degree attainment was significantly stronger for students with higher prior achievement.

Sturrock, S. (2024). **'Gaming' in the English primary school: 'do whatever you need to do to make your data look good'.** *Journal of Education Policy*, 39(6), 963-985. <https://doi.org/10.1080/02680939.2024.2360993>

In an international policy environment of intensified high-stakes accountability, pupil assessment data are an invaluable commodity and critical indicator of both school and teacher effectiveness. Teachers' engagement with pupil data and the associated

experiences of increased accountability are of great consequence, and highly contentious for perceptions and experiences of policy. In the context of the English primary school, this paper explores the progressively tactical nature of teachers' enactment of assessment policy, and the impetus to 'make the data look good'. It draws upon an empirical study of rich qualitative data from 42 interviews with 22 primary teachers employed in the South-East of England. The findings add to an evolving field about 'gaming', and particular consequences for teacher identity are discussed. The paper further advances insights about teachers' experiences of 'in-school assessment' as pertinent for understanding gaming. It locates the pupil progress meeting as an iteration of teacher accountability and performativity, and particular site of contestation, and a specific contribution to knowledge in this regard.

Verneuil, Y. (2024, décembre 11). **Éducation à la sexualité : ce que disent vraiment les programmes scolaires.** Consulté 13 décembre 2024, à l'adresse The Conversation website: <http://theconversation.com/education-a-la-sexualite-ce-que-disent-vraiment-les-programmes-scolaires-245591>

Alors que les nouveaux programmes d'éducation à la vie affective et sexuelle, en attente de publication, font l'objet de contestations, retour sur les enjeux et l'histoire de cet enseignement.

Vilaine, V. (2024). **Scolariser des élèves en situation de handicap en classe ordinaire, une ingénierie coopérative en danse** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-04785908>

Notre recherche s'intéresse à la scolarisation en danse de quatre élèves en situation de handicap, soutenu·e·s par un dispositif Ulis, en classe ordinaire. Le postulat de cette thèse est de rompre avec la vision déficitaire des élèves. Notre approche est didactique, fondée sur une ingénierie coopérative entre professeur·e·s, ordinaires-spécialisée, et chercheure. Nous cherchons à comprendre en quoi le travail d'ingénierie coopérative permet de construire un dispositif dans lequel tous les élèves sont amenés à entrer dans un processus de création et d'interprétation en danse. Ce dispositif, reposant sur un coenseignement en classe, vise à permettre aux élèves de composer des mouvements dansés ensemble. Dans un principe d'itération, ce dispositif est mis en œuvre sur les trois années de recherche. Pour étudier l'articulation entre l'activité ingénierique et l'activité didactique, le cadre théorique de l'action conjointe en didactique nous donne à voir et à comprendre ce qui se passe. Les concepts descripteurs pour l'activité ingénierique sont la notion d'enquête et la relation épistémique coopérative. L'activité didactique est décrite avec la dialectique contrat/milieu et réticence/expression. Notre méthodologie est qualitative, ascendante et clinique. Nos analyses tendent à montrer que les allers-retours entre le travail collectif en réunion et l'action conjointe en classe s'articulent autour des savoirs danser. Le dispositif didactique devient suffisamment efficient en classe ordinaire pour permettre aux quatre élèves en situation de handicap d'effectuer leur puissance d'agir dans le processus de création et d'interprétation des mouvements dansés.

Visser, M., Stokes, P., Ashta, A., & Andersson, L. M. (2024). **The 'performative' university: theoretical and personal reflections.** Journal of Education Policy, 39(6), 1030-1048. <https://doi.org/10.1080/02680939.2024.2403431>

For centuries, universities have proliferated and flourished around the world, playing an important role in societal knowledge production and diffusion. However, in the past four

decades, this old organizational form has been subjected to neoliberal, managerialist policy doctrines such as New Public Management. Following this, universities have tended to become more 'business-like' in their internal management and governance, with generally perceived adverse effects on the quality of academic education, research, and working conditions. These developments pose fundamental threats to academic freedom and free knowledge production and diffusion. Acknowledging various forms of academic resistance to, and coping with, these threats, the purpose of our paper is twofold. First, we adopt the concept of 'performativity' – hitherto researched mainly in primary and secondary schools in Anglo-Saxon contexts – to account for, and critique, neoliberal university policies, and practices in a variety of Global North settings. Second, through collaborative autoethnography, we add our own personal narratives to 'talk back' to managerialism.

Waddington, R. J., Zimmer, R., & Berends, M. (2024). **Cream Skimming and Pushout of Students Participating in a Statewide Private School Voucher Program.** *Educational Evaluation and Policy Analysis*, 46(4), 795-803.  
<https://doi.org/10.3102/01623737231183397>

A pervasive issue in the school choice literature is whether schools of choice cream skim students by enrolling high-achieving, less-challenging, or less-costly students. Similarly, schools of choice may "push out" low-achieving, more-challenging, or more-costly students. Using longitudinal student-level data from Indiana, we created multiple measures to examine whether there is evidence consistent with the claims of voucher-participating private schools cream skimming the best students from public schools or pushing out voucher-receiving students. We do not find evidence consistent with the claim of cream skimming. However, we find evidence consistent with the claim of private schools pushing out the lowest-achieving voucher students. This is the first study to examine these two issues within a statewide private school voucher program.

Wijaya Mulya, T., Sakhiyya, Z., Bukhori Muslim, A., & Suryani, A. (2024). **Locally-grounded, embodied, and spiritual: exploring alternative constructions of democratic education with/in Indonesian schools.** *Pedagogy, Culture & Society*, 32(5), 1127-1143.  
<https://doi.org/10.1080/14681366.2022.2142840>

Contemporary scholars have called for more diverse conceptions and practices of alternative 'democratic' education to contest the increasingly neoliberal and neoconservative educational systems. The current study responds to this call by exploring how the notion of 'democratic' education can be enriched using the contextual practices of education in Indonesia. Co-constructing qualitative data through site visits, document analysis, and interviews with leaders of five uniquely 'democratic' Indonesian schools, the current study seeks to expand the 'thin' understandings of democratic education characterised by ostensibly universal democratic virtues such as freedom, equality, social justice, and participation. Exploring what democratic education looks like when understood through the collective sensibilities of Indonesians, analysis revealed at least three alternative constructions of democratic education practiced by participating schools, namely, locally-grounded, embodied, and spiritual democratic education. By identifying and circulating these alternative constructions, it is hoped that the notions of democratic education might be continuously reimagined and diversified.

Xu, R.-H. (2024). **Declined quality? A poststructural policy analysis of the 'quality problem' in Taiwanese higher education.** *Journal of Education Policy*, 39(6), 943-962. <https://doi.org/10.1080/02680939.2024.2355939>

The tension between broadening university capacity and maintaining quality is a global phenomenon. While numerous studies have analysed the enactments of various policies that aimed to address declining university quality, few have examined the underlying beliefs that define what is conceptualised as a 'quality problem' within the policy proposals. Utilising Carol Bacchi's 'What's the Problem Represented to be?' (WPR) approach, this study provides a nuanced analysis of this issue, centring on an underexplored aspect: how the 'quality' is made to be a particular kind of problem within a specific policy. Specifically, it scrutinises an uncommon policy in Taiwan – proposing the reduction of university places as a solution to declining quality – to critically analyse what quality is established as 'reality' that set limits on how higher education can be thought. A central thesis of this analysis is that higher education system comes into existence through ongoing formation as specific kind of object rather than existing as a fixed entity. Understanding the construction of quality problem and the objectification of higher education requires a critical examination of the underlying assumptions and a detailed mapping of heterogeneous practices that create forms of authority for certain perceptions of 'quality' accepted as true.

Xu, W., & Knijnik, J. (2024). **English as a world opener in Chinese universities: fostering interculturally aware communities of learners in the English reading classroom.** *Pedagogy, Culture & Society*, 32(5), 1343-1359. <https://doi.org/10.1080/14681366.2023.2174171>

This paper discusses germane questions of English language teaching and learning in a non-elite Chinese university. Informed by Freire's critical pedagogical philosophy, we explore how the English reading classroom in China can provide students with meaningful opportunities to enhance their collective intercultural awareness in multicultural environments. Analysis of fieldnotes and interviews show that dialogue, as a pedagogical tool and a method, can not only guide students to confidently navigate new words and foster communicative competence, but also to read the world and develop open-mindedness and knowledge of the Other. The study moves away from the ideological premise that almost exclusively, frames English language teaching and learning in the country to the development of human resources for the workforce in the global economy. We argue that English language education in China needs to be mobilised pedagogically, hence creating communities of young learners who are more interculturally aware citizens.

Yu, Y., & He, R. (2024). **The 'chosen' UK? Remapping of international education mobility for prospective Chinese master's students during and post the COVID-19 pandemic.** *Higher Education*, 88(5), 1773-1789. <https://doi.org/10.1007/s10734-024-01193-2>

The COVID-19 pandemic has caused unpredicted disruption to international students' mobility, which has created challenges for the principal host and sending countries (i.e. the UK and China). This study focuses on the UK's prospective Chinese master's students who have, reluctantly, deferred their education abroad during the COVID-19 pandemic and explores the factors influencing their choice of deferral and how they strategically reimagine their overseas education in the future. A mixed-methods approach was adopted using 16 semi-structured interviews and 102 questionnaires. In addition to the health crisis and varying travel policies that have significantly impacted the outward

mobility of prospective Chinese students, the findings highlight that the intensified geopolitical situations during the COVID-19 have confined students' overseas education destination to the UK as the 'choice of no choice'. Additionally, the unanticipated and unconventional 'gap year' was identified to impel this cohort to choose the shorter duration of postgraduate programmes in the UK as a potential 'life circle remedy'. Students who participated in this study also demonstrated their strong agency on their deferral and education destination decisions—that is their 'agency in immobility' which facilitates their international education progressions. This paper draws insights from these findings and discusses implications for the mobility of international students from China in the coming years and provides recommendations for how UK universities can better support this cohort and other international students who may be in similar situations during and post the pandemic.

Zhao, K., Liang, H., & Li, J. (2024). **Understanding the growing contributions of China to leading international higher education journals.** *Higher Education*, 88(5), 1851-1869. <https://doi.org/10.1007/s10734-024-01189-y>

International publications in social sciences by scholars based in mainland China have been increasing in volume, but little is known about the characteristics of China's contribution. This study examines the characteristics and patterns of international publications by Chinese scholars in higher education research. Data from three internationalized higher education journals were analyzed from 2000 to 2022. The results show a consistent pattern of continuous growth in the annual number of published articles with Chinese affiliations, with a marked increase since 2016. International collaborations are the most common type of publication, a pattern that contrasts with other articles in the same journal. In addition, returnee scholars have made significant contributions to international publications. Finally, the research of Chinese scholars is as influential as that of their international peers in terms of citation counts. These findings highlight the constrained agency of Chinese actors in the center-periphery structure of the global knowledge production networks.

## Pratiques enseignantes

Agüero, J., & Gómez Sánchez, S. (2022). **Si mis dedos tocan los tuyos : recherche-création collaborative.** *Sociologie et sociétés*, 54(2), 47-73. <https://doi.org/10.7202/1113061ar>

Ce texte explore le concept de recherche-création (RC) en tant que catégorie émergente de production de connaissances dans les sciences sociales, les sciences humaines et les arts, ainsi que les défis qui y sont associés. Il ambitionne également d'examiner le potentiel d'une méthodologie collaborative (la création d'un court-métrage dans le cadre du projet interdisciplinaire TRYSPACES) de recherche-création pour répondre à trois défis et paradoxes relevés dans la littérature, à savoir les paradoxes associés au contexte, au processus et à la connaissance. Ces trois niveaux sont mis en correspondance avec le récit de l'expérience et une réflexion sur les apprentissages (sensibles et communautaires) pour mettre en lumière les contributions et avancer vers de nouveaux paradigmes de construction et de diffusion des connaissances au sein de la recherche-création.

Akin-Sabuncu, S., & Kasapoglu, K. (2024). **Educating immigrant and refugee students: A culturally relevant pedagogy perspective into elementary teachers' professional needs**

in **Türkiye.** Pedagogy, Culture & Society, 32(5), 1513-1533.  
<https://doi.org/10.1080/14681366.2023.2223554>

The education of teachers who can effectively respond to immigrant and refugee students' needs has been a major issue in Türkiye and globally. Drawing on culturally relevant pedagogy, this phenomenological study explores the professional needs of 24 elementary teachers in Türkiye who teach immigrant and refugee students in their classes and were selected purposefully through criterion and snowball sampling strategies. The results of the individual interviews showed that teachers experienced several difficulties in developing students' academic achievement, cultural competence, and socio-political consciousness. The study provides insights for policymakers and teacher educators to develop and implement culturally relevant in-service and pre-service teacher education policies and practices in Türkiye and beyond to support immigrant and refugee students holistically, especially in a current time of war when refugee crises continue to be a major transnational concern.

Alvarez, J. (2024). **Ludopédagogie, concepts et mise en pratique.** Journée d'étude : gamification des apprentissages en éducation aux médias et à l'information. Présenté à Nantes, France. Consulté à l'adresse <https://hal.science/hal-04805904>

Three-part interactive conference, during which we presented the main terms used in edutainment, an edutainment session entitled "Soupe à l'oignon" and finally a theoretical contribution to understand the structure of an edutainment activity and its sequencing.

Archer, L., Godec, S., Patel, U., Dawson, E., & Calabrese Barton, A. (2024). **'It really has made me think': Exploring how informal STEM learning practitioners developed critical reflective practice for social justice using the Equity Compass tool.** Pedagogy, Culture & Society, 32(5), 1243-1265. <https://doi.org/10.1080/14681366.2022.2159504>

Critical reflective practice is a foundation of socially just pedagogy. This paper focuses on the informal STEM (science, technology, engineering, and maths) learning sector, where there is an acute shortage of support for critical reflective practice despite long-standing, entrenched issues of inequity. We analyse how practitioners used a new reflective tool, the Equity Compass, co-developed by researchers and practitioners through a five-year partnership. We report on multimodal qualitative data (interviews, ethnographic observations, group discussions, partner site visits, and workshops) from 12 practitioners in four settings in the UK: a community zoo, regional science centre, digital arts centre and an initiative supporting girls and non-binary young people into STEM. We discuss how using the Equity Compass: (i) increased and deepened practitioners' knowledge and understanding of equity issues; (ii) supported personal and institutional critical reflection, helping practitioners move beyond 'gut instinct' to interrogate their own positionality, ask new questions, and critically evaluate the effectiveness of attempts at inclusive practice; and (iii) fostered more intentional equitable planning and practice, such as participatory approaches that shared authority with learners and introduced more inclusive forms of representation. We conclude by discussing the challenges, limitations, and implications for supporting critical reflective practice among educators.

Bacqué, M.-H., Bellavoine, C., Demoulin, J., & Lafaye, C. (2022). **Productions et processus de recherche : une relation dialectique : l'exemple de la recherche « Les quartiers populaires au prisme de la jeunesse ».** Sociologie et sociétés, 54(2), 21-46. <https://doi.org/10.7202/1113060ar>

Cet article interroge la dialectique entre processus et productions de la recherche, à partir du cas spécifique de la recherche participative « Pop-Part, les quartiers populaires au prisme de la jeunesse », composante du partenariat de recherche collaborative et comparative TRYSPACES. Tout au long de la recherche, notre ambition participative nous a conduits à multiplier les manières de construire et restituer ses résultats : cet objectif a nourri des productions diversifiées qui ont elles-mêmes en retour alimenté la recherche. C'est cette boucle que nous explorons ici. Partant du principe que les productions issues d'une recherche permettent de donner à voir des résultats tout en orientant le travail analytique, nous faisons l'hypothèse qu'il existe une relation dialectique entre les productions issues de la recherche et le processus même de recherche. Comment la définition et la mise en oeuvre d'une recherche viennent-elles orienter les productions qui en sont issues ? Inversement, comment les productions issues d'une recherche participant-elles à l'orientation de son processus et de ses questionnements ?

Balloo, K., Ramos, F., Crank, R., Crane, D., Hopkins, S., McGovern, M., ... Worsley, S. (2024). **Exploring the identities of pathways educators through the lens of Third Space Theory.** *Pedagogy, Culture & Society*, 32(5), 1549-1571. <https://doi.org/10.1080/14681366.2023.2230986>

Pathways educators, who teach into university-based tertiary preparation programmes, contribute to a unique space within widening participation. Conceptualisations of pathways educators' identities would benefit from further theorisation to understand the challenges and possibilities of this role, so this was the focus of the current study. Ten pathways educators on academic contracts at a regional Australian university co-constructed concept maps and wrote reflections about what it means to be a pathways educator. These maps and reflections were analysed using reflexive thematic analysis to identify patterns, which were then examined through a Third Space Theory lens. The findings highlighted a strong sense of pathways educators dwelling at the margins of academia, in liminal or in-between locations that are complex, nuanced, hard to define and often perceived as lower in status when compared to 'traditional' academic spaces. However, the analysis also suggested that finding a home in these fluid, unbounded, spaces might present opportunities for authentic and self-fulfilling work in the ambiguity. While institutional constraints and power imbalances are acknowledged, we also highlight potential implications for pathways educators, and other individuals in academic roles that occupy the margins, through a strength-based lens where agency is not lost but may thrive in unexpected ways.

Bensiali, C. (2022). **Collaborer avec les jeunes ? Traduire et faire tenir une recherche engagée à Montréal-Nord.** *Sociologie et sociétés*, 54(2), 75-100. <https://doi.org/10.7202/1113062ar>

Cet article revient sur une recherche partenariale réalisée entre 2019 et 2021 à Montréal-Nord. Il propose un éclairage pratique sur les enjeux qui surgissent au cours de la production de recherches collaboratives en contexte de fortes asymétries entre les partenaires, et présente les moyens concrets qui ont été mobilisés pour y répondre. La méthodologie déployée dans le cadre de cette étude de cas s'est organisée autour d'outils de collaboration qui ont permis d'identifier, puis de répondre, aux enjeux de la distribution des ressources matérielles et symboliques entre les partenaires. Ce travail collaboratif s'est construit autour des intérêts individuels des personnes participantes et

de leurs différences, et a été rendu possible par la mobilisation de compétences de traduction et de care tissées dans les interstices de la recherche.

Boily, É., Dumouchel, G., Mailloux, A.-S., Desjardins, É., Jacob, É., & Giroux, P. (2024). **Retombées perçues de personnes étudiantes et enseignantes à propos de l'utilisation des classes d'apprentissage actif (CLAAC) sur l'engagement affectif des personnes étudiantes universitaires en sciences de l'éducation.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-02>

Boufarouj, C. (2024). **L'impact de la formation à la technologie sur le technostress et l'engagement organisationnel : cas des enseignants et enseignantes universitaires au Maroc.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-07>

Boursier, S. (2024). **La non-éducation comme accompagnement à l'autoformation : analyse d'une expérience de facilitatrice d'apprentissage dans une école alternative en France** (Phdthesis, Université Paris 8). Consulté à l'adresse <https://hal.science/tel-04838245>

À partir d'une expérience singulière de facilitatrice d'apprentissage dans une école alternative d'inspiration multiple, cette thèse propose une réflexion plus fondamentale sur le sens et la soutenabilité des pratiques scolaires conventionnelles en contexte d'anthropocène. D'une synchronicité entre la découverte de la permaculture et celle des écoles démocratiques est née l'intuition qu'une «non-éducation» inspirée du non-agir de la pensée chinoise offrirait des perspectives éducatives moins normatives, coercitives et productivistes sans perdre en efficacité. La recherche présentée explore cette idée selon deux axes distincts. Le premier s'intéresse à l'école qui a vu naître cette pratique de facilitatrice et dans laquelle j'ai conduit un premier travail d'intention ethnographique. En m'appuyant sur des données d'observations glanées au fil de sept années d'immersion, depuis des positions et niveaux d'implication différents, sur des entretiens non-directifs et sur des documents divers, la thèse propose une lecture écosystémique de cette école, vue et vécue comme une «école vivante», mettant en avant les conditions, contraintes et ressources depuis lesquelles a émergé cette singularité scolaire. Des vignettes autoethnographiques de moments intenses d'autoformation, transcrisées en bande dessinée, serviront, dans une seconde partie, de support à une analyse réflexive dont l'objectif est de répondre aux questions suivantes : qu'est-ce que la non-éducation ? Comment se traduit-elle en pratique ? En quoi se distingue-t-elle de l'éducation, de la formation ou de l'enseignement ? Sur quelles compétences s'appuie-t-elle ? Comment s'y former ?

Boyer, A., & Givry, D. (2023). **Systèmes biotiques et apprentissages d'un modèle de chaîne énergétique à l'école élémentaire.** Revue des sciences de l'éducation, 49(3). <https://doi.org/10.7202/1114356ar>

Cet article s'intéresse à l'efficacité de l'enseignement de l'énergie à l'école primaire, en mesurant l'effet de l'utilisation de systèmes biotiques sur l'apprentissage des élèves d'un modèle de chaîne énergétique. Il se base sur un modèle de l'activité (Léontiev, 1984), centré sur l'articulation tâche-action (Savoyant, 2006). Une méthodologie de type quasi expérimental a été implantée in situ dans 3 classes ordinaires (grade 4) durant une séquence d'enseignement sur l'énergie. Des prétests et posttests ont permis d'évaluer

les progressions des élèves. Nos résultats montrent que les élèves ayant étudié des systèmes biotiques durant l'enseignement progressent plus que les autres.

Brunello, G., Crocè, C., Giustinelli, P., & Rocco, L. (2024). **Teacher Personality and the Perceived Socioeconomic Gap in Student Outcomes** (IZA Discussion Paper N° 17331).

Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17331.htm>

We randomly assign student profiles to teachers and elicit teachers' beliefs about the student's likelihood of success in alternative high school tracks. We document a large and statistically significant gradient in teachers' beliefs about students' high school prospects with respect to students' socioeconomic background (SEB), ceteris paribus. We find that this gradient varies with teacher's personality, a hard-to-observe and understudied teacher trait. Specifically, higher levels of teacher's extraversion and openness are associated with a steeper negative SEB gradient in teachers' beliefs about students' success prospects in an academic track. Conversely, more conscientious and agreeable teachers assign to low-SEB students, on average, a higher probability of success in a vocational track. We discuss some policy implications of our findings.

Café pédagogique. (2024, décembre 12). **Cordées de la réussite : un guide pour accompagner les référents.** Consulté 13 décembre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/12/cordees-de-la-reussite-un-guide-pour-accompagner-les-referents/>

Les Cordées de la réussite consistent en un partenariat entre un établissement d'enseignement supérieur dit « tête de cordée » auquel se rattachent des collèges et lycées dits « encordés ».

Cai, J., Wen, Q., Bi, M., & Lombaerts, K. (2024). **How Universal Design for Learning (UDL) is related to Differentiated Instruction (DI): The mediation role of growth mindset and teachers' practices factors.** Social Psychology of Education, 27(6), 3513-3532. <https://doi.org/10.1007/s11218-024-09945-9>

Inclusive education, crucial for human rights and sustainable development, focuses on integrating and empowering students of varying needs and abilities. Understanding the interaction between Universal Design for Learning (UDL) and Differentiated Instruction (DI) is key for educators and stakeholders to implement inclusive strategies effectively. Yet, there is a significant gap in empirical research exploring this relationship. Therefore, this study examined a proposed model combining growth mindset and practice factors (ongoing assessment and flexible grouping), which explained how UDL is related to DI. Structural equation modeling was used to analyze data from 647 in-service teachers. The findings showed that practice factors independently and in combination with a growth mindset fully mediated the relationship between UDL and DI. The implications for the research community, teachers, and teacher educators to implement UDL and DI are presented.

Céci, J.-F., Heiser, L., & Raynault, A. (2024). **Vers une typologie des prudences numériques en éducation : une réponse aux pratiques sociales de références actuelles?** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-10>

Chookah, H. A., Agbenyega, J. S., Santos, I. M., & Habak, C. (2024). **Play Affordances of Natural and Non-natural Materials in Preschool Children's Playful Learning Tasks.**

*International Journal of Early Childhood*, 56(3), 585-603. <https://doi.org/10.1007/s13158-023-00348-z>

The use of natural and non-natural play materials in early childhood education is a critical facilitator to children's learning and development. Different materials vary in their affordances for sophisticated play, imagination, and creativity, which contribute to children's complex thinking; with the current focus on technology, it has been suggested to balance its use with other materials. While childhood experiences with nature carry numerous benefits for development and complex thinking, most of the natural affordances have been documented in outdoor settings or with nature-based pedagogical approaches. The purpose, here, is to gain a better understanding of natural and non-natural material use across matched activities and approaches, in their affordances for preschool children's complex thinking during quality play. Using a cultural-historical interpretivist analysis of children's playful work and comments, findings indicated that both material types contributed to complex thinking, imagination, and creativity, but deeper connections and wider variety arose with natural materials. Findings suggest that teachers increase their use of natural materials in teaching, to help children develop deeper conceptual understandings and representations of their world.

Chroust, A. J., Atiles, J. T., Vargas, A. C., & León, I. M. Z. (2024). **Sense of Efficacy of Costa Rican Early Childhood Teachers in Face-to-Face and Distance Education Instructional Settings.** *International Journal of Early Childhood*, 56(3), 497-510. <https://doi.org/10.1007/s13158-023-00365-y>

The purpose of this study was to compare the self-reported sense of efficacy of Costa Rican teachers, who work with children ranging in age from 4 to 6 years, in face-to-face and distance education instructional settings across both rural and urban areas. The sample included 520 teachers. Teachers' self-efficacy was measured using an adapted version of the Teachers' Sense of Efficacy Scale and a demographic information questionnaire. The results showed the self-reported sense of efficacy of Costa Rican teachers was higher in face-to-face than distance education instructional settings. Moreover, teachers at urban schools had higher teacher self-efficacy than teachers who work at rural schools. Teacher educators and teacher trainers should consider providing pre- and in-service trainings to address the educational needs of young children distantly. Governments should spend more money developing quick networks, providing educators and students with training and skills, and lowering the cost of Internet connection for underprivileged groups.

Claude, M.-S., & Rayou, P. (2024a). **Pédagogie de groupe et autonomie dans les apprentissages.** Consulté à l'adresse <https://hal.science/hal-04816676>

Autonomie, groupes et contrats «Tout se passe comme si l'idée d'autonomie était aujourd'hui à ce point prégnante et structurante que toute l'éducation pouvait, par une voie ou par une autre, y être amarrée» constate Dominique Glasman (2016, p.9.). De fait, les programmes français gravitent désormais autour de cette compétence qui doit donner aux élèves les moyens de s'engager dans les activités scolaires, d'agir, d'échanger avec autrui d'exercer ainsi progressivement leur liberté et leur statut de citoyen responsable (Patry, 2018). Devenue une clé de voûte du système éducatif, la formation à l'autonomie est souvent mise en oeuvre, notamment par les enseignants qui se veulent innovants, à travers la pédagogie des îlots, qui organise le travail des élèves au sein de groupes. En examinant la pluralité des contrats sous-jacents à cette manière

de faire, ce chapitre se propose d'examiner si et en quoi cette pédagogie favorise l'autonomie recherchée.

Claude, M.-S., & Rayou, P. (2024b). **Pour une approche socio-didactique des disciplines scolaires : Introduction.** Didactiques & Disciplines, 2(4), 7-17.  
<https://doi.org/10.34874/PRSM.dd-vol2iss4.50002>

La volonté de s'attaquer à la persistance des inégalités d'apprentissage à l'école a suscité des appels à la collaboration entre didactiques et sociologie qui visent à comprendre plus finement la façon dont les savoirs scolaires sont socialement construits et appropriés. Un tel projet peut être théoriquement fondé dans la distinction établie entre matrices curriculaires et matrices disciplinaires, qui permet de considérer, à grain différent et complémentaire, les apprentissages scolaires et les conditions de leur réussite. Si d'indéniables avancées se sont produites tant dans la prise en compte de la dimension contextuelle de ces apprentissages que dans celle des disciplines particulières, des zones d'ombre persistent, notamment dans la spécificité de celles-ci, ainsi que dans l'articulation des deux approches. C'est ce dossier que nous souhaitons rouvrir et compléter avec ce numéro.

Dalla Porta, L., & Régnier, J.-C. (2024). **Perceptions des Enseignants sur l'Enseignement de la Statistique dans les Premières Années de l'Éducation Fondamentale au Brésil.** Huitième Colloque Francophone International sur l'Enseignement de la Statistique - CFIES 8 - 2024. Présenté à Nice, France. Consulté à l'adresse <https://hal.science/hal-04799968>

1 Considérations initiales Ce travail présente les premiers résultats préliminaires d'une recherche conduite au Brésil, avec le soutien de la Fondation de Soutien à la Recherche de l'État du Rio Grande do Sul – FAPERGS, sous le titre «O Letramento Estatístico na Educação Básica: uma Contribuição para a Compreensão do Mundo Contemporâneo» [La Littératie Statistique dans l'Éducation de Base : une Contribution à la Compréhension du Monde Contemporain]. Dans cette phase initiale, nous avons exploré les perceptions des enseignants concernant l'enseignement de la statistique dans les premières années de l'enseignement fondamental correspondant à l'école primaire en France. Au Brésil, ces enseignants, décrits comme polyvalents, sont formés en Pédagogie, comme le décret Libâneo (2015), et sont responsables de l'enseignement de toutes les disciplines du programme à ce niveau éducatif. La Base Nationale Commune Curriculaire (BNCC, 2017) souligne l'importance de développer des compétences pour interpréter et analyser des données statistiques dès la première année de l'enseignement fondamental, attribuant à ces enseignants un rôle essentiel dans le développement initial de la littératie statistique des élèves. Cependant, plusieurs études, telles que celle de Dalcin (2023), expriment des préoccupations concernant l'enseignement de la statistique à ce niveau scolaire, en pointant notamment les lacunes dans la formation même des enseignants polyvalents qui interviennent à l'école primaire. Dans ce contexte, notre recherche vise à contribuer à élargir les connaissances relatives à cette thématique, en prenant en compte les recherches existantes et en tentant d'offrir de nouvelles perspectives sur la formation statistique des enseignants dans l'éducation de base.

2 Méthodologie Pour construire les données, les travaux ont été menés en prenant appui sur un questionnaire en ligne qui a été appliqué auprès de la population des enseignant-es de l'enseignement primaire intervenant dans des écoles publiques dans l'état du Rio Grande do Sul au Brésil. Nous avons ainsi recueilli 53 réponses. Ce questionnaire a été divisé en deux blocs : le premier visait à identifier le profil des enseignant-es, avec des questions sur le genre, l'âge, le temps de service et la formation

académique. Le second bloc s'est concentré sur des questions liées à l'enseignement de la statistique, explorant les difficultés rencontrées par les enseignants pour enseigner ce contenu ainsi que leur formation spécifique reçue dans ce domaine. Les données ont été traitées et analysées en utilisant l'Analyse Statistique Implicative (ASI), qui, selon Régnier et Andrade (2023), peut être appliquée dans diverses approches, y compris les recherches dans le domaine de l'enseignement. Pour rendre possible l'application de l'ASI, qui nécessite un grand nombre de calculs, nous avons eu recours au logiciel CHIC 7 (Classification Hiérarchique Implicative et Cohésive). Ce logiciel a été essentiel pour construire un graphe implicatif à partir des informations des données construites, facilitant nos analyses.

3 Résultats Concernant l'échantillon des 53 répondants, nous constatons qu'il ne s'agit que d'enseignantes d'un âge moyen de 37 ans. Toutes sont diplômées en Pédagogie et près de 2/3 ont un diplôme de troisième cycle. À partir du graphe implicatif construit avec le logiciel CHIC.7, nous avons observé des liens de quasi-implications révélant certaines tendances. La première, le chemin 3es → 7es, montre que, bien que les enseignantes n'aient pas abordé de contenu statistique dans leur formation académique (3es), elles considèrent l'enseignement de cette discipline comme important (7es). Cela suggère une prise de conscience croissante du rôle de la statistique dans l'éducation de base, influencée possiblement par les exigences curriculaires actuelles et par le besoin d'un niveau plus élevé de littératie statistique dans une société guidée par les données. Un second chemin implicatif, 4es → 5es, met en évidence une connexion directe entre les difficultés des enseignantes à enseigner la statistique (4es) et les obstacles rencontrés dans leur formation dans ce domaine (5es). Cette quasi-implication suggère que les lacunes dans la formation des enseignant-es réduisent non seulement leur confiance et leur capacité à enseigner la statistique, mais créent également des obstacles dans leurs pratiques pédagogiques quotidiennes. Cela indique une défaillance dans les programmes de formation en Pédagogie, qui pourraient ne pas préparer adéquatement les enseignantes à aborder les contenus statistiques, résultant en une lacune dans l'enseignement qui peut affecter l'apprentissage des élèves, notamment en statistique, essentielle pour le développement de la pensée critique. Un autre chemin implicatif identifié est 6es → 8es, indiquant que les enseignantes qui ne considèrent pas les manuels scolaires comme adéquats pour guider l'enseignement de la statistique (6es) ont également tendance à ne pas utiliser les contenus suggérés dans ces ressources (8es). Si les enseignantes ont du mal à comprendre les instructions statistiques ou les concepts présentés dans les manuels scolaires, il semble cohérent qu'elles ne les considèrent pas comme utiles ou appropriés pour leurs cours. Cela peut être un indicateur de lacunes dans la formation initiale et continue en statistique, ce qui compromet la capacité des enseignantes à utiliser les ressources didactiques disponibles. La conséquence est une réticence à utiliser les manuels scolaires, non nécessairement parce qu'ils sont inadéquats, mais parce que les enseignantes ne se sentent pas capables d'appliquer le contenu de manière adéquate.

4 Considérations finales Cette étude a confirmé l'existence des lacunes, déjà identifiées dans diverses recherches, dans la formation statistique des enseignants des premières années de l'enseignement fondamental au Brésil, mettant en évidence une déconnexion entre la préparation reçue dans les cours de pédagogie et les exigences pratiques de l'enseignement de la statistique. Bien qu'il y ait une insuffisance de contenu statistique dans leur formation académique, ces enseignantes reconnaissent l'importance de cette discipline, se montrant prêtes à surmonter ces insuffisances et à s'adapter aux exigences curriculaires contemporaines. Cependant, les difficultés identifiées dans la compréhension et la mise en œuvre de ressources didactiques en

statistique suggèrent qu'il est urgent de réformer les programmes de formation des enseignants pour aligner l'éducation pédagogique sur les besoins de l'enseignement moderne. Cet alignement ne faciliterait pas seulement des pratiques pédagogiques plus appropriées, mais garantirait également que les futurs étudiants soient mieux préparés à agir avec compétence dans un monde de plus en plus orienté vers l'analyse des données. Bibliographie [1] Brasil. (2017), Ministério da Educação. Base Nacional Curricular Comum – BNCC 3<sup>a</sup> versão. Brasília, DF. [2] Dalcin, D. (2023), TO ensino de estatística : uma contribuição para os professores dos anos iniciais da educação básica, Dissertação (Mestrado Profissional), Universidade Franciscana, Santa Maria. [3] Libâneo, J. C. (2015), Formação de professores e didática para o desenvolvimento humano, Reducação & Realidade, , Porto Alegre, v. 40, 629–650. [4] Régnier, J-C ; Andrade, V. L. V. X. de. (2023), Análise estatística implicativa e análise de similaridades no quadro teórico e metodológico das pesquisas em ensino de ciências e matemática com a utilização do software CHIC. Recife : EDUFRPE.

Dankiw, K. A., Kumar, S., Baldock, K. L., & Tsilos, M. D. (2024). **Do Children Play Differently in Nature Play Compared to Manufactured Play Spaces? A Quantitative Descriptive Study.** *International Journal of Early Childhood*, 56(3), 535-554. <https://doi.org/10.1007/s13158-023-00384-9>

The nature play movement has gained global attention, as early childhood spaces have been transforming from manufactured playgrounds to incorporating nature-based play spaces with a focus on natural elements and features. Despite the growing evidence base indicating that nature play is beneficial for children's health and development, there remains inconsistencies between early childhood organisations in describing the features and elements of a nature play space that make it successful for child-related health outcomes. As such, this study investigated the role of nature and manufactured play space features on observed play behaviours in seventeen children attending four socio-economically diverse South Australian early childhood centres. A quantitative descriptive approach was utilised, with observations measured using the Behaviour Mapping Schedule. A Wilcoxon singed rank nonparametric test showed that imaginative ( $Z = -2.803$   $p = 0.005$ ) and cooperative play ( $Z = -2.654$ ,  $p = 0.008$ ) were more frequently observed in natural compared to manufactured play spaces. Physical and motor skill play, however, was more frequently observed in manufactured zones compared to nature ( $Z = 1.966$   $p = 0.049$ ). These findings suggest that both manufactured and natural play zones afford important play behaviours, which may indicate a balanced approach to play spaces design to include a combination of both manufactured and nature play features and elements.

Doornkamp, L., Doornkamp, F., Van der Pol, L. D., Groeneveld, S., Mesman, J., & Groeneveld, M. G. (2024). **Student-teacher gender congruence and student performance: The role of context.** *Social Psychology of Education*, 27(6), 3299-3328. <https://doi.org/10.1007/s11218-024-09922-2>

Student-teacher gender congruence is suggested to be related to increased student performance, but little is known about the contexts in which these effects occur. Based on literature on gender stereotypes this study hypothesizes different effects of student-teacher gender congruence for male and female students across school subjects and in different educational contexts. Using administrative data of secondary schools in The Netherlands ( $N > 50,000$ ), this study examined to what extent student-teacher gender congruence is associated with male and female students' performance in the subjects

math, physics, Dutch language, and French language. Further this study explored the role of students' educational level, schools' religiousness, and schools' location in these relations. As expected, we found that gender congruence was positively related to female students' performance in math and physics and to male students' performance in Dutch language and French language. However, the role of educational context differed for male and female students across subjects and lacked a clear pattern that corresponded to the gender stereotypes hypotheses. This study emphasizes that effects of student-teacher gender congruence can differ in magnitude and direction in different contexts, encouraging future research to use qualitative methods to examine how context influences the role of gender in education.

Ellis, A., & Davis-Kean, P. E. (2024). **Analyzing teacher audio: The contribution of classroom mathematics instruction to early numeracy**. *The Journal of Educational Research*, 117(5), 294-307. <https://doi.org/10.1080/00220671.2024.2393607>

The relation between mathematical achievement in early childhood and future academic success is well established. However, our knowledge about the effect of instruction on mathematical performance is often reliant upon self-report or videotaped instruction measures and standardized achievement assessments. The current study uses teacher audio recordings to examine the role of classroom mathematics instruction in the growth of adaptive early mathematical skills. Kindergarten children ( $N = 98$ ,  $M(\text{age}) = 5.55$  years, 53% male) were followed across the school year. Findings suggested children with the lowest levels of adaptive mathematics skills grew the most across the school year, suggesting that basic skills continue to be the focus in early elementary years. Further, no aspects of mathematics instruction predicted growth in children's addition or counting skills. These results highlight the need for more robust and ecologically valid measurement in assessing classroom mathematics instruction in future research.

Etchebehere, G., Crego, A., & Martínez-Iñigo, D. (2024). **Do the Behaviors of Early Childhood Education Teachers Promote Children's Progressive Autonomy? The Role of Interpersonal Emotional Regulation and its Consequences for Teachers' Occupational Well-Being**. *International Journal of Early Childhood*, 56(3), 461-478. <https://doi.org/10.1007/s13158-023-00363-0>

Despite its centrality within the Convention on the Rights of the Child, teachers' behaviors promoting progressive autonomy, the psychological processes involved in their implementation and their consequences for teachers' well-being has been neglected. Two studies assess early childhood teachers' promoting progressive autonomy behaviors and their relationship with their strategies to regulate children's emotions and their own job well-being. Overall, results support the presence of a virtuous circle where teachers use of strategies improving children's emotions is associated to higher levels of progressive autonomy promotion and job well-being which in turn has been related to willingness to use affect improvement strategies.

Falardeau, E., Lord, M.-A., & Sauvage, M. (2024). **Testing an interactionist model of explicit teaching of writing strategies**. *McGill Journal of Education / Revue Des Sciences de l'éducation de McGill*, 57(3), 80. <https://doi.org/10.7202/1108998ar>

Our research aims to build an interactionist model of explicit teaching of writing strategies for the primary and secondary levels adapted to Quebecois programs. The objective of this contribution is to present this model, implementation results, as well as the limits inherent in implementing explicit teaching on a large scale, particularly in the field of

writing. Starting with a critique of behaviourist models of explicit teaching, we show how numerous researchers have adapted this pedagogical model to competency-based approaches, anchoring their work in cognitivist and socioconstructivist theories. The results obtained through our experimentations bring forward a reflection on the conditions that can facilitate the successful implementation of explicit teaching.

Fjeld, H. S., & Sernes, K. (2024). **Bilingual teachers' professional capital**. *International Journal of Inclusive Education*, 28(14), 3554-3567. <https://doi.org/10.1080/13603116.2023.2255602>

The purpose of this paper is to examine and discuss bilingual teachers' professional capita professionalism in relation to 'travelling teachers', who only have a few brief weekly encounters with students and colleagues. By applying a triangulation design, bilingual teachers were given a voice through personal interviews, which were combined with selected data from the observations of the teachers during their working hours at the different schools. Our findings support previous research on bilingual teachers' participation in professional learning communities and suggest that bilingual teachers lack professional capital in some areas. However, we found that the bilingual teachers in this study are in possession of essential and valuable competence not accounted for by the concept; consequently, we argue that the concept of professional capital has shortcomings in terms of providing a comprehensive and complete understanding of teacher professionalism.

Galano, D., Grund, A., & Emslander, V. (2024). **Investigating preservice teachers' attitudes toward lesbian, gay, and bisexual students in Luxembourg**. *Social Psychology of Education*, 27(6), 3231-3266. <https://doi.org/10.1007/s11218-024-09914-2>

Lesbian, gay, and bisexual (LGB) students face victimization in multiple contexts, including the educational context. Here, teachers can serve as an important resource for LGB students. However, teachers who are prejudiced against students from sexual minorities might not be able to fulfill this role. Accordingly, it is important to find out more about teachers' attitudes and their correlates, as such information can provide starting points for sensitization interventions in teacher education programs, which have the potential to improve the situation of LGB students in the school setting. In the present preregistered questionnaire study, we investigated the attitudes of 138 preservice teachers from the University of Luxembourg toward LGB students and tried to identify predictors of teachers' attitudes. Results suggested that Luxembourgish preservice teachers hold mostly positive attitudes toward LGB students. Using correlation and multiple regression analyses, we identified the frequency of participants' contact with LGB people in family or friend networks, hypergendering tendencies, sexual orientation, and religiosity as reliable predictors of attitudes toward LGB students. Age, gender, and right-wing conservatism did not reliably predict preservice teachers' attitudes in the regression models. Our findings thus offer support for intergroup contact theory and have implications for teacher education in Luxembourg.

Ghasemzadeh Namaghi, Z. (2024). **Teaching science through art studio methods: Impact on third-grade academic achievements**. *The Journal of Educational Research*, 117(5), 308-315. <https://doi.org/10.1080/00220671.2024.2397407>

This article explores the integration of the art studio framework developed by Harvard University's Project Zero into science education and investigates its influence on the academic achievements of third-grade students. This study involved a cohort of 140

third-grade students from a primary school in Iran, 70 of whom were students assigned to an experimental group and taught a specific chapter from a science textbook using the art studio method. A control group of 70 students received traditional teaching methods. During the instructional period, both groups performed identical tests, and the impact of the intervention on academic grades was assessed. Statistical analysis of the experimental and control group scores revealed a significant improvement in academic achievement among students exposed to art-inspired science teaching. The study suggested that adopting the structure and features of an art class in science education positively affects student performance.

Gilson, C. B., & Biggs, E. E. (2024). **Perspectives of special education teachers and paraprofessionals on working together in general education settings.** *International Journal of Inclusive Education*, 28(14), 3341-3356.  
<https://doi.org/10.1080/13603116.2023.2216206>

Although educational policies differ across countries, there appear to be clear commonalities across a global context in some aspects of the utilisation of special education paraprofessionals and their relationships with special education teachers. Research and federal education policies in the United States highlight the importance of ensuring access to general education curriculum and settings for students with disabilities. In response to students' needs for support in general education settings, schools have widely turned to the utilisation of paraprofessionals, which can present challenges. This qualitative study explored the perspectives of 64 special education teachers and paraprofessionals across 11 focus groups, focused on the key issues that arise when working together to support students with disabilities in general education settings. We used inductive qualitative analysis to identify four themes of key issues, related to: (a) shared ownership of student learning, (b) planning and implementing appropriate supports, (c) navigating collaborating roles, and (d) facilitating the bridge between general and special education. We offer recommendations for future research and practice, including for teachers, paraprofessionals, administrators, and teacher preparation personnel.

Hacot, A. (2024). **Enseigner ou diriger la cuisine ? Formation emploi.** *Revue française de sciences sociales*, (168), 209-226. <https://doi.org/10.4000/12r30>

Cet article examine les spécificités de l'enseignement de la cuisine en lycée hôtelier en axant l'analyse sur les postures et registres mobilisés par les professeur·es. En étudiant l'atelier comme lieu de formation hybride, entre espace scolaire et espace professionnel, nous souhaitons replacer le ou la professeur·e au centre de l'analyse, en observant comment il ou elle doit composer entre deux figures, aux méthodes distinctes, voire opposées, celle de l'enseignant·e, et celle du ou de la chef·fe de cuisine.

Hadar, L. L. (2024). **Difficulty is an opportunity: the coping of alternative schools in Israel during COVID-19.** *Pedagogy, Culture & Society*, 32(5), 1171-1190.  
<https://doi.org/10.1080/14681366.2022.2152079>

COVID-19 has had an extreme impact on schools. Although the effects of COVID-19 on schooling have been a topic of research, non-mainstream schools' coping has not received critical attention. This paper provides an evidence-based account of how non-mainstream (alternative) schools coped with the COVID-19 breakout. The study's data collection methods included interviews and observations of educators and students in five alternative schools in Israel. Qualitative measures revealed a three-stage model of

coping: stress and helplessness; action and recuperation; discovery, and growth. The model delineates the evolution of schools who were grappling with the complexities and challenges of the pandemic. What began as stress and practical adaptations to cope with lockdown circumstances led to creative education and growth. Thus, the pandemic created an opportunity for educators to rethink educational processes. Findings showed the progression between stages depended on creative thinking and collaboration amongst educators. The study sheds light on the factors promoting growth in schools. Discovering alternative educational pathways is significant. For education to be more dialogic, flexible, and responsive, opportunities to reflect on these ideas should be embraced.

Harduf, N., & Berkovich, I. (2024). **Qualitative Study of Kindergarten Teacher-Superintendent Interactions: Symbolic Interaction Analysis.** *International Journal of Early Childhood*, 56(3), 383-402. <https://doi.org/10.1007/s13158-023-00372-z>

This paper presents a qualitative study of the interactions between public kindergarten teachers and their superintendents, using the symbolic interaction theoretical framework. The purpose of the study was to gain insight into the meaning-making processes and social dynamics that occur in these interactions, specifically monitoring ones. The study is based on interviews with 24 kindergarten teachers in Israel. The data were analyzed using a thematic analysis approach that focused on identifying the key themes and patterns in the participants' experiences and perspectives. The findings reveal two key themes that emerged from the interactions between kindergarten teachers and superintendents: the centrality of visibility, with teachers expressing a desire to be seen by superintendents, and the significant effect that the superintendents' visits to kindergartens had on the teachers' experiences and practices. Teachers regarded the visits as opportunities to showcase their skills and achievements, but the visits also generated anxiety and pressure to perform well. The study offers insights into the nature of the teacher-superintendent relationship in kindergartens and provides a foundation for future research in this area.

Heng, T. T. (2024). **Lessons on educational borrowing and change: teachers' implementation of differentiated instruction in Singapore.** *Pedagogy, Culture & Society*, 32(5), 1285-1306. <https://doi.org/10.1080/14681366.2023.2166094>

Learner-centred educational approaches, like differentiated instruction (DI), have been gaining popularity worldwide through the process of educational borrowing. Teachers' experiences with educational change are complicated when the educational ideas they encounter are transferred from abroad. This mixed method study examined how ten teachers in Singapore implemented and experienced DI, an educational approach from the USA. Findings revealed that when the destination conditions are more aligned with source conditions, Singapore teachers experience greater successes in their DI implementation, specifically in creating environments that support learning, building on quality curriculum, and leading and managing the classroom. When teachers faced cultural, technological, and political misalignments, they encountered greater obstacles, specifically, in using assessment and adapting instruction to student variances. Findings spell implications for greater synergy across educational change and borrowing work, including more criticality when borrowing educational ideas across countries and the need to foreground contextual peculiarities in both source and destination countries.

Hidoussi, M., & Holgado, O. (2024). **Analyse de l'activité enseignante : une approche par la didactique professionnelle.** *Éducation Permanente*, 240(3), 112-121. <https://doi.org/10.3917/edpe.240.0112>

Hopkins, S., O'Donovan, R., Subban, P., & Round, P. (2024). **Preparing preservice teachers for working with students with intellectual disability: evaluating the impact of supplementary fieldwork experiences.** *International Journal of Inclusive Education*, 28(14), 3518-3532. <https://doi.org/10.1080/13603116.2023.2221257>

In this paper, the utility of instruments for evaluating how well preservice teachers are being prepared for teaching students with intellectual disability in inclusive classrooms are explored. This included an investigation using an instrument to assess the attitudes of first-year preservice teachers (PSTs) toward individuals with intellectual disability ( $n = 96$ ) and to measure changes in PSTs' attitudes after participating in a supplementary fieldwork experience that involved tutoring young adults with intellectual disability ( $n = 39$ ). Results revealed that PSTs held generally positive attitudes, particularly those who had previous experience with people with intellectual disability. Involvement in the tutoring programme contributed further to promoting productive attitudes among PSTs by decreasing levels of discomfort when interacting with people with intellectual disability, but counterintuitively tempered their endorsement of inclusion in schools. While more opportunities for PSTs to work alongside students with intellectual disability in authentic contexts are needed to prepare them for the reality of being inclusive educators, our findings suggest that the current ways these opportunities are designed and assessed need further investigation.

Hung, Y.-H., Foucher, A.-L., Wigham, C., & Chilee, P.-W. (2022). **Adopter des stratégies pour animer une interaction pédagogique asymétrique par visioconférence et par audioconférence.** *淡江外語論叢*, 12(38), 103-137.

[https://doi.org/10.29716/TKSFL.202212\\_1\(1\).0004](https://doi.org/10.29716/TKSFL.202212_1(1).0004)

En 2020, la propagation du COVID-19 a accéléré le développement de l'enseignement synchrone grâce aux outils de visioconférence, qui sont devenus l'un des principaux pratiques pédagogiques durant la pandémie. Cependant, dans l'enseignement en ligne par visioconférence, le choix des étudiant.e.s d'activer ou non leur caméra pose une question cruciale. Cette problématique du « caméra allumée ou éteinte » engendre deux modes de communication interactive asymétrique : le mode audio seul et le mode vidéo et audio. Cela met en évidence non seulement une interaction d'équilibrée entre les participant.e.s, mais impacte également les dynamiques de communication entre enseignant.e.s et apprenant.e.s. Pour approfondir cette question, cette étude se penche sur le dispositif « ELODI » (Enseigner la Langue Orale à Distance, mis en place en 2022 pendant 8 semaines, entre un groupe d'étudiant.e.s taiwanais.e.s à l'Université Tamkang à Taiwan et un groupe de futur.e.s professeur.e.s de FLE (français langue étrangère) en master 2 à l'Université Clermont Auvergne en France. L'étude s'appuie sur des entretiens en « Focus groups » réalisés auprès des participant.e.s afin d'explorer les différentes stratégies pédagogiques mises en oeuvre par les futur.e.s enseignant.e.s français.e.s pour aider les étudiant.e.s taiwanais.e.s à améliorer leurs interactions orales en français dans un environnement synchrone où coexistent deux modes de communication interactive (audio seul et vidéo+audio).

Imbert, A. (2024). **Qui veut des petits à l'école maternelle ? Formation emploi.** *Revue française de sciences sociales*, (168), 65-83. <https://doi.org/10.4000/12r2s>

La scolarisation des élèves de deux et trois ans – « les petit·es » – a fait l'objet de nombreuses controverses juridictionnelles depuis une soixantaine d'années. Chaque fois, les enseignantes, par leurs syndicats, ont montré leur attachement à la scolarisation de ces élèves. Pourtant, l'observation du travail montre qu'en pratique, elles en déléguent une majeure partie à des personnels subalternes, les ATSEM (Agentes Territoriales Spécialisées des Écoles Maternelles). Pour ces enseignantes, ces « petit·es » représentent un « sale boulot ». Pourtant, ce sale boulot n'est que « relatif » pour les ATSEM qui se réapproprient la prise en charge de ces élèves pour en faire un vecteur de valorisation professionnelle.

Jónsson, Í. R. (2024). **Student involvement in assessment and power relations: teacher's perspective.** *Pedagogy, Culture & Society*, 32(5), 1433-1454.  
<https://doi.org/10.1080/14681366.2023.2186930>

Student involvement in assessment is considered essential to assessment for learning (AfL), mainly for developing a shared understanding of what it means to be a competent learner. However, translating AfL into practice has been difficult because teachers are reluctant to co-share assessment responsibilities with students. Thus, this paper explores secondary teachers' perceptions of student involvement in assessment and feedback from the angle of power relations and highlights the conflicting positions and challenges of inviting students into the decision-making process and negotiations on assessment. The data set was purposefully collected from three focus groups of teachers from three upper secondary schools in Iceland. The findings indicate that power relations influence teachers' perception of student involvement. Power relations are mediated by teachers' positions and their knowledge, language, and space. Moreover, the findings show that developing relationships of trust is critical in creating a space for dialogue and student involvement.

Keller, M. V., Rinas, R., Janke, S., Dickhäuser, O., Dresel, M., & Daumiller, M. (2024). **Intertwining self-efficacy, basic psychological need satisfaction, and emotions in higher education teaching: A micro-longitudinal study.** *Social Psychology of Education*, 27(6), 3119-3152. <https://doi.org/10.1007/s11218-024-09888-1>

Prior research has explored various factors to explain differences in teaching experiences and behaviors among school teachers, including self-efficacy, basic psychological need satisfaction, and emotions. However, these factors have predominantly been examined in isolation, and limited research has investigated their role in the context of higher education teaching. To address these research gaps, analyses on both the within and between teacher level are needed. The aim of the present study was therefore to investigate the interplay between these motivational and emotional constructs on both levels, as well as the relevance and applicability of prior research findings on school teachers to the context of higher education teaching at universities. In a micro-longitudinal study, 103 university teachers from Germany (49 female; average age: 41.4 years, SD = 11.0) completed assessments of their self-efficacy in 748 sessions directly before their teaching sessions, as well as their basic psychological need satisfaction and discrete emotions directly after. Multilevel structural equation modeling revealed positive associations between self-efficacy and basic psychological need satisfaction. Self-efficacy was negatively associated with negative emotions, and positive indirect effects on positive emotions as well as negative indirect effects on negative emotions were identified through satisfaction of the needs for competence and relatedness. Basic psychological need satisfaction was positively related to positive emotions and vice

versa—however, unexpected positive associations between relatedness and negative emotions emerged and require further research.

Kirisci-Sarikaya, A., & Guner, H. (2024). **Exploring preservice teachers' social domination orientation and prejudice toward Syrian refugees: the mediation of empathy**. *Social Psychology of Education*, 27(6), 3153-3173. <https://doi.org/10.1007/s11218-024-09938-8>

With the global increase in refugees, understanding and improving the educational experiences of refugees has received more attention in academic research. This study aims to investigate the perspective of preservice teachers (PSTs) towards Syrian refugees, who are one of the largest groups of refugees in Turkey. The study explores the relationship between PSTs' empathy, their social dominance orientation (SDO), and prejudice against Syrian refugees. The aim is to understand how PSTs' perspectives on refugees can help prevent discrimination in education and develop targeted interventions and educational strategies. The study analyzed data from 726 PSTs using structural equation modelling. The findings show that there is a positive correlation between SDO and prejudice, and empathy partially mediates this relationship. Moreover, socioeconomic status and ethnicity significantly predict prejudice against refugees. The results are discussed in relation to the understanding of the bases and relations of prejudice, SDO, and empathy. The study suggests some practical implications for those working with PSTs and policymakers.

Kollerová, L., Soukup, P., Strohmeier, D., Caravita, S. C. S., & Killen, M. (2024). **Teacher evaluations of interethnic bullying of an Arab student: The role of perceiving refugees as a threat or benefit**. *Social Psychology of Education*, 27(6), 3329-3352. <https://doi.org/10.1007/s11218-024-09910-6>

Interethnic bullying that targets ethnic minority students has serious consequences for the lives of victimized students. Teachers' evaluations of the bullying are critical because teacher intervention can stop bullying and improve the adjustment of victimized students. Because the literature has documented partially overlapping biases against people of Arab ethnicity and people with refugee backgrounds, this study investigated whether teachers' attitudes toward refugees play a role in their evaluations of the interethnic bullying of an Arab student. Teachers ( $n = 373$ ; 77% female) who participated in the study filled the Threats–Benefits Inventory (TBI) that measured two types of attitudes toward refugees (perceiving refugees as a threat and perceiving refugees as a benefit) and evaluated a hypothetical vignette of interethnic bullying targeted at an Arab student. SEM analysis, controlling for gender, age, and contact with refugees, indicated that teachers' attitudes toward refugees were not associated with their perceptions of the interethnic bullying as wrong or with their willingness to intervene. However, viewing refugees as a source of high threat or low benefit was consistently associated with lower recognition of the negative outcomes of the interethnic bullying. Moreover, a greater willingness to intervene positively associated with female gender and increasing age. The study suggests that teachers' attitudes toward refugees may contribute to underestimating negative outcomes of interethnic bullying among students. To foster appropriate evaluations of interethnic bullying, teacher education should aim to promote understanding of different marginalized groups and to reduce biases against people with refugee backgrounds.

Levinsson, H., Nilsson, A., Mårtensson, K., & Persson, S. D. (2024). **Course design as a stronger predictor of student evaluation of quality and student engagement than teacher ratings.** *Higher Education*, 88(5), 1997-2013. <https://doi.org/10.1007/s10734-024-01197-y>

Research on Student Evaluation of Teaching (SET) has indicated that course design is at least as important as teachers' performance for student-rated perceived quality and student engagement. Our data analysis of more than 6000 SETs confirms this. Two hierarchical multiple regression models revealed that course design significantly predicts perceived quality more strongly than teachers, and that course design significantly predicts student engagement independent of teachers. While the variable teachers is a significant predictor of perceived quality, it is not a significant predictor of student engagement. In line with previous research, the results suggest it is important to highlight the vital impact of course design. The results are discussed particularly in relation to improved teaching practice and student learning, but also in terms of how student evaluations of teaching can be used in meaningful ways.

Lin, S.-Y., & Chung, K. K. H. (2024). **Linking teacher empathy to multicultural teaching competence: The mediating role of multicultural beliefs.** *Social Psychology of Education*, 27(6), 3573-3595. <https://doi.org/10.1007/s11218-024-09893-4>

In multicultural education, empathy has been regarded as an essential teacher disposition that enables teachers to better understand culturally and linguistically diverse (CLD) students through perspective-taking. However, less is known about the mechanism that underlies how empathy fosters teachers' competence in supporting CLD students, i.e., their multicultural teaching competence. This study fills the research gap by investigating multicultural beliefs as a potential mediator between teacher empathy (operationalized via perspective-taking) and multicultural teaching competence (as indicated by knowledge, skills, and relationship-building abilities). A total of 445 Chinese preschool and kindergarten teachers in Hong Kong (188 pre-service and 257 in-service teachers) completed a self-report questionnaire assessing teacher empathy, multicultural beliefs, and multicultural teaching competence. Mediation analyses revealed that teacher empathy was related to higher support for multicultural beliefs, which in turn predicted better multicultural skills, knowledge, and relationship-building abilities. The multi-group analysis further indicated equivalent mediation paths for both pre-and in-service teachers. Extending past research underscoring empathy as an essential teacher disposition for multicultural teaching competence, the present study showed that the crucial role of empathy in transforming teachers' belief in favor of multiculturalism helps foster teachers' multicultural teaching competence. A practical implication of the present study calls for including perspective-taking and critical examination of teacher beliefs as key elements in teacher education programs that are aimed at facilitating early childhood teachers' multicultural teaching competence.

Lüftenegger, M., & Muth, J. (2024). **Teachers' mindset meaning system: achievement goals, beliefs and classroom practices.** *Social Psychology of Education*, 27(6), 2923-2942. <https://doi.org/10.1007/s11218-024-09952-w>

Mindsets are crucial factors for individuals' adaptive behavior in educational contexts. In meaning systems, these associations between mindsets and behavior are mediated through motivational aspects. It is generally assumed that students should also benefit if teachers adopt a growth mindset. Even though many studies have investigated mindset processes of students, analyses of teachers' meaning systems are lacking. This study, therefore, examines relationships between teachers' mindsets, self-efficacy,

achievement goals (mastery, performance-avoidance), and instructional practices (goal structure dimensions of task, autonomy, recognition, grouping, evaluation, time). The sample of the questionnaire study comprises 650 Austrian in-service teachers (69.6% female; mean age 45.1 years; SD = 11.3) with an average of 19 years of teaching experience. Data was analyzed using latent mediation modeling with fixed mindset as a predictor, self-efficacy, mastery goals, performance-avoidance goals as mediators, and six mastery classroom goal structure dimensions as outcomes. The results indicated positive relations between a fixed mindset with performance-avoidance goals and negative relations with self-efficacy and mastery goals. Mastery goals and self-efficacy negatively fully mediated the effects of fixed mindsets on five of six mastery goal structure dimensions. No mediation was found for performance-avoidance goals except for the fixed mindset-autonomy and fixed mindset-grouping links. To conclude, the study's findings support that a meaning system approach is also valid for teachers and provide insights into the associations between mindset, self-efficacy beliefs, achievement goals, and classroom practices.

Lundberg, A., Collberg, P., & Lindh, C. (2024). **Newly qualified teachers in the eyes of principals: Moving beyond deficit perspectives.** *Social Psychology of Education*, 27(6), 3399-3423. <https://doi.org/10.1007/s11218-024-09930-2>

Feelings of shock, a difficult professional socialization process and unrealistic expectations create a challenging career entry phase for teachers. Too many newly qualified teachers feel stressed and leave the profession early, leading to a lingering teacher shortage. Much research in the field and many well-meant support interventions follow a deficit perspective and overlook newly qualified teachers' potential for school development. This study aimed to better understand how school principals, a crucial but comparatively under-researched stakeholder group, characterize newly qualified teachers' competences. Q methodology was selected to holistically study the views of 24 principals of compulsory schools in Southern Sweden without imposing any potentially deficit-oriented categories. Following standard protocol and enriched with interviews, four distinct factors were identified and qualitatively interpreted. Results show that newly qualified teachers are perceived as confident and well-prepared concerning pedagogical and didactical aspects of their profession. Regarding the use of digital tools, they are regarded as assets for school development, while diversity management and relationship-building emerged as areas of improvement. Based on our findings, we argue for more practical elements during campus-based pre-service teacher education and an intensified focus on reflective teacher identity development. Teachers' career entry phase should be treated as a specific area of in-service teachers' professional development at teacher education institutions, where a strengthened cooperation with employing schools will be particularly important. We expect these adaptations to enhance the effectiveness and efficiency of support matters and provide future avenues that acknowledge newly qualified teachers' expertise.

Lynch, K. (2024). **The Application of Behavioral Economics to Teacher Professional Development.** *Educational Researcher*, 53(9), 508-520. <https://doi.org/10.3102/0013189X241282296>

Teacher professional development (PD) is among the most prominent levers used to improve teaching quality. The findings of research studies examining PD interventions are heterogeneous, with meta-analyses indicating mean positive impacts but also the existence of many ineffective programs. Educational Researcher has served as a critical

platform for conversations on strengthening the research base on teacher PD. In this article, we argue that insights from behavioral economics have the potential to improve professional development research by pointing toward solutions that can strengthen the implementation of well-designed PD. We provide illustrative examples of how concepts from behavioral economics can inform our understanding of barriers to effective PD implementation and discuss behavioral-economics-based tools to mitigate these barriers. We conclude by discussing future applications and research directions.

Macalpine, K.-A., & Pacini-Ketchabaw, V. (2024). **Storying with plastic excess: relations with plastic in early childhood education.** *Pedagogy, Culture & Society*, 32(5), 1191-1208. <https://doi.org/10.1080/14681366.2022.2156582>

The earth is drowning in plastic waste. Yet, as the plastic waste crisis grows exponentially, responses to excess waste remain stuck around containment and management processes. These approaches fail to notice that plastics know no boundaries. We now encounter plastic rocks, plastic water, plastic bodies, plastic worlds spilling into oceans and rivers and across landscapes. Responding to the complexity of plastic's unruly presence demands careful attention both globally and within situated local contexts. This article explores how the queer synthetic curriculum takes up the concept of excess through common worlding waste pedagogies to attend to children's relations with plastic waste. We speculate with the idea of excess by making large amounts of plastic the main protagonist in an early childhood classroom. Disrupting waste management's metaphors of distance, we exaggerate plastic's presence: a plastic whale stomach is stuffed with plastic bottles, dozens of bottles hang from the ceiling, hundreds of bottles are strewn across the classroom floor, and crochet hooks turn out plastic yarn balls. Without claiming to develop children's understanding of the problematic nature of waste, this article stories moments of excess that might provoke subjective transformations as children encounter excess in their daily lives.

Maison, L. M. (2024). **'Who owns time?': Reflecting on the temporal dimension of sustainability with Zapatista and Norwegian educators.** *Pedagogy, Culture & Society*, 32(5), 1413-1431. <https://doi.org/10.1080/14681366.2023.2183239>

Sustainability involves a temporal dimension connecting the past, the present and the future. This article explores the significance of time for sustainability education. It discusses how the understanding of this temporal dimension shapes humans' relationship with the world and affects the political engagement of the educator with sustainability and the view of herself as a political agent of change. To do so, the article uses an assemblage methodology inspired by Deleuze and Guattari's (1987) rhizome to connect the experiences of Norwegian early childhood educators and members of the Zapatista organization. Using a critical theory lens and Paulo Freire's views of educators as cultural workers (Freire 2005, 2017), the article explores two aspects of the temporal dimension that educators relate to across contexts. First, time as a resource, conditioning the relation to the present, the day-to day rhythm and work from a Marxist perspective. Secondly, sustainability's future orientation, with its connections to the political role of the educator as the creator of social reality. The encounters between Zapatista and Norwegian perspectives show how educators' positions and roles in reflecting upon, engaging with, and reappropriating the notion of time, are central for sustainability education.

Marquis, C., Poellhuber, B., Wall-Lacelle, S., Fortin, M.-N., & Bertrand, C. (2024). **La réalité virtuelle comme moteur pour générer une expérience positive d'enseignement et d'apprentissage des sciences.** Revue internationale des technologies en pédagogie universitaire, 21(2). <https://doi.org/10.18162/ritpu-2024-v21n2-12>

McMahon-Morin, P., Nasri, B., Verduyckt, I., Rezzonico, S., & Gingras, M.-P. (2024). **Effect of a whole-group intervention on children's participation in interactive book reading.** The Journal of Educational Research, 117(5), 316-330. <https://doi.org/10.1080/00220671.2024.2399135>

This study examined the effects of an SLP-delivered whole-class interactive book reading intervention and a professional development program on children's self-initiated participation. Eleven kindergarten teachers and the children in their classes participated in this quasi-experimental study. They were filmed during book reading at pre- and post-intervention, and follow-up. Children's types of spontaneous comments appeared to be more diverse after the intervention, and the types that increased or emerged were consistent with the language targets of the interactive book reading. Nonparametric statistical tests were conducted. Significant changes were found in the number of hands raised by children to make a spontaneous comment and in the number of spontaneous comments after the intervention and at follow-up. Results for child-initiated interaction sequences were mitigated. This study invites school-based SLPs to foster children's self-initiated participation in their tier-1 intervention and to support teachers in using children's spontaneous comments to further scaffold children's learning.

Muehlbacher, F., Mejeh, M., Keller, M. M., & Hagenauer, G. (2024). **Teachers' daily positive and negative affect and their relationship with teachers' emotion regulation strategies and daily work engagement – results of a diary study among team teachers.** Social Psychology of Education, 27(6), 3369-3398. <https://doi.org/10.1007/s11218-024-09951-x>

Team teaching as a close form of teacher collaboration entails frequent interactions between the team-teaching partners in the classroom. During these interactions, the team teachers experience a variety of positive and negative emotions, triggered by their team partner. The teachers may express or suppress these emotions, depending on their habitual use of these emotion regulation strategies. In turn, the teachers' daily emotions may be related to an important facet of teacher well-being, namely their daily work engagement. This study aims to investigate the related factors (habitual emotion regulation, daily work engagement) of team teachers' daily positive and negative emotions triggered by the team partner in the classroom. Forty-seven Austrian team teachers working in secondary education completed a daily diary study, consisting of 15 diary entries, measuring their habitual emotion expression and suppression strategies, their daily positive and negative affect and daily work engagement. Multilevel regression analyses were conducted. Results show that positive and negative affect and work engagement vary substantially within and between team teachers. Random-intercept fixed-slope multilevel models indicate that the habitual use of authentic display of positive emotions is associated with daily positive affect, and teachers' daily positive and negative affect significantly relate to their daily work engagement both on the within- and between-person level. This study underscores the important role that team teachers' emotional experiences play regarding their work engagement. We draw theoretical and practical implications for the role of emotions during team-teaching practices.

Muenks, K., Kroeper, K. M., Canning, E. A., & Murphy, M. C. (2024). **Instructor mindset beliefs and behaviors: How do students and instructors perceive them?** *Social Psychology of Education*, 27(6), 2883-2899. <https://doi.org/10.1007/s11218-024-09948-6>

Advances in growth mindset scholarship now recognize the role of instructors' mindsets in shaping classroom mindset culture. In the present paper, we synthesize the newly developing instructor mindset literature and report on a dataset that includes student ( $N = 765$ ) and instructor ( $N = 44$ ) reports of instructor mindset beliefs and behaviors. We organize our paper around four key questions: (1) What teaching behaviors signal instructors' mindset beliefs to students? (2) What teaching behaviors are associated with instructors' mindset beliefs? (3) Do students and instructors in the same classroom agree about instructors' beliefs and behaviors? (4) Where should researchers target interventions aimed at promoting growth mindset cultures? We then discuss three problems that instructors might encounter when trying to create growth mindset cultures—when instructors inconsistently engage in growth mindset behaviors, when instructors unwittingly communicate a fixed mindset to students, and when students fail to notice instructors' growth mindset behaviors—and potential solutions to these problems. We end with implications for instructor-focused interventions, which include both encouraging instructors to engage in growth-focused behaviors and to state clearly why their behaviors communicate a belief in student growth.

Norheim, H., Broekhuizen, M., Moser, T., & Pastori, G. (2024). **ECEC Professionals' Views on Partnerships with Parents in Multicultural Classrooms in Four European Countries.** *International Journal of Early Childhood*, 56(3), 443-460. <https://doi.org/10.1007/s13158-023-00382-x>

Partnerships between parents and professionals in early childhood education and care (ECEC) are widely acknowledged as important for children's well-being, learning, and development. As children with immigrant backgrounds often experience cultural and linguistic differences between their home and ECEC-environments, bridges between these two contexts might be especially significant for these children. Although European ECEC-classrooms are becoming increasingly multicultural, little is known about how professionals view their partnerships with parents in multicultural classrooms in Europe. The current paper investigates the partnerships views of professionals working in multicultural classrooms and how these are related to the professionals' practices and characteristics. Findings suggest that professionals have rather positive partnership views, although they reveal a potential for higher levels of shared beliefs with parents about the child. Furthermore, the findings indicate that several partnership aspects are predicted by professionals' multicultural practices, their diversity related self-efficacy and their own cultural background.

Norris, K., & Shriner, M. (2024). **Exploring Expatriate Teachers' Contract Renewal in International Schools: A Case Study.** *Journal of Research in International Education*, 23(3), 283-293. <https://doi.org/10.1177/14752409241302390>

Teacher turnover in international schools is high, and recruiting new teachers is a costly endeavor. The purpose of this qualitative, exploratory case study was to examine the personal and professional experiences of expatriate international teachers at international schools to develop a deeper, more heuristic understanding of the international teaching experience, particularly how the experiences might affect their decision to remain at a school past their initial contract period. The conceptual framework used in this study was a model of multi-level cultural influences that impinge

on an individual teacher in an international school. The purposive sample was 20 international school teachers who have taught in two or more countries outside of their home country. The data collection included a questionnaire answered by the 20 teachers, 10 of whom agreed to be interviewed. The in-depth, semi-structured interviews took place in Google Meet and were recorded and transcribed using Otter.ai software. Transcripts were member checked. Thematic analysis and triangulation were used to identify and support the findings. The findings revealed that international school teachers follow a progression of life goals when deciding which school to teach at. International school recruiters and administrators can use these findings to inform policy and practices to mitigate the challenges associated with high turnover and costly recruitment, like offering longer contracts and encouraging confidential feedback on administrators' performance. More research surrounding diversity, equity and inclusion in international schools is required, as well as understanding how the pandemic affected international school teachers.

Pereira, I. (2024). **Écopédagogie : Eduquer à la justice sociale et écologique - une introduction.** Consulté à l'adresse <https://www.editions-harmattan.fr/catalogue/livre/ecopedagogie/77508>

S'attaquer aux crises écologiques et sociales constitue des défis urgents. Malheureusement, ces deux dimensions sociales et écologiques sont souvent traitées de manière séparée. L'enjeu de l'écopédagogie est de constituer un champ de recherche, de réflexion et d'action concernant l'articulation du social et de l'écologie. Son objectif est d'aider les citoyens et les citoyennes, mais également les futurs citoyens et citoyennes à comprendre l'imbrication de ces deux dimensions. Cet ouvrage se propose de donner des clefs théoriques et pratiques à des enseignants et enseignantes, éducateurs et éducatrices, et l'ensemble des acteurs sociaux pour contribuer à développer la prise de conscience et l'engagement dans l'action relativement à ces thématiques.

Ronfeldt, M., Truwit, M., Bardelli, E., Schaaf, K., & Smith, B. (2024). **Cultivating Stronger Coaching in Clinical Mentors: An Experimental Evaluation of the Mentors Matter Professional Development Initiative.** *Educational Evaluation and Policy Analysis*, 46(4), 646-672. <https://doi.org/10.3102/01623737231183414>

Despite the critical role of mentors in the preparation of preservice teachers, very little causal quantitative research has explored the effects of offering mentors professional development (PD) around how to coach and support their candidates. We conduct an experimental evaluation of a PD opportunity randomly offered to mentors within six different Tennessee programs over the course of 3 years to investigate its impacts on the perceptions and practices of both the mentors themselves and their candidates. PD significantly increased the frequency of coaching provided by mentors and mentors' own instructional effectiveness but did not impact their candidates' satisfaction or feelings of preparedness, though candidates of mentors assigned to treatment were marginally significantly more likely to find employment.

Salomé, L., Flahault, C., & Haïk-Wagner, N. E. (2024). **Représentations, pratiques et attitudes des enseignants vis-à-vis des jeunes orphelins.** *Revue internationale de l'éducation familiale*, 53(1), 45-68. <https://doi.org/10.3917/rief.053.0045>

Sanders, M., Mathew, M., Petty, R., Arredondo, S., & Rambo-Hernandez, K. E. (2024). **Learning together: A mixed methods analysis of team-based learning in mathematics.**

The Journal of Educational Research, 117(5), 241-254.  
<https://doi.org/10.1080/00220671.2024.2381475>

To provide meaningful, high-quality learning experiences for students with diverse academic backgrounds, a critical consideration for mathematics educators is student engagement. The approach of team-based learning has allowed for an increase in student-centered class time and demonstrated positive results in tertiary education across multiple disciplines. However, this approach has been primarily used at the tertiary level and has not yet been empirically examined in middle school mathematics. Our mixed methods study of team-based learning in an eighth-grade mathematics class examined the influence of students' team type (i.e., mixed sex, same-sex) and perceptions of team members' contributions on students' engagement in their mathematics class. Results of the study provide evidence for the positive effect of team-based learning on engagement as well as support for the critical role of peer interactions. Our findings provide implications for implementing team-based learning in secondary mathematics education for educators and researchers.

Schwab, S., & Alnahdi, G. H. (2024). **Does the same teacher's attitude fit all students? Uncovering student-specific variance of teachers' attitudes towards all of their students.** International Journal of Inclusive Education, 28(14), 3502-3517.  
<https://doi.org/10.1080/13603116.2023.2221235>

In this study, inter- and intra-individual differences of teachers' attitudes towards their students are investigated. Thirty-two teachers from inclusive primary school classes from Austria participated in the survey. Teachers filled out the ATIS scale for each of their students ( $N = 473$  students; 55 students with SEN). The results of multilevel analyses indicate a high student-specific variance of teachers' attitudes towards their students. Predictors of teachers' attitudes towards students were only found at the student level (students' migrant background and behavioural problems), not at the teacher level (teaching experience, teachers' general attitudes towards inclusion and teachers' general self-efficacy beliefs).

Segoin-Celeri, I. (2022). **Construction de l'identité professionnelle dans des temporalités plurielles : le cas des enseignant.es stagiaires du premier degré en formation** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-04837878>

Notre travail doctoral, fondé sur un paradigme socio-constructiviste et interactionniste et une approche biographique et narrative, a tenté d'identifier les temporalités en jeu dans la construction de l'identité professionnelle des stagiaires enseignant.es en prenant appui sur leurs discours en entretien et le sens qu'il.elles donnaient à leur vécu en formation. Notre hypothèse était que l'identité professionnelle ne se construirait pas de façon linéaire mais lors d'instants significatifs. La méthode de recherche retenue a consisté en une étude longitudinale de quatorze mois via quatre entretiens à visée compréhensive. Après avoir défini l'identité comme une construction représentationnelle, discursive et relationnelle et l'identité professionnelle comme une facette identitaire, nous avons construit un cadre d'analyse en conceptualisant des architectures temporelles différentes à partir des travaux de différent.es chercheur.ses. Nos travaux ont mis en lumière chez les formé.es un cheminement identitaire dans sa dimension professionnelle fondé sur un enchevêtrement de temporalités plurielles convoquant les différentes dimensions de soi et étayé par la construction de moments-images définis comme des temporalités types entraînant l'élaboration de représentations de soi dans des espaces-temps spécifiques.

Soyez-Lozac'H, B. (2023). **Transformer le rapport à la nature dans un cadre scolaire ? Santé & environnement : Une approche par les corps et les activités physiques.** Présenté à Gif sur Yvette, France. Consulté à l'adresse <https://hal.science/hal-04765890> rapport à la nature dans un cadre scolaire ? Bréwal Soyez--Lozac'h, VIPS<sup>2</sup>

Steinert, C., & Jurkowski, S. (2024). **Preparing student teachers for inclusive classes: the effects of co-teaching in higher education on students' knowledge and attitudes about inclusion.** *International Journal of Inclusive Education*, 28(14), 3392-3407. <https://doi.org/10.1080/13603116.2023.2274113>

Teaching in inclusive classes requires that general teachers have basic competences in individualised support for students. Teacher education currently faces the challenge of preparing general student teachers for teaching in inclusive classes and stimulating their integration of knowledge about inclusion, special education, general school pedagogy, subject didactics, and subject science. Co-teaching of university lecturers from different disciplines can potentially bring multiple perspectives to classroom instruction. In an experimental pretest-posttest-design, this study investigates the effects of two co-teaching formats. Participants were 124 student teachers enrolled in primary education at a university in Germany. Dependent variables were student teachers' knowledge about teaching in inclusive classes and attitudes towards inclusion of children with emotional and behavioral difficulties. Co-teaching was given by a university lecturer for special education and a university lecturer for general school pedagogy. The two co-teaching formats differed in the spacing of co-teaching units with continuous co-teaching over the entire course of the semester and intermittent co-teaching at single points in time. Analyses revealed no differences between the conditions in student teachers' knowledge about teaching in inclusive classes. However, student teachers in the condition with continuous co-teaching reported more positive attitudes towards the inclusion of children with emotional and behavioral difficulties.

Strnadová, I., Danker, J., Dowse, L., & Tso, M. (2024). **Supporting students with disability to improve academic, social and emotional, and self-determination and life-skills outcomes: umbrella review of evidence-based practices.** *International Journal of Inclusive Education*, 28(14), 3606-3622. <https://doi.org/10.1080/13603116.2023.2221239>

The implementation of evidence-based practices by teachers is critical to improving outcomes for students with disability. Whilst existing reviews have identified evidence-based practices, these reviews themselves have yet to be synthesised to determine which evidence-based practices are most universal across international literature, and how they are implemented in different school environments with diverse populations of students with disability. Consequently, the objective of this umbrella review was to identify the most common evidence-based practices used in providing supports for students with disability within school educational settings. Using the Joanna Briggs Institute umbrella review protocol, this study found 31 rigorous reviews published between 2011 and 2020. Visual and video supports, peer-mediated instruction and intervention, systematic instruction, self-management, time delay, and prompting were identified as the most commonly used evidence-based practices. Findings around the range of students with disability, outcomes and educational settings were more complex and require further research coverage and clarity.

Strohmeier, D., Trach, J., Chávez, D., & D'Urso, G. (2024). **Students as victims of bullying by teachers: Longitudinal antecedents and consequences.** *Social Psychology of Education*, 27(6), 2967-2990. <https://doi.org/10.1007/s11218-024-09931-1>

The longitudinal associations of bullying by teachers with (a) social and academic student characteristics, (b) supportive relationships with peers and adults, and (c) the school context were investigated. Three waves of data were collected over two years among 630 adolescents in Austria (50% girls; 78.8% non-immigrants; mean age = 12.52 years, SD = 0.67). Controlling for the nested data structure at class level, a series of cross lagged panel models controlling for gender, immigrant status, and age were conducted. Social student characteristics (e.g., high levels of peer victimization and high levels of peer bullying) were concurrent, but not longitudinal risk factors for being bullied by teachers. Academic student characteristics (e.g., low levels of school motivation and low levels of learning interest) were longitudinal risk factors for being bullied by teachers, but high levels of supportive peer relationships and high levels of school bonding were longitudinal protective factors. Low levels of perceived support from adults were both an antecedent and a consequence of teacher bullying. Bullying by teachers should be integrated into bullying prevention programs.

Sturrock, S. (2024). **'Gaming' in the English primary school: 'do whatever you need to do to make your data look good'.** *Journal of Education Policy*, 39(6), 963-985. <https://doi.org/10.1080/02680939.2024.2360993>

In an international policy environment of intensified high-stakes accountability, pupil assessment data are an invaluable commodity and critical indicator of both school and teacher effectiveness. Teachers' engagement with pupil data and the associated experiences of increased accountability are of great consequence, and highly contentious for perceptions and experiences of policy. In the context of the English primary school, this paper explores the progressively tactical nature of teachers' enactment of assessment policy, and the impetus to 'make the data look good'. It draws upon an empirical study of rich qualitative data from 42 interviews with 22 primary teachers employed in the South-East of England. The findings add to an evolving field about 'gaming', and particular consequences for teacher identity are discussed. The paper further advances insights about teachers' experiences of 'in-school assessment' as pertinent for understanding gaming. It locates the pupil progress meeting as an iteration of teacher accountability and performativity, and particular site of contestation, and a specific contribution to knowledge in this regard.

Tam, P.-C. (2024). **Minoritising process drama for teaching Cantonese to ethnic minority children in Hong Kong.** *Pedagogy, Culture & Society*, 32(5), 1393-1411. <https://doi.org/10.1080/14681366.2023.2179102>

This paper reports a case study of teaching Cantonese to Hong Kong ethnic minority preschoolers using process drama. Based on Deleuze-Guattarian concepts of minor literature and language, becoming and de-/re-territorialisation, this paper aims to reconceptualise a playful adaptation of process drama developed by Joe Winston (2012) as a language-minoritising approach to the teaching and learning of a major language that is very foreign to children. The findings suggest that, to accomplish ethnic minority children's becoming Cantonese speakers, the theatre games and language play should involve minoritorisation and de-/re-territorialisation of the normative practices of process drama, the target language as well as learner identity.

Tamiris de Oliveira Lira, L., Andrade, V. L. V. X. D., & Régnier, J.-C. (2024). **Littéracie statistique dans les premières années de l'enseignement primaire : tendances de la production scientifique brésilienne à la lumière de l'Analyse Statistique Implicative.** Huitième Colloque Francophone International sur l'Enseignement de la Statistique - CFIES 8 - 2024. Présenté à Nice, France. Consulté à l'adresse <https://hal.science/hal-04799949>

La présente étude vise à analyser les principales tendances de la production scientifique brésilienne en matière de littéracie statistique (LS) concernant le niveau de l'école primaire à la lumière de l'analyse statistique implicative (ASI). Dans le cadre de l'enseignement statistique, la littéracie statistique est liée au fait que la compréhension de l'information statistique implique non seulement la connaissance des concepts statistiques et mathématiques, mais aussi la pratique et l'utilisation sociale de ces connaissances pour résoudre des problèmes quotidiens et prendre des décisions de manière critique et manière réflexive. Cette conception de la littératie statistique s'appuie sur le modèle proposé par Gal (2002) qui englobe deux composantes interconnectées : les éléments de connaissance et les éléments de disposition. Les éléments de connaissance sont constitués de cinq composantes cognitives liées à la compétence des personnes à comprendre, interpréter et évaluer de manière critique les informations statistiques. Les éléments dispositionnels interviennent et conditionnent une posture critique à l'égard de l'information et sont liés aux croyances et aux attitudes. Gal (2021) nous alerte sur l'importance de la statistique civique et citoyenne, c'est-à-dire sociale, car elle permet le développement de la pensée critique dans un contexte réel. Pour atteindre l'objectif proposé, cette étude se caractérise comme une recherche bibliographique systématique qui prend appui sur un inventaire d'articles publiés en langue portugaise, sur la période de 2013 à 2023, et de thèses et mémoires soutenus au Brésil figurant sur le Portail de la CAPES - Coordination pour le perfectionnement du personnel de l'enseignement supérieur. Au total, 34 références ont été sélectionnées pour composer l'échantillon, dont 15 articles, 11 mémoires et 8 thèses. Les données des travaux sélectionnés ont été analysées à l'aide des outils de la statistique descriptive et de l'analyse statistique implicative (ASI), à l'aide du logiciel CHIC (Hierarchical Implicative and Coercive Classification, version 7.0, 2014). Selon Régnier et Andrade (2023, p.12), l'Analyse Statistique Implicative est «une méthode classificatoire non symétrique d'analyse des dépendances orientées qui repose sur des bases probabilistes», elle peut être utilisée dans l'analyse de données qualitatives et catégorielles axées sur identifier les relations implicites entre différentes variables. Les résultats indiquent une augmentation, à partir de 2019, du nombre de travaux traitant de la littéracie statistique dans les premières années, ainsi qu'une concentration des productions scientifiques dans la région nord-est du Brésil. Nous avons observé une forte tendance de recherche visant à la formation continue des enseignants et à des méthodes qui s'appuient sur l'utilisation de tests de diagnostic, y compris l'utilisation de ressources techniques telles que WhatsApp, Google Form, Google Meet comme instrument de construction de données, notamment pendant la période de la syndémie de Covid-19. L'analyse de documents, le recours à des séquences didactiques et l'utilisation de questionnaires ont été plus fréquents dans les études axées sur la formation initiale des enseignants. Les recherches basées sur les mathématiques critiques, menées par Ole Skovsmose (2017), ont montré une tendance vers une approche de formation continue des enseignants. La relation entre la littéracie statistique et l'éducation des peuples indigènes a été limitée à la région du Nord-Est mais constitue un thème nécessaire à la démocratisation du savoir. L'approche pédagogique à travers le cycle d'investigation s'est avérée être une stratégie importante pour promouvoir

l'alphabétisation. Ajoutons que les recherches sur la littératie statistique ont montré comment la science statistique et les données statistiques peuvent être utilisées pour former des personnes capables d'agir face à différentes situations qui nécessitent un raisonnement et une réflexion statistique, avec des compétences scientifiques pour formuler et analyser des problèmes, collecter, traiter et analyser données et prendre des décisions qui peuvent contribuer à une société juste et égalitaire.

Tanner, S. J. (2024). **There's No Way for This to End Well: Lesson Planning, Neoliberalism, and Whiteness.** *Educational Researcher*, 53(9), 521-525.  
<https://doi.org/10.3102/0013189X241289932>

The author relies on practices of storytelling to consider how an unexamined and evaluative preoccupation with lesson planning in education supports neoliberalism, affirms whiteness, and limits democratic curriculum and pedagogy. The author theorizes ways that striving toward a nonevaluative stance in education can be used to resist complying with neoliberalism and whiteness in education.

Tippett, N., Baak, M., Johnson, B., & Sullivan, A. (2024). **What is 'fair' and 'just' in refugee education? How teachers and school leaders negotiate competing discourses of 'equity' and 'equality' in Australia.** *International Journal of Inclusive Education*, 28(14), 3454-3469.  
<https://doi.org/10.1080/13603116.2023.2208116>

With increasing numbers of students from refugee backgrounds, many Australian schools are struggling to minimise the educational disparity between refugee students and their same age peers. Faced with diverse needs and limited resources, educators must decide whether to distribute targeted resources equally, ensuring all students are given equality of opportunity, or allocate resources to those who need it most, attaining equity of outcome. In this paper, we use data from seven Australian secondary schools identified as examples of 'good practice' to explore how educators navigate notions of 'fairness' to support students from refugee backgrounds. Findings suggest educators struggled to navigate the tension between providing an equal or equitable response, and often these struggles were inextricably tied to student and funding contexts. In under-resourced settings, teachers weighed up seemingly competing forms of disadvantage, frequently opting to distribute resources in a way which favoured equality of opportunity. Contrastingly, in schools with less disadvantage and higher levels of funding, resources were redistributed based on need, striving for more equitable outcomes for refugee students. The findings demonstrate the complex negotiations that educators undertake when allocating resources and consider how these processes align with, or in some cases contradict, notions of fairness and social justice.

van Korlaar, K., & Voorend, K. (2024). **Sense of belonging among refugee students in Costa Rican classrooms.** *Social Psychology of Education*, 27(6), 3353-3368.  
<https://doi.org/10.1007/s11218-024-09932-0>

This paper challenges the general claim that teachers are always central in the school success of refugee students (Engels et al., 2021; Ghasemi, 2021; Wubbels et al., 2006). A typological analysis based on the self-determination theory of Ryan and Deci (2017) was used to study how teacher-student interaction interplays with the sense of belonging and learning engagement of refugee students. In contrast to what studies from the Global North indicate, the analysis of the experiences of 15 refugee students in Costa Rican schools shows that teachers are less available and that refugee students may find alternative ways to succeed in school. Indeed, like other countries in the Global South,

Costa Rica has seen a large influx of refugee students, and the educational system struggles in providing the appropriate support for the complex needs of these students. As such, teachers are not equipped to play a central role in the lives of refugee students. This study points out how important the role of peers is in successful engagement of refugee students in Costa Rican classrooms, more than those of teachers.

Vilaine, V. (2024). **Scolariser des élèves en situation de handicap en classe ordinaire, une ingénierie coopérative en danse** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-04785908>

Notre recherche s'intéresse à la scolarisation en danse de quatre élèves en situation de handicap, soutenu·e·s par un dispositif Ulis, en classe ordinaire. Le postulat de cette thèse est de rompre avec la vision déficitaire des élèves. Notre approche est didactique, fondée sur une ingénierie coopérative entre professeur·e·s, ordinaires-spécialisée, et chercheure. Nous cherchons à comprendre en quoi le travail d'ingénierie coopérative permet de construire un dispositif dans lequel tous les élèves sont amenés à entrer dans un processus de création et d'interprétation en danse. Ce dispositif, reposant sur un coenseignement en classe, vise à permettre aux élèves de composer des mouvements dansés ensemble. Dans un principe d'itération, ce dispositif est mis en œuvre sur les trois années de recherche. Pour étudier l'articulation entre l'activité ingénierique et l'activité didactique, le cadre théorique de l'action conjointe en didactique nous donne à voir et à comprendre ce qui se passe. Les concepts descripteurs pour l'activité ingénierique sont la notion d'enquête et la relation épistémique coopérative. L'activité didactique est décrite avec la dialectique contrat/milieu et réticence/expression. Notre méthodologie est qualitative, ascendante et clinique. Nos analyses tendent à montrer que les allers-retours entre le travail collectif en réunion et l'action conjointe en classe s'articulent autour des savoirs danser. Le dispositif didactique devient suffisamment efficient en classe ordinaire pour permettre aux quatre élèves en situation de handicap d'effectuer leur puissance d'agir dans le processus de création et d'interprétation des mouvements dansés.

Vicek, S., & Somerton, M. (2024). **Collaborative engagement between stakeholders in the education of Australian students with disability: a scoping review**. *International Journal of Inclusive Education*, 28(14), 3357-3374. <https://doi.org/10.1080/13603116.2023.2216693>

Effective collaborative engagement between diverse stakeholders is vital to supporting the developmental and educational opportunities and outcomes of students with disability. While Australian policy and legislation mandates collaborative engagement between a teacher and other members of a student's support network, the extent of data examining stakeholder experiences of fulfilling these obligations remained unknown. To close this gap, the current study employed a scoping review methodology to investigate how collaborative engagement between teachers and families and/or allied health therapists had been reported in the literature since the introduction of the Disability Standards for Education 2005 (Commonwealth of Australia 2006). A total of seven empirical articles were suitable for inclusion within the review. The findings address the existing span of literature into collaborative engagement between teachers and other stakeholders for students with disability, as well as the facilitators, barriers, and opportunities acknowledged. This article adds to the growing body of literature around the concept of collaborative engagement between stakeholders supporting students with disability. It further provides recommendations for researchers and policymakers to continue advancing knowledge and support of this critical practice.

Wang, J., Meng, W., Xing, Q., & Moè, A. (2024). **Motivating and demotivating teaching styles: A comparison among planned, adopted, and perceived.** *Social Psychology of Education*, 27(6), 2993-3017. <https://doi.org/10.1007/s11218-024-09943-x>

Grounded in Self-Determination Theory (SDT), this study aimed at comparing autonomy-supportive (e.g., the teacher allows students to choose a project they are interested in from several options), structuring (e.g., the teacher breaks down problem-solving steps into manageable parts to help students understand), controlling (e.g., the teacher strictly enforces classroom rules and punishes non-compliance), and chaotic (e.g., despite some students being disruptive in class, the teacher does not intervene) planned, adopted, and student-perceived (de)motivating teaching styles. A mixed method was adopted by involving 20 secondary school teachers and their 38 students in focus group interviews and in filling in a measure of (de)motivating teaching styles. While the questionnaire data did not reveal significant differences, the focus group interviews uncovered noteworthy distinctions. The data from focus group interviews with teachers and students revealed that the proportion of teachers adopting a controlling teaching style is higher than those who had initially planned to use this style. Simultaneously, the proportion of teachers adopting a controlling style is lower than the proportion of students perceiving this style. Thematic analysis of data gathered from focus group interviews with teachers identified five main themes influencing teachers' adoption of teaching styles: "teacher factors", "school factors", "student factors", "management and relationships", and "teaching methods and design". Overall, this study provides a more comprehensive understanding of (de)motivating teaching styles in China. Educational implications are discussed.

Wiggins, S., Willemsen, A., & Cromdal, J. (2024). **Eating Prickly Peas: Sharing Play Worlds During Preschool Meals.** *International Journal of Early Childhood*, 56(3), 479-496. <https://doi.org/10.1007/s13158-023-00380-z>

Play has long been understood as an important pedagogical practice, particularly in early childhood education and care settings. Playing with food, however, has typically been overlooked, and very little is known about food play during mealtimes. The apparent dichotomy between rule-following and playfulness at mealtimes has led to a paucity of research on playing while eating. This paper raises the profile of food play and examines instances in which young children initiate pretend play with their food during shared mealtimes. Data are taken from a large corpus of video-recorded lunches in Swedish preschools, and episodes featuring pretend play with food were analysed using multimodal interaction analysis. The results illustrate how play signalling is multimodally achieved, directed first to teachers, often involves other children, and enables the multiactivity of playing and eating. Children invited teachers into their imaginary worlds and teacher's responses enabled the play narrative to develop and co-exist with the institutional demands of eating lunch together. The paper provides empirical evidence that pretend play with food during meals offers affordances for generating and sharing imaginary worlds with teachers and peers.

Yeung, J., & Bautista, A. (2024). **Hong Kong preschool stakeholders' perspectives on the teaching and learning of arts and creativity.** *Pedagogy, Culture & Society*, 32(5), 1475-1494. <https://doi.org/10.1080/14681366.2023.2190751>

Globalisation has significantly influenced preschool education around the world, including Hong Kong, where the official curriculum framework has recently integrated

the Western notion of creativity as part of arts education, forming a new learning area: Arts and Creativity. The purpose of this study was to investigate how Hong Kong preschool stakeholders perceived Arts and Creativity and its viability in practice. We interviewed 20 teachers, 10 principals, and 20 teacher educators specialising in arts education ( $N = 50$ ). Descriptive statistics and thematic analysis were used. Findings showed that Hong Kong preschool stakeholders: (1) perceived most Western pedagogical characteristics as important but not fully viable in the local context; (2) expressed that children's arts creativity is fostered from a low/null to a moderate extent, due to constraints such as parental demands, time, and resources; (3) suggested strategies to maximise children's arts creativity focusing on curricular amendments, parental education, teacher preparation, and societal changes at large. We conclude that Arts and Creativity is not perceived to be implemented in accordance to the official curriculum framework. The study reveals the need to 'glocalize' this learning area in the Hong Kong context. Implications for moving forward in arts creativity preschool education are discussed.

Yusoff, N. H. (2024). **Challenges and Tensions in Enacting Culturally Responsive Pedagogy – A Case Study in Teaching International Baccalaureate Diploma Visual Arts at an Islamic School in Australia.** *Journal of Research in International Education*, 23(3), 270-282. <https://doi.org/10.1177/14752409241302908>

Inclusive education in Australia incorporates education to support a wide range of students' physical abilities, social conditions and culture-religious constructs. The case study described here focuses on religious inclusivity in the application of pedagogical strategy within the International Baccalaureate Diploma Programme Visual Arts curriculum. Specifically, it aims to analyse the challenges that may arise from enacting culturally-sensitive pedagogy in teaching Visual Arts at an Islamic secondary school in Melbourne, Victoria, Australia. The research includes analysis of available literature that discusses education in Islam, culturally-sensitive pedagogy and inclusive education. It also includes critical practice-based reflection on the pedagogical strategies used, classroom sessions and students' responses. The case study covered a time period of one week out of a 20-week unit of work of a Year 11 International Baccalaureate Diploma Visual Arts programme delivered to a class of Muslim students of diverse ethnic backgrounds. The two main challenges that arose are firstly, the need for the teacher to address the Islamic notion of adab (etiquette) in preventing wrong-doing while delivering content deemed prohibited by Islam; and secondly, the accessibility of information from the internet that may contradict the Islamic ethos of the school. The case study suggests that with a responsive attitude towards pedagogical strategy and a respectful approach to the cultural needs of the student demographic, it is possible to mitigate the tensions of delivering content that may be deemed culturally inappropriate in an Islamic school setting without compromising the demands of a rigorous curriculum such as the International Baccalaureate Diploma Visual Arts programme.

Zambo, R. (2023). **Effets de contextes en tutorat et négociation de la compréhension des savoirs théoriques et pratiques chez des stagiaires à travers le prisme d'une instrumentation identitaire.** *Revue des sciences de l'éducation*, 49(3). <https://doi.org/10.7202/1114354ar>

Cette étude analyse la négociation de la compréhension des savoirs théoriques et pratiques chez des stagiaires dans un dispositif marqué par des effets de contextes au sein du tutorat. L'analyse considère donc les contraintes qui pèsent sur ces sujets, en cherchant notamment comment ils parviennent à jouer de ces contraintes pour réaliser

des apprentissages. À partir d'une méthodologie qualitative basée sur les entretiens de groupes et des observations, l'article documente sur les ajustements non formalisés et locaux opérés par les stagiaires dans l'expérience camerounaise en matière d'accompagnement des apprenants dans un système dual. L'intérêt de cette recherche est qu'elle met en exergue un processus d'instrumentation identitaire de ces sujets pour faire face à un tutorat à contrecourant de la logique prescrite.

Zappella, D., Meia, J.-S., Carron, P., & Gremion, F. (2024). **Qui impliquer pour faire évoluer les pratiques enseignantes? Pistes issues d'un projet associant communauté étudiante et personnel enseignant.** *Éducation et francophonie*, 52(2), 1-20. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_08-Zappella-et-al.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_08-Zappella-et-al.pdf)

The article presents some of the results of an action research and training on school inclusion, conducted between 2019 and 2023 in French-speaking Switzerland. We followed five pairs, each composed of a classroom teacher and a student teacher. The classroom teacher asked for help to differentiate teaching practices, while the student teacher was required to accompany the classroom teacher and share what they had learned in initial training. This article focuses on the motivations that led the two types of protagonists to engage in this co-training, their way of collaborating, and the interest and contributions they perceived in terms of professional development. The analysis of the verbatim of their discussions before and after each lesson reveals both the potential of the method to quickly engage the protagonists in a deep collaboration, but also the need to involve others in their collaboration if the objective is to sustainably evolve teaching practices and contribute to the participants' professional development. The role of school principals in welcoming new teachers to their school is discussed.

Zeljić, M., Dabić Boričić, M., & Ilić, S. (2024). **Insight into students' understanding of relational terminology through integrated compare and combine word problems.** *The Journal of Educational Research*, 117(5), 255-266. <https://doi.org/10.1080/00220671.2024.2381477>

Previous research examining comparison relations in word problems primarily focused on students' achievements in word problems with one operation. In this paper, we extend previous research to examine the achievement of students of different ages on word problems that integrate compare and combine word problems, hereafter referred to as 'compare-combine problems'. The convenience sample in this research consists of 96 second-grade, 103 fourth-grade, and 85 sixth-grade students from Belgrade, Serbia. The results indicate that 2nd, 4th and 6th graders have similar achievement on consistent language problems, but students in higher grades perform better on inconsistent language problems. We identified a type of problem that does not provide insight into students' understanding – problem in which the order of quantities follows the order of steps in problem solving. We emphasize the importance of using integrated problems of different structures in teaching, as well as in-depth work on understanding relational terminology.

Zembylas, M. (2024). **The phenomenon of cancel culture through the social media: pedagogical implications for teacher education.** *Pedagogy, Culture & Society*, 32(5), 1495-1512. <https://doi.org/10.1080/14681366.2023.2202192>

This paper suggests that the phenomenon of 'cancel culture' has significant pedagogical implications for teacher education. In particular, the analysis problematises the phenomenon of cancel culture, focusing on how issues relating to race, racism and

structural injustice are framed in social media. It is argued that for teacher education programs wrestling with how to guide teachers to deal with cancel culture, it is not enough to emphasise critical thinking, media literacy, debate and free speech. It is also important to avoid reproducing social media's framing of cancel culture as an individualised and psychologised phenomenon, and urge teachers to pay attention to structural issues of race, racism and injustice. It is suggested that despite the political or other risks involved, teacher education programs can make a valuable contribution to public debates by engaging cancel culture in ways that nurture vigilance and restorative justice measures.

## Relation formation-emploi

Collet, X. (2024). **L'alternance en master : une représentation idéalisée non conforme aux réalités de l'insertion.** Formation emploi. Revue française de sciences sociales, (168), 187-208. <https://doi.org/10.4000/12r2z>

Cet article propose de comparer le devenir de diplômés de master inscrits en formation classique et en apprentissage afin d'identifier un effet propre de l'alternance sur les conditions d'emplois à 30 mois. Dans le prolongement d'une étude exploratoire menée en 2017, l'enquête ad hoc, réalisée dans une université, met en évidence que les écarts observés ne relèvent pas de cette modalité de formation, mais renvoient à des spécificités liées aux spécialités de master (aux débouchés différents), au bassin d'emploi (plus favorable en région parisienne et en lien avec la mobilité des étudiants) et aux caractéristiques sociodémographiques (les hommes et les diplômés issus des classes sociales supérieures connaissant de meilleures conditions d'insertion professionnelles que les autres).

Hawzen, M., & King-White, R. (2024). **Hope labour in sport management: Sport industry internships, free labor, and reproduction of the intern economy.** Pedagogy, Culture & Society, 32(5), 1225-1242. <https://doi.org/10.1080/14681366.2022.2157039>

This critical examination, based on in-depth interviews with current and former students from sport management academic programs in the United States, provides insight into how the academic internship is being reconfigured at the nexus of higher education and the sport industry. Drawing on the concept of hope labour, the analysis illustrates that sport management student internships in the sport industry are increasingly experienced and rationalised as future-oriented 'investments' and 'opportunities'. It sheds light on coercive market forces behind increased internship participation and illustrates how the sport industry often fails to provide proper learning contexts for students to develop skills and advance their careers. We argue that sport management internships experienced, rationalised, and institutionalised as a form of hope labour obscures and contributes to the reproduction of exploitative realities and substandard experiential learning practices within the sport industry.

Murnane, R., Willett, J. B., McDonough, A., Papay, J. P., & Mantil, A. (2024). **Are Community College Students Increasingly Choosing High-Paying Fields of Study? Evidence from Massachusetts** (NBER Working Paper N° 33073). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/33073.htm>

The labor-market payoff to workers with associate degrees in healthcare and STEM occupations is very high in Massachusetts. We examine whether this induced a growing

proportion of students in MA community colleges (MACCs) to earn an associate degree (AD) in one of these fields. We do this by using multinomial logit analysis to compare trends across 12 cohorts of MACC entrants in the proportion of students who earned an AD in a healthcare or STEM program within six years of entry. We find a substantial increase across cohorts in the proportion of students who earned an AD in a STEM program, but not in the proportion who earned an AD in a healthcare program. We found differences in degree attainment by student gender, race/ethnicity, family income, and 10th-grade mathematics score. Interviews with MACC program leaders revealed that supply constraints hinder expansion of many healthcare AD programs, but not STEM programs.

Ndayikeza, M. A. (2024). **Three Essays on Labor and Education** (Phdthesis, Université Clermont Auvergne). Consulté à l'adresse <https://theses.hal.science/tel-04768588>

Africa faces the challenge of generating more and better jobs to keep pace with its rapidly expanding working-age population. This entails tackling the problem of young graduates finding it difficult to secure employment that aligns with their qualifications, along with enhancing education and training systems. This thesis delves into these issues and investigates some potential solutions. The first chapter starts from the observation that limited prospects for high-skill employment and poverty push numerous college graduates into jobs which do not require a college degree. In order to examine this issue, we conducted a field experiment in Burundi which elicited preferences of employers with respect to low-skill job experience of recent college graduates. We estimate the impact of signaling various types of low-skill experiences, such as working as a phone credit sales agent, a waiter, a security guard and other positions that do not necessitate a college degree, on the hiring interest of employers in a high-skill job. Results indicate employers prefer job seekers with low-skill experience rather than individuals with no experience at all, irrespective of the quality of the job seeker. The second chapter also speaks to the problem of underemployment. More specifically, it examines the impact of underemployment on primary schooling, using individual level panel data from Ethiopia. The study exploits the variation in children's exposure to underemployment of adults within their households using an identification strategy that takes into account the staggered nature of the treatment. The study investigates the causal effect of underemployment on school absenteeism as well as out of school activities. The empirical evidence suggests that underemployment reduces the motivation for schooling by increasing the involvement of children in out-of-school activities, namely household agricultural activities, collecting water and firewood, and other activities. These findings contribute to understanding some of the reasons behind the contemporary observation that more children in developing countries are attending school but are learning relatively less. The final chapter shifts the focus on the problem of under-training by employers in general skills. We explore this phenomenon among agricultural employers in Burundi. We investigate whether employers do not train casual laborers in improved, labor-intensive, agricultural techniques because they do not "appropriate" the returns. First, we provide empirical evidence for appropriability failures by inducing a subset of employers to train workers in some local labor markets (villages) and not others. Second, we show that by increasing the likelihood that the trained worker will work for the training employer in the future, employers' willingness to train increases by 50 percentage points. Our findings suggest that a sizable wedge between private and social returns to training may impede on-the-job training, with meaningful consequences for worker productivity and output, especially if the education system is weak.

Schilter, C., Lüthi, S., & Wolter, S. (2024). **Competitive Peers: The Way to Higher Paying Jobs?** (CESifo Working Paper Series N° 11342). Consulté à l'adresse CESifo website: [https://econpapers.repec.org/paper/cesceswps\\_5f11342.htm](https://econpapers.repec.org/paper/cesceswps_5f11342.htm)

We merge experimental data on competitiveness of a large sample of students with their complete educational history for up to ten years after the initial assessment. Exploiting quasi-random class assignments, we find that having competitive peers as classmates makes students choose and secure positions in higher-paying occupations. These occupations are also more challenging and more popular. On the cost side, competitive peers do not lead to a lower probability of graduating from the subsequent job-specific education, but they significantly increase the probability of requiring extra time to do so.

## Réussite scolaire

Alladatin, J., & Soumanou, I. (2024). **Hétérogénéité des tâches des directions d'établissements d'enseignement secondaire au Bénin: préoccupations pour une direction scolaire au service de la réussite de tous les élèves.** *Éducation et francophonie*, 52(2), 1-20. Consulté à l'adresse [https://acelf.ca/wp-content/uploads/2024/12/RevueEF\\_52-2\\_12-Alladatin-et-Soumanou-Final.pdf](https://acelf.ca/wp-content/uploads/2024/12/RevueEF_52-2_12-Alladatin-et-Soumanou-Final.pdf)

Blanche, V., Bret, A., Lacroix, A., & Salles, F. (2024). **Timss 2023 en quatrième pour les sciences: un score moyen stable depuis 2019 mais toujours en retrait par rapport à l'international.** Note d'Information, (24.49), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/timss-2023-en-quatrieme-pour-les-sciences-un-score-moyen-stable-depuis-2019-mais-toujours-en-retrait-415950>

L'étude internationale Timss 2023 mesure les performances des élèves en sciences à la fin de la huitième année de scolarité obligatoire, soit la classe de quatrième en France. Avec un score de 486 points, la France se situe sous la moyenne internationale des pays de l'OCDE et de l'UE (509).

Bratti, M., Granato, S., & Havari, E. (2024). **Another Chance: Number of Exam Retakes and University Students' Outcomes** (IZA Discussion Paper N° 17400). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17400.htm>

Exams play a key role in a student's learning process at university, and their organization may affect student performance. A high number of retakes, for instance, could encourage procrastination or reduce effort for each attempt. This article investigates the effects of a policy change at a major Italian university that reduced the number of exam retakes allowed per subject from six to three. Using a difference-in-differences strategy, we find that this policy significantly improved first-year outcomes, including lower dropout rates, higher exam pass rates, and increased credit accumulation. We conduct several robustness checks showing that only a small fraction of these improvements can be attributed to changes in the average quality of students enrolled following the reform. Additionally, the policy contributed to an increase in on-time graduation rates, which was the main objective of the reform, without harming student GPA. This study shows that implementing a cost-effective policy, such as limiting exam retakes, can substantially enhance student progression, reducing age at graduation.

Café pédagogique. (2024a, décembre 4). **Des résultats alarmants en maths : 15 % des élèves de CM1 n'ont pas le niveau minimal (TIMSS 2023)**. Consulté 5 décembre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/04/des-resultats-alarmants-en-maths-15-des-eleves-de-cm1-nont-pas-le-niveau-minimal-timss-2023/>

L'étude internationale TIMSS vient d'être dévoilée, elle concerne les sciences et les mathématiques en CM1 et 4ème. Selon le score de référence, 15% des élèves français ne maîtrisent pas le

Café pédagogique. (2024b, décembre 4). **Maths : les écarts se creusent entre les collégiens (TIMSS 2023)**. Consulté 5 décembre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/04/math-les-ecarts-se-creusent-entre-les-eleves-timss-2023/>

17% des collégiens français n'ont pas le niveau de base en maths ! L'enquête internationale TIMSS relate le niveau des élèves de 4ème évalués l'an dernier en maths. Avec un score

Café pédagogique. (2024c, décembre 4). **TIMSS 2023 : pas de progrès en sciences au collège en 4 ans**. Consulté 5 décembre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/04/timss-2023-pas-de-progres-en-sciences-au-college-en-4-ans/>

Pour la 3ème fois depuis 1995, l'enquête TIMSS peut évaluer le niveau des collégiens de 4ème en sciences. Il y a 4 ans, l'étude révélait des résultats sous la moyenne

Café pédagogique. (2024d, décembre 5). **Timss 2023 : des résultats alarmants en maths qui alertent aussi sur le décrochage des filles en CM1**. Consulté 5 décembre 2024, à l'adresse Le Café pédagogique website: <https://cafepedagogique.net/2024/12/05/timss-2023-des-resultats-alarmants-des-le-cm1-qui-alertent-aussi-sur-le-decrochage-des-filles-en-cm1/>

L'étude internationale TIMSS vient d'être dévoilée, elle concerne les sciences et les mathématiques en CM1 et 4ème. Selon le score de référence, 15% des élèves français ne maîtrisent pas le

Cioldi, I., & Raffy, G. (2024). **Timss 2023 en CM1 : les résultats en mathématiques et en sciences restent stables en France, sous la moyenne européenne, avec une hausse des inégalités entre filles et garçons**. Note d'Information, (24.47), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/timss-2023-en-cm1-les-resultats-en-mathematiques-et-en-sciences-restent-stables-en-france-sous-la-415946>

L'étude internationale Timss mesure les performances en mathématiques et en sciences des élèves à la fin de la quatrième année de scolarité élémentaire. Pour le cycle 2023, les scores moyens des élèves scolarisés en CM1 en France sont stables par rapport à 2019 mais demeurent sous les moyennes européenne et internationale pour les deux disciplines.

Costa, A., Moreira, D., Casanova, J., Azevedo, Â., Gonçalves, A., Oliveira, I., ... Dias, P. C. (2024). **Determinants of academic achievement from the middle to secondary school education: A systematic review**. Social Psychology of Education, 27(6), 3533-3572. <https://doi.org/10.1007/s11218-024-09941-z>

Because it is crucial for psychosocial adjustment and lifelong learning, education is the most relevant tool for ensuring inclusion and reducing inequalities. Due to its relationship with positive outcomes, such as life satisfaction, mental health, job performance or SES, academic achievement is a significant phenomenon that impacts students, families, and educational institutions. The present study sought to contribute to the field by reviewing the literature on the determinants that influence the objective achievements of a typical population of middle- to high-school students. Based on the PRISMA statement, a search for related studies was performed in the WoS, EBSCO, and PubMed databases, and 771 studies published between 1930 and 2022 were identified. After screening based on the analysis of abstracts, 35 studies met the selection criteria. The Bronfenbrenner ecological model served as the theoretical rationale for organizing the studies' findings. The results of this review highlight the following determinants of school achievement: (i) Personal factors—gender, personality traits, cognitive abilities and academic background, motivation and self-constructs, stress and problem-solving strategies, and substance use; (ii) Contextual microsystem factors—(a) Family—parental educational background; parenting practices and interactions; parental involvement and support; (b) School—school location; school conditions, responsiveness, and practices; (c) Peers—peer-group disagreement management. This systematic review updates the existing empirical evidence on this topic and highlights the complexity of the phenomenon of academic achievement.

Doornkamp, L., Doornkamp, F., Van der Pol, L. D., Groeneveld, S., Mesman, J., & Groeneveld, M. G. (2024). **Student-teacher gender congruence and student performance: The role of context.** Social Psychology of Education, 27(6), 3299-3328. <https://doi.org/10.1007/s11218-024-09922-2>

Student-teacher gender congruence is suggested to be related to increased student performance, but little is known about the contexts in which these effects occur. Based on literature on gender stereotypes this study hypothesizes different effects of student-teacher gender congruence for male and female students across school subjects and in different educational contexts. Using administrative data of secondary schools in The Netherlands ( $N > 50,000$ ), this study examined to what extent student-teacher gender congruence is associated with male and female students' performance in the subjects math, physics, Dutch language, and French language. Further this study explored the role of students' educational level, schools' religiousness, and schools' location in these relations. As expected, we found that gender congruence was positively related to female students' performance in math and physics and to male students' performance in Dutch language and French language. However, the role of educational context differed for male and female students across subjects and lacked a clear pattern that corresponded to the gender stereotypes hypotheses. This study emphasizes that effects of student-teacher gender congruence can differ in magnitude and direction in different contexts, encouraging future research to use qualitative methods to examine how context influences the role of gender in education.

Duchaine, M.-P., Laforme, C., Samson, J., & B-Lamoureux, B. (2024). **Récits de pratiques et d'expériences étudiantes favorisant le bien-être et la persévérance aux cycles supérieurs en éducation.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/recits-pratiques-experiences-etudiantes-favorisant-bien-4330.html>

À travers 12 récits captivants, découvrez des témoignages uniques représentant une diversité de parcours et d'expériences. Des premières incursions dans la recherche aux défis de la parentalité, en passant par la construction...

Fanshawe, M., Barton, G., Mandarakas, M., Cain, M., & Todd, N. (2024). **Enablers and barriers to equitable participation for students with blindness or low vision in Australian mainstream secondary schools.** *International Journal of Inclusive Education*, 28(14), 3470-3486. <https://doi.org/10.1080/13603116.2023.2265915>

A global commitment to inclusive education through policies and legislation has been espoused to provide equitable access to the curriculum for students with disability. Recent evidence suggests, however, that for students with blindness or low vision (BLV), the visual nature of the curriculum means that content can be inaccessible. This study explored the barriers and enablers that students with BLV encounter when engaging with the curriculum. Empirical data was collected through semi-structured interviews with six students with BLV in Australian mainstream secondary schools. The interviews were analysed to determine the factors that influenced equitable access and participation. The analysis uncovered a number of themes, including access to curriculum materials, support from classroom teachers, support from specialist educators and familiarity with, and use of assistive technologies. The results of this study demonstrated that more professional development is needed for teachers and other stakeholders to prepare students with BLV to participate in learning 'on the same basis' as their peers without disability.

Gao, C., & Lv, J. (2024). **Classroom-level adversity, instructional clarity and student outcomes: A multilevel mediation model based on TIMSS 2019.** *Social Psychology of Education*, 27(6), 3491-3512. <https://doi.org/10.1007/s11218-024-09918-y>

Classroom group characteristics are not only related to student outcomes, but also have an impact on classroom instruction. This study investigates an integrated model that examines the direct or indirect relationships among classroom-level adversity (CLA), instructional clarity, student academic self-concept and achievement in math lessons. Using TIMSS 2019 data from five East Asian regions and five Western countries, this study examined eighth-grade students ( $N = 30,115$  in Western;  $N = 21,340$  in Eastern) and their teachers in math lessons ( $N = 2,082$  in Western;  $N = 1,242$  in Eastern). Through multilevel analyses, we found the relationship between CLA and math self-concept was negatively mediated by instructional clarity. In the Eastern regions, CLA did not have a significant indirect effect on math achievement through instructional clarity, but in Western countries, a positive indirect effect was observed. In addition, a direct negative relationship between CLA and student outcomes in both Eastern and Western samples was detected.

Ghasemzadeh Namaghi, Z. (2024). **Teaching science through art studio methods: Impact on third-grade academic achievements.** *The Journal of Educational Research*, 117(5), 308-315. <https://doi.org/10.1080/00220671.2024.2397407>

This article explores the integration of the art studio framework developed by Harvard University's Project Zero into science education and investigates its influence on the academic achievements of third-grade students. This study involved a cohort of 140 third-grade students from a primary school in Iran, 70 of whom were assigned to an experimental group and taught a specific chapter from a science textbook using the art studio method. A control group of 70 students received traditional teaching methods.

During the instructional period, both groups performed identical tests, and the impact of the intervention on academic grades was assessed. Statistical analysis of the experimental and control group scores revealed a significant improvement in academic achievement among students exposed to art-inspired science teaching. The study suggested that adopting the structure and features of an art class in science education positively affects student performance.

González-Valenzuela, M.-J., Lopez-Montiel, D., Díaz-Giraldez, F., & Martín-Ruiz, I. (2024). **Word Writing and Cognitive Predictors in Spanish at the Age of Seven.** *International Journal of Early Childhood*, 56(3), 647-666. <https://doi.org/10.1007/s13158-023-00359-w>

Interest in the cognitive precursors of literacy has been increasing in recent years since reading and writing are essential components of functional learning in the first years of schooling and of school success in later educational stages. However, it can be observed that while studies on the relationship between cognitive variables and reading are frequent, those carried out about writing are scarcer and in different languages and ages. The purpose of this study is to explore the joint contribution made by certain cognitive variables, measured at the ages of 6 and 7, to word writing among Spanish children in the second year of Primary Education (7 years old). In this longitudinal study, 116 Spanish-speaking pupils participated, from schools located in an average socio-cultural area, without special educational needs. Participants were evaluated in terms of their letter knowledge, phonological awareness, phonological memory, and alphanumeric and non-alphanumeric rapid automatized naming at 6 and 7 years of age, and word writing at 7 years of age. Descriptive-exploratory analyses, bivariate analyses, and multivariate regressions were modelled. In general, the findings show a different contribution for the cognitive variables considered in word writing at the age of seven, although this contribution does not vary substantially between the ages of 6 and 7 among Spanish pupils. Phonological knowledge at 6 and 7 years of age is the variable that best predicts the writing of words at 7 years. The contribution of non-alphanumeric speed naming remains constant and alphanumeric speed naming does not contribute to the explanation of writing at this age. Phonological memory at 6 years of age contributes to the explanation of writing at the age of 7 and letter knowledge contributes at the age of 7. These results have implications for educational practice and for the theory of writing acquisition in transparent languages.

Jung, D., Kim, J. H., & Kwak, D. W. (2024). **Who Benefits from Single-Sex Schooling? Evidence on Mental Health, Peer Relationships, and Academic Achievements** (IZA Discussion Paper N° 17330). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp17330.htm>

Single-sex schooling is a controversial policy whose effects are inconsistent across different studies with its mechanisms poorly understood. Leveraging the random allocation of high school students in South Korea, we study the effect of single-sex schooling on mental health while considering its interactions with peer relationships and academic achievement. Our results closely align with gender-specific responses to competitive pressure in the literature. Female students with better academic achievement than their peers experience better mental health and peer relationships. However, relatively underperforming female students, subject to intense competitive pressure at school, do not benefit from being in the company of other female students in a single-sex environment. Impacts on male students do not significantly depend on the

competitive pressures they face. Our study calls for caution in implementing educational policies that may affect competitive pressure or gender composition in schools.

Kim, S., Lee, H. J., & Bong, M. (2024). **Parental mindsets as determinants of children's achievement goals and performance in math.** *Social Psychology of Education*, 27(6), 2943-2965. <https://doi.org/10.1007/s11218-024-09953-9>

Parents' beliefs about the nature of ability are communicated to their children through parent-child interactions. Parental mindsets are one of the parental beliefs that have received increasing attention over recent years. However, their role in children's motivation and achievement outcomes remains relatively underexplored. Moreover, most existing studies have measured parental mindsets as either reported by parents themselves or perceived by children only, making it difficult to develop a comprehensive understanding of their role. Yet, parents' mindsets and children's perceptions of their parents' mindsets may not be identical, and one may be more important than the other in shaping children's motivation and achievement. Using the data from 507 third- and fourth-graders and their parents in Korea, we examined how parents' growth and fixed mindsets, both self-reported and child-perceived, predicted children's achievement goals, persistence, and achievement in mathematics. Whereas the growth and fixed mindsets of parents correlated negatively with each other, there was no significant relationship between self-reported and child-perceived parental mindsets. Parents' growth mindset positively predicted children's mastery goals. In contrast, parents' fixed mindset negatively predicted children's mastery goals and positively predicted children's ability-focused and normative performance goals. Children's mastery goals in turn positively predicted their persistence and achievement. The indirect paths from parental mindsets to children's persistence and achievement through children's mastery goals were also significant. In general, the child-perceived mindsets of parents demonstrated a stronger predictive power than the self-reported mindsets of parents. The underexplored role of parental mindsets is discussed concerning children's achievement goal adoption and learning.

Lacroix, A., & Philippe, C. (2024). **Timss 2023 en quatrième pour les mathématiques : des résultats stables en France et un accroissement des écarts de performance entre les élèves.** Note d'Information, (24.48), 1-4. Consulté à l'adresse <https://www.education.gouv.fr/timss-2023-en-quatrieme-pour-les-mathematiques-des-resultats-stables-en-france-et-un-accroissement-415949>

L'étude internationale Timss 2023 mesure les performances des élèves en mathématiques à la fin de la classe de quatrième. Avec un score de 479 points, la France se situe sous la moyenne internationale des pays participants de l'UE et de l'OCDE (507).

Li, M., Johnson, T., & Adegoke, A. S. (2024). **The structure of psychosocial factors in academic success: A gaussian graphical model approach.** *Social Psychology of Education*, 27(6), 3175-3201. <https://doi.org/10.1007/s11218-024-09917-z>

Past research identified various psychosocial indicators of college students' academic success. Using the affordance ecology framework, the present study explored the complex relations among different psychosocial indicators with a Bayesian Gaussian Graphical Model approach. Specifically, this study aims to uncover the general patterns of the psychosocial indicators, central variables, and the network centrality indices (network betweenness, closeness, and strength). The final sample consisted of 997 college students. Results showed that after accounting for the complex covariances of

all indicators, sense of belonging, having the highest strength, was one of the most central factors in the network of psychosocial indicators and demonstrated a strong direct link to the rest of the psychosocial indicators. Variables relating to the family background and socioeconomic status, including perceived parental support, perceived family social status, and perceived personal financial situation, demonstrated high betweenness and closeness in the network. Implications for higher education research on the psychosocial experiences of students were discussed.

Meunier, O. (2022). **Le bilinguisme dans les écoles primaires de Guyane chez les Kali'na et les Wayana : un facteur de «réussite scolaire» ?** Sociologie et sociétés, 54(2), 297-323. <https://doi.org/10.7202/1113070ar>

Dans cet article, nous allons examiner si le bilinguisme mis en place dans les écoles de Guyane chez les populations autochtones Kali'na et Wayana valorise suffisamment la langue maternelle et la culture des élèves pour les préparer à réussir scolairement. Notre hypothèse repose sur l'idée que cette valorisation culturelle et linguistique doit concerner à la fois les familles, les élèves et les enseignants pour que les enfants présentent une estime de soi et des capacités cognitives suffisantes permettant de dépasser les conflits de valeurs afin d'être en mesure d'élaborer des stratégies et des modes de résolution efficaces à l'école. Après une analyse historique de la scolarisation en Guyane, nous allons présenter les formations concernant les intervenants en langue maternelle et les enseignants bilingues, puis, à partir de nos données de terrain, dévoiler les pratiques enseignantes en résultant, tout en prenant en considération leur rapport aux familles et leurs effets sur les élèves en termes d'estime de soi, de bien-être et de « réussite scolaire ».

Sandholtz, W. A., & Sandholtz, W. (2024). **Secondary School Access Raises Primary School Achievement** (CESifo Working Paper Series № 11343). Consulté à l'adresse CESifo website: [https://econpapers.repec.org/paper/cesceswps/\\_5f11343.htm](https://econpapers.repec.org/paper/cesceswps/_5f11343.htm)

I use variation in ex-ante school fee payments to measure how Free Secondary Education (FSE) affected primary students in Tanzania. I first confirm FSE increased secondary access: secondary enrollments rose, household spending on secondary school fees plummeted, and elites' transition premium disappeared. I then show that FSE increased primary exam pass rates by 6% and secondary transition rates by 23%. This was not due to supply inputs: there was no effect on school entry, and class sizes rose. Instead it appears to be driven by demand-side investments: primary students selected into better schools, attended more, and worked less.

Song, M., Neering, K., Zeiser, K. L., Schwarzhaupt, R., & Mitchell, S. (2024). **Accelerated Postsecondary Pathways: The Longer-Term Impact of the Early College High School Model on Postsecondary Degree Attainment**. American Educational Research Journal, 61(6), 1272-1307. <https://doi.org/10.3102/00028312241276855>

Utilizing a lottery-based natural experiment, this study assessed the longer-term impact of early colleges on postsecondary degree attainment. It found that early colleges significantly increased the overall degree completion and associate degree completion rates within 10 years of expected high school graduation. While the impact on bachelor's degree or advanced degree attainment was no longer significant 10 years after high school, results from earlier years suggest that early college students attained these degrees at a higher rate and faster pace than control students. This study also found that the early college impact on bachelor's degree attainment was significantly stronger for

underrepresented minorities and that the impact on associate degree attainment was significantly stronger for students with higher prior achievement.

Soruç, A., Yuksel, D., Horzum, B., McKinley, J., & Rose, H. (2024). **Linguistic and non-linguistic factors impacting EMI academic success: a longitudinal study.** *Higher Education*, 88(5), 1947-1968. <https://doi.org/10.1007/s10734-024-01195-0>

This study explored changes in English language proficiency and several non-linguistic factors during four years of English medium instruction (EMI) in two academic disciplines in a Turkish university setting. Moreover, it also investigated whether changes (if any) had a predictive impact on the academic success of EMI students. In addition, potential differences between disciplines were also investigated. The participants were 241 EMI students from Business Administration ( $n=117$ ) and Mechanical Engineering ( $n=124$ ) programmes. Our findings revealed that in addition to the language proficiency scores, various non-linguistic factors, including self-efficacy, ideal L2 self, motivation, self-regulation skills, and anxiety levels, changed throughout EMI education. However, only English proficiency and instrumental motivation emerged as positively significant predictors of EMI success. Our findings also revealed that the increase in participants' intrinsic motivation scores was a significant negative predictor of EMI success. These results are discussed and implications are given regarding the impact of linguistic and non-linguistic factors in EMI contexts.

Sümer Dodur, H. M., Yüzbaşıoğlu, Y., Altındağ Kumaş, Ö., & Karaca, O. (2024). **Intervention for early literacy success: Phonological awareness and rapid automatized naming.** *The Journal of Educational Research*, 117(5), 229-240. <https://doi.org/10.1080/00220671.2024.2374393>

The study aimed to assess the effectiveness of a comprehensive intervention program (including PA and RAN interventions) on improving early literacy skills in preschoolers from low socioeconomic backgrounds while exploring participant perspectives. The experimental group showed significant improvements in PA, RAN-object, and RAN-color performance compared to the control group. These improvements were observed immediately after the intervention and were maintained even after a 16-week follow-up period. The experimental group's scores in PA, RAN-object, and RAN-color increased significantly from pretest to posttest and were further improved at the follow-up. These findings suggest that the interventions effectively enhanced participants' performance in these areas and that the experimental group consistently outperformed the control group. The intervention had a significant positive impact on early literacy performance, with the experimental group outperforming the control group. The findings highlight the effectiveness of the program and its favorable reception among families, teachers, and children.

van Korlaar, K., & Voorend, K. (2024). **Sense of belonging among refugee students in Costa Rican classrooms.** *Social Psychology of Education*, 27(6), 3353-3368. <https://doi.org/10.1007/s11218-024-09932-0>

This paper challenges the general claim that teachers are always central in the school success of refugee students (Engels et al., 2021; Ghasemi, 2021; Wubbels et al., 2006). A typological analysis based on the self-determination theory of Ryan and Deci (2017) was used to study how teacher-student interaction interplays with the sense of belonging and learning engagement of refugee students. In contrast to what studies from the Global North indicate, the analysis of the experiences of 15 refugee students in Costa Rican

schools shows that teachers are less available and that refugee students may find alternative ways to succeed in school. Indeed, like other countries in the Global South, Costa Rica has seen a large influx of refugee students, and the educational system struggles in providing the appropriate support for the complex needs of these students. As such, teachers are not equipped to play a central role in the lives of refugee students. This study points out how important the role of peers is in successful engagement of refugee students in Costa Rican classrooms, more than those of teachers.

Wirth, C. (2024). **Parcours et réussite des étudiants en première année d'études de santé : les résultats de la session 2023.** Note Flash du SIES, (31), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcours-et-reussite-des-etudiants-en-premiere-annee-d-etudes-de-sante-les-resultats-de-la-session-98080>

Deux néo-bacheliers sur cinq inscrits en PASS ou en L.AS à la rentrée 2021 ont été admis en MMOPK (médecine, maïeutique, odontologie, pharmacie, kinésithérapie) après une ou deux années d'études de santé.

Yang, H. (2024). **The Effects of Wisconsin's Universal Prekindergarten Program on Third-Grade Academic Achievement.** American Educational Research Journal, 61(6), 1237-1271. <https://doi.org/10.3102/00028312241275967>

Many states and communities have invested in public early childhood education programs to improve children's readiness to enter school and narrow achievement gaps in later grades. This study asked whether and how Wisconsin's universal state-funded prekindergarten program, Wisconsin 4K, has improved student achievement and helped to reduce the achievement gap. Using publicly available data from 2002–2003 to 2013–2014, the study examined the effects of the program, which features high participation rates and part-day delivery modes. The results showed that Wisconsin 4K enhanced third-grade reading achievement but not math achievement in the participating districts. Its effects were larger for non-White and economically disadvantaged students than for their White and affluent counterparts. The policy implications for large-scale universal pre-K are discussed.

## Valeurs

Ávila Farfán, A., & Bacca Mejía, Á. (2022). **Réflexions sur une recherche participative menée dans le cadre d'expériences d'appropriation de l'espace public des tianguis (marchés) du Chopo et El Salado dans la ville de Mexico.** Sociologie et sociétés, 54(2), 125-152. <https://doi.org/10.7202/1113064ar>

Cet article présente une réflexion sur l'expérience de recherche des autrices dans deux études de cas menées au Tianguis culturel du Chopo et au Tianguis El Salado, dans la ville de Mexico, dans le cadre du projet international TRYSPACES. Nous y réfléchissons à l'apport qu'ont eu certains principes de l'action participative, de l'éducation populaire et des épistémologies féministes pour nous aider à surmonter les défis, les dilemmes et les conflits éthiques et méthodologiques rencontrés dans le cadre de ces expériences de recherche collaborative. Nous croyons que ce n'est qu'en adoptant une éthique située, critique, réflexive et enracinée dans le « sentir-penser » (de l'espagnol, sentipensar) que la recherche participative et collaborative peut parvenir à surmonter les dilemmes éthiques et méthodologiques. Ainsi, les décisions concrètes et la réflexivité constante contribuent à une éthique basée sur le soin mutuel et la responsabilité réciproque des

personnes participant aux recherches, particulièrement lorsque des relations plus horizontales sont mises en place dans la production de connaissances universitaires.

Claes, E., Söderberg, M., & Kataria, M. (2024). **Can teaching children about the environment influence household behavior? Experiments in Swedish schools** (Working Papers in Economics N° 848). Consulté à l'adresse University of Gothenburg, Department of Economics website: <https://econpapers.repec.org/paper/hhsgunwpe/0848.htm>

In two separate field experiments with Swedish school children aged 10-16, we evaluate variants of an Environmental Education Program designed to promote pro-environmental behavior; specifically, reduce household waste. We match the addresses of participating students with high-resolution administrative records on collected household waste. This allows us to estimate causal effects on the waste generated in households where a child was treated. Both experiments produce null effects on waste generation. In the second experiment, we are also able to estimate the effect of regular environmental education within the Swedish school curriculum, and find only weak evidence that this affects household waste.

Combaz, G., & Nakas, R. (2023). **Composition sociale du public scolaire et différenciation des contenus enseignés. L'exemple de l'enseignement moral et civique à l'école élémentaire en France.** Revue des sciences de l'éducation, 49(3). <https://doi.org/10.7202/1114358ar>

Centrée sur l'enseignement moral et civique (EMC) à l'école élémentaire en France, notre recherche s'efforce d'analyser les relations pouvant exister entre la composition sociale interne du public scolaire et la nature des savoirs transmis. Cent-vingt entretiens ont été menés en vue de recueillir des récits de pratique retracant les actions réalisées dans le cadre de l'EMC. Les catégories socioprofessionnelles des parents ont été relevées pour caractériser la composition sociale de chaque école. L'étude montre que les enseignants mettent principalement l'accent sur des actions destinées à parfaire la socialisation des élèves en particulier dans les écoles qui scolarisent des élèves de milieux très défavorisés.

Husser, A.-C., Martin, P., & Verneuil, Y. (2024). **Laïcité scolaire. La loi de 2004 vingt ans après.** Consulté à l'adresse <https://shs.hal.science/halshs-04819264>

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Jung, J., & Gopalan, M. (2024). **The Stubborn Unresponsiveness of Youth Voter Turnout to Civic Education: Quasi-Experimental Evidence From State-Mandated Civics Tests.** Educational Evaluation and Policy Analysis, 46(4), 764-787. <https://doi.org/10.3102/01623737231195887>

Youth voter turnout remains stubbornly low and unresponsive to civic education. Rigorous evaluations of the effects of adopting civics tests for high school graduation by some states on youth voter turnout remain limited. We estimate the impact of a recent, state-mandated civics test policy—the Civics Education Initiative (CEI)—on youth voter turnout by exploiting spatial and temporal variation in the adoption of CEI across states. Using nationally representative data from the 1996 to 2020 Current Population Survey and a difference-in-differences analysis, we find that CEI does not significantly affect youth voter turnout. Our null results, largely insensitive to a variety of alternative specifications and robustness checks, provide evidence regarding the lack of efficacy of civics test policies when it comes to youth voter participation.

Macalpine, K.-A., & Pacini-Ketchabaw, V. (2024). **Storying with plastic excess: relations with plastic in early childhood education.** *Pedagogy, Culture & Society*, 32(5), 1191-1208. <https://doi.org/10.1080/14681366.2022.2156582>

The earth is drowning in plastic waste. Yet, as the plastic waste crisis grows exponentially, responses to excess waste remain stuck around containment and management processes. These approaches fail to notice that plastics know no boundaries. We now encounter plastic rocks, plastic water, plastic bodies, plastic worlds spilling into oceans and rivers and across landscapes. Responding to the complexity of plastic's unruly presence demands careful attention both globally and within situated local contexts. This article explores how the queer synthetic curriculum takes up the concept of excess through common worlding waste pedagogies to attend to children's relations with plastic waste. We speculate with the idea of excess by making large amounts of plastic the main protagonist in an early childhood classroom. Disrupting waste management's metaphors of distance, we exaggerate plastic's presence: a plastic whale stomach is stuffed with plastic bottles, dozens of bottles hang from the ceiling, hundreds of bottles are strewn across the classroom floor, and crochet hooks turn out plastic yarn balls. Without claiming to develop children's understanding of the problematic nature of waste, this article stories moments of excess that might provoke subjective transformations as children encounter excess in their daily lives.

Maison, L. M. (2024). **'Who owns time?': Reflecting on the temporal dimension of sustainability with Zapatista and Norwegian educators.** *Pedagogy, Culture & Society*, 32(5), 1413-1431. <https://doi.org/10.1080/14681366.2023.2183239>

Sustainability involves a temporal dimension connecting the past, the present and the future. This article explores the significance of time for sustainability education. It discusses how the understanding of this temporal dimension shapes humans' relationship with the world and affects the political engagement of the educator with sustainability and the view of herself as a political agent of change. To do so, the article uses an assemblage methodology inspired by Deleuze and Guattari's (1987) rhizome to connect the experiences of Norwegian early childhood educators and members of the Zapatista organization. Using a critical theory lens and Paulo Freire's views of educators as cultural workers (Freire 2005, 2017), the article explores two aspects of the temporal dimension that educators relate to across contexts. First, time as a resource, conditioning the relation to the present, the day-to day rhythm and work from a Marxist perspective. Secondly, sustainability's future orientation, with its connections to the political role of the educator as the creator of social reality. The encounters between Zapatista and Norwegian perspectives show how educators' positions and roles in reflecting upon, engaging with, and reappropriating the notion of time, are central for sustainability education.

Micollet, P. (2024, décembre 1). **L'éducation à la vie affective : quels enjeux en CM2 ?** Consulté 5 décembre 2024, à l'adresse The Conversation website: <http://theconversation.com/leducation-a-la-vie-affective-quels-enjeux-en-cm2-238945> Comment assurer pour tous les élèves une éducation à la vie affective et sexuelle et en adapter les enjeux à chaque étape de leur développement ?

Rissanen, I., Kuusisto, E., Aarnio-Linnanvuori, E., Portus, R., Williams, S.-J., Laggan, S., ... Vainikainen, M.-P. (2024). **Exploring the association between growth mindsets and**

**climate action with young people.** *Social Psychology of Education*, 27(6), 2901-2921.  
<https://doi.org/10.1007/s11218-024-09937-9>

Decades of research has demonstrated the power of growth mindsets (i.e. belief in the malleability of the qualities of humans) to shape people's ways of making sense of their socio-cultural reality and influence their ways of thinking about and acting towards change. Yet, research which connects mindsets with climate action or sustainability behavior remains scarce. This study explores the association between mindsets and climate action among European young people. Our findings, based on statistical analyses of survey data from Tampere (Finland), Genoa (Italy), Galway (Ireland) and Bristol (United Kingdom) ( $N = 1,814$ ), indicate that growth mindsets about persons and groups are associated with some dimensions of climate action.<sup>1</sup> However, the results also showed that the dimensions of climate actions are understood in slightly different ways in different countries, possibly because of contextual differences. Developing and researching locally adapted approaches to cultivate growth mindsets in climate change education is recommended.

Verneuil, Y. (2024, décembre 11). **Éducation à la sexualité : ce que disent vraiment les programmes scolaires.** Consulté 13 décembre 2024, à l'adresse The Conversation website: <http://theconversation.com/education-a-la-sexualite-ce-que-disent-vraiment-les-programmes-scolaires-245591>

Alors que les nouveaux programmes d'éducation à la vie affective et sexuelle, en attente de publication, font l'objet de contestations, retour sur les enjeux et l'histoire de cet enseignement.